



**IDENTIFYING TEACHERS' STRATEGIES IN
TEACHING WRITING AT GRADE XI IN MAN 2
MODEL PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN
Padangsidimpuan as a partial fulfillment of the requirement for the
Degree of Educational (S. Pd) in English Program*

Written By:

MARIANA PUTRI SIREGAR
Reg. No. 17 203 00110

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022



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2022

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) examplars

Padangsidimpuan, Maret 2022
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To: **Dekan**
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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Mariana Putri Siregar**, entitled "**Identifying Teacher's Strategies in Teaching Writing at Grade XI in MAN 2 Model Padangsidimpuan.**" We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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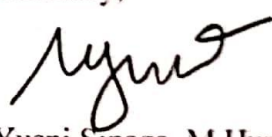
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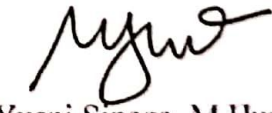

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LEGALIZATION

Thesis : Identifying Teacher's Strategies in Teaching
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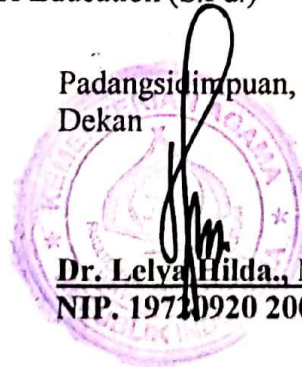
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ABSTRACT

This research describes about teacher's strategies in teaching writing at MAN 2 Model Padangsidimpuan. There were some problem in this research, they are : 1) to know teacher's strategies in teaching writing, 2) how teacher apply some strategies in teaching writing at MAN 2 Model Padangsidimpuan. The scope of this research has limited just to the teacher's strategies in teaching writing and the strategy often used by teacher in teaching writing.

This research has taken based on strategy in teaching writing. The researcher identified many strategies, In this research, the researcher want to find out about teacher's strategy and how the teacher apply their strategy in teaching writing at MAN 2 Model Padangsidimpuan.

This research has conducted by qualitative approach and descriptive method. The sources of data for this research were an English teacher and students. As the instrument for collecting the data the researcher used observation, interview and video recorded. The researcher analyzed the data: managing, reading, describing, representing, classifying, interpreting data by identifying and abstracting important understanding from the detail and complexity of the data.

Teacher's strategy in teaching writing at MAN 2 Model Padangsidimpuan dominant to Genre Based Approach strategy and cooperative strategy. The implementation of using genre based approach with four stages such as building knowledge of the field, modeling of the text, join construction of the text, and independent construction of text. The implementation of using cooperative strategy by making a small group of student to help to share ideas with each other.

Key words: Teacher's strategy, Teaching writing.

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Judul skripsi : **Identifikasi Strategy Guru Dalam Mengajar Menulis
Pada Kelas XI di MAN 2 Model Padangsidempuan**

Penelitian ini diambil berdasarkan fakta strategi yang telah guru gunakan strategi dalam pengajaran writing. Peneliti ini mengidentifikasi banyak strategi, terlihat bahwa banyak guru yang tidak tahu bagaimana mengajar writing. Dalam penelitian ini, peneliti ingin mengetahui tentang strategi guru dan bagaimana guru menerapkan strategi mereka dalam mengajar writing di MAN 2 Model Padangsidempuan.

Penelitian ini dilakukan dengan pendekatan kualitatif dan metode deskriptif. Sumber data dalam penelitian ini adalah guru bahasa Inggris dan siswa. Sebagai instrumen pengumpulan data peneliti menggunakan observasi, wawancara dan rekaman video. Peneliti menganalisis data: mengelola, membaca, menggambarkan, mewakili, mengklasifikasikan, menginterpretasikan data dengan mengidentifikasi dan mengabstraksikan pemahaman penting dari detail dan kompleksitas data.

Pada kesempatan ini, strategi guru dalam mengajar menulis di MAN 2 Model Padangsidempuan adalah: pada pertemuan pertama guru menggunakan strategi pendekatan berbasis Genre untuk mengajarkan teks deskriptif, pertemuan kedua guru menggunakan strategi kooperatif dalam mengajar “what are you going to do”, dan ketiga pertemuan guru menggunakan kooperatif untuk mengajar teks recount pada kelas XI di MAN 2 Model Padangsidempuan.

Berdasarkan hasil analisis dan kesimpulan pada bab pembahasan maka penulis mengajukan saran-saran sebagai berikut: Disarankan kepada kepala sekolah untuk memfasilitasi sekolah ini dengan media pengajaran dalam proses belajar mengajar seperti gambar, tape recorder, dan lainnya. Hal disarankan kepada guru bahasa Inggris: Perkaya strategi dalam mengajar menulis karena berguna untuk membantu mereka dalam mengajar, menggunakan media lain jika alat bantu belajar di sekolah masih kurang, selalu memotivasi siswa untuk belajar dan membantu mereka dalam proses pembelajaran.

Kata kunci : *Strategy guru, mengajar menulis*

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Nothing in the world is perfect, the researcher realize that there are still shortcoming in this research. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments are also expected from all the readers for this thesis.

Padangsidempuan, Februari 2022

Researcher

Mariana Putri Siregar
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is not an easy thing to do. Writing is very important in many fields such as school, college, and work. In teaching writing, the teacher must have the ability to vary the methods for teaching writing. The teacher also have a strategy for teaching writing so that it is easy for students to understand how to write correctly and appropriately. In writing process, there are some strategies to help students be easier to begin write.

In Mina Tajvidi and Azhdar Karami's book, Mintzberg mentioned that strategy is a mediation force between the organization and its environment consistent pattern in streams of organization decisions to deal with the environment.¹ Strategy also as a method or technique that teacher use in transfer knowledge to the students to get goal of teaching in learning process. As a teacher, they must be able to choose strategy that suitable to the material or lesson to be taught.

Wenden says teaching strategies are the various operations that teachers use in order to make sense of their teaching. William & Burden indicated that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the

¹ Mina Tajvidi, AzhdarKarami, Product Development Strategy, 2016, p1983, *journal of international marketing*2016, 10 ,p 1983, https://www.researchgate.net/publication/247837298_Product_Development_Strategy_Product_Innovation_Performance_and_the_Mediating_Role_of_Knowledge_Utilization_Evidence_from_Subsidiaries_in_China

task, so this can be termed process of teaching strategy.² Using strategy can increase student's motivation in teaching. Strategy must be prepared before the start of the teaching process and choose a strategy that according to each person's pleasure.

In Malik Ghulam Bedhol and Hukam Dad, Fatimah stated Teaching strategies is a plan of the teacher designed learning process in achieving learning purposes by applying mastering materials, managing classes, using various methods, tools or media, evaluations and providing objective values. In other words, teaching strategy is basically the real action of the teachers, teachers implement teaching practices through certain way which is more effective and efficient.³ Saiful and Aswan in Irikawati explained The importance of teaching strategies is to support their students through the learning process. Teaching strategy has important role to aid students to learn. The teacher will choose the teaching strategy most suitable to the topic being studied. Teaching strategies is to make it easier for teachers to determine information and manage step by step the learning activities that will be carried out effectively. Strategy become a major factor in improving the learning process and language skills. The implementation of teaching strategy helps students to become more effective and more efficient learners. It means that, teaching strategy also efforts and the way in the teaching learning

² Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview," *Procedia - Social and Behavioral Sciences* 106 (2013): 1712–26, <https://doi.org/10.1016/j.sbspro.2013.12.194>.

³ Malik Ghulam Behlol and Hukam Dad, "Concept of Learning," *International Journal of Psychological Studies* 2, no. 2 (2010), <https://doi.org/10.5539/ijps.v2n2p231>.

process to achieve goals in education.⁴

There are four skills in English, they are speaking, listening, reading and writing. As one of the skill in English, writing is not a skill that can be acquired by people naturally. In Lia Karunia' journal, Lenneberg states that human beings universally learn to walk and to talk, but that swimming or writing are culturally specific, learned behaviors.⁵ The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. Effective writers cycle through these stages until they are satisfied that the writing achieves its purpose.

In Irikawati's journal says that writing skill is one of the teaching and learning process. It is very important skill life both in educational life and community life. Writing is one of four aspect of language skill that student must process. Learning to write is the second thing that child should master after reading.⁶ So, writing is a basic thing in learning process to convey expression in written form.

According to Lado in K. D Pratiwi's journal says that writing is a partial representation of Units of language expression. In academic work, students are often expected to give definitions of key words and phrases in order to demonstrate to their tutors that they understand these terms

⁴ Irikawati, "Identifying Teacher Strategies in Teaching Writing," *Al-Lisan. Journal Bahasa* 2, no. 2 (2017): 10–16, <http://journal.iaingorontalo.ac.id/index.php/al/article/download/821/608>.

⁵ Lia Karunia Aulia, "The English Teacher Strategy to Teach," *Thesis*, 2019, http://repository.uinjambi.ac.id/2421/1/TE130514_LIA_KARUNIA_AULIA_PBI_karunia_aulia.pdf.

⁶ Irikawati, "Identifying Teacher Strategies in Teaching Writing," *Al-Lisan. Journal Bahasa* 2, no. 2 (2017): 10–16, <http://journal.iaingorontalo.ac.id/index.php/al/article/download/821/608>

clearly.⁷ Writing is a method of representing language in visual form. Writing system use sets of symbols to represent sounds of speech. Then, writing also have symbols for such things as punctuation and numerals. Not enough for all the students just focus on oral communication, but students also need to master writing in target language.

In addition to promoting the need for good communication skills, teaching writing provides opportunities for students to develop thinking skills clearly. When students are granted time to write and process their thoughts, they develop a way to analyze their thinking. Through writing, they discover the channels of logic and the pitfalls of fallacies.

Researcher choose this title because researcher interested. The researcher want to know some strategies in teaching writing that often used by teacher. Then, researcher also interest with this title because want to know strategy that can make students interest and motivated student in writing. This research will be done in MAN 2 Model Padangsidimpuan. Researcher make a research in this school because MAN 2 Model Padangsidimpuan is one of the best school in Padanngsidimpuan.

By doing this research, researcher hopes that this research can be solve teachers' problem in teaching writing. Then, it can be used as a reference for next research. This research also as a provision for researcher

⁷K. D Pratiwi, "Students' Difficulties in Writing English: A Study at the Third Semester Students of English Education Program At University of Bengkulu," *E Journal Universitas Bengkulu* 1, no. 2 (2015): 1-13, <https://ejournal.iainbengkulu.ac.id/index.php/linguists/article/view/106>.

to become teacher in the future so that researcher become a professional teacher.

By looking at the phenomenon above, the researcher interest to conduct a research, by the title Identifying Teachers' Strategies in Teaching Writing MAN 2 Model Padangsidimpuan.

B. Focus of the Problem

Based on the identification of the problem above, this research dealing with the teacher's strategies in teaching writing. So, the scope of the study has limited just to the teacher's strategies in teaching writing and strategy that often used in teaching writing.

C. Formulation of the Problem

To make the problem in this research clearly, based on the identification and focus of the research above, the researcher formulates the problem as follows:

1. What are the teachers' strategies in teaching writing at MAN 2 Model Padangsidimpuan?
2. How do the teachers apply the strategies in teaching writing at MAN 2 Model Padangsidimpuan?

D. Objective of the Research

Based on the formulation of the problem, the researcher made the objective of the research like

1. To know the teachers strategies in teaching writing at MAN 2 Model Padangsidimpuan.

2. To know how does the teachers apply the strategies in teaching writing at MAN 2 Model Padangsidempuan.

E. Significances of the Research

Researchers hope that the results of this study will benefit researchers, other researchers, and readers. These are some significances of the research, they are:

1. Head of MAN 2 Model Padangsidempuan, to develop and encourage English teachers to teach writing best.
2. Teachers of MAN 2 Model Padangsidempuan, to develop their capability in teaching writing.
3. Researcher, it is useful as source of the information for further related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.
4. Other researcher, result of this result as reference and standing point for studying the other subject in the field of language teaching.

F. Definition of Key Terms

1. Teachers' Strategies

Strategy is all these it is perspective, position, plan, and pattern. Strategy also is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other.⁸ Teachers' strategy is a plan, an outline and art of the teacher intended to reach a

⁸Fred Nickols, "Strategy: Definitions & Meanings," *Distance Consulting*, 2016, 2–10, http://mail.nickols.us/strategy_definitions.pdf.

specific purpose of educational program. Teachers' strategy also a way or effort of the teacher in teaching process so that the goal of program can be achieved. So, the way of activity that teacher do to achieved a particular educational goal said as teachers' strategy.

2. Teaching Writing

Teaching is a scientific process and its major component are content, communication and feedback. Teaching can be conceptualized as a form of problem-solving and decision making which has many properties in common with the work of physicians. So, teaching writing is one of the process to help students mastery to express the idea, information, knowledge or expression. In teaching writing the teacher often ask the students to write sentence or paragraph using recently learnt grammar.

G. Outline

The systematic of the research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one, it consisted of background of the problem, focus of the problem, formulation of the problem, objective of the research, significant of the research, definition of Key Terms, and outline

Chapter two, it consisted of the nature of writing skill, writing strategies, and teaching writing as English skill in Senior High School.

Chapter three, it consisted of place and time of research, kinds of research, participant of research, instrument of collecting data, technique

of collecting data, technique of analysis data, checking data trustworthiness

Chapter four, it consisted of teacher's strategies in teaching writing at MAN 2 Model Padangsidimpun and teacher's apply strategies in teaching writng at Man 2 Model Padangsidimpun.

Chapter five, it consisted of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. The Nature of Writing Skill

a. Definition of Writing Skill

Writing is a skill must be having of the students. Writing is the way of discovering who you are and what you think “in other words, by or trough writing readers will be able to know your character and what you think end have on your mind.”⁹ Andrea says writing skills are specifics abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Basic grammar is important in process of a good communication in writing “writing skills” are actually more about developing a personal style, a unique voice as a writer. With a lot of new writers, the challenges are as much about the practice of writing and what to write about as anything else.

Probably the most difficult thing there is to do in language. Until the mid-1970s, writing was a subservient skill, whose function was to support the development of oral language.¹⁰ So the research concluded that writing skill is to express ideas and feelings human to

⁹ A T Vii, and Susi Efriana, “Improving Students ’ Writing Skill Through Brainstorming Technique At Vii Grade,” *Thesis*, 2020, <http://etd.iain-padangsidempuan.ac.id/id/eprint/6079>.

¹⁰Andrea Sosa, “Review of Related Finding Literatures,” *Journal* вы12у, no. 235 (2007): 245, <http://digilib.unila.ac.id/4949/15/BAB II.pdf>.

another human in written symbols to make the human or readers understand the ideas conveyed.

a. Process of Writing

Writing activity is a form of manifestation of abilities and language skills that are most recently mastered by language learners after listening, speaking and reading ability. Compared with three other language skills, the ability to write is more difficult to master. This is due to the ability to write requires mastery of various linguistic elements and elements outside the language itself which will be the content of writing, both language elements and must occur in such a way as to produce coherent writing.

In Setiyaningsih's journal, Harmer states that there are four main elements in writing process. Those are planning, drafting, editing (editing and revising), and final version.

1. Planning

In planning process, there are three main issues have to be thought by students. The first, the students have to decide the purpose. of writing. Next, students have to think about language styles. Finally, students have to consider the content.

2. Drafting

Drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they

need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

3. Editing

In editing the students read again what they writers a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimize.

4. Final Version

The last stage is the final version. After all process have done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before.¹¹

It happens since there are many change in editing process. Any unimportant information stated in the draft can be deleted.¹² Writing can be said as a process because writing has phases or stages in writing, but many students do not pay attention to the process when writing. Therefore, the written by the students is not correct. By following this process, students will find it easier to write.

¹¹ Setyaningsih, "The Effectiveness of Roundtable... Setyaningsih, Fkip Ump, 2015," *THESIS*, 2004, 6–27, [http://repository.ump.ac.id/2345/3/SETIYANINGSIH%2C BAB II.pdf](http://repository.ump.ac.id/2345/3/SETIYANINGSIH%2C%20BAB%20II.pdf).

¹² Khasanah, "Theoretical Review," *Thesis*, 2015, 7–16, [http://repository.ump.ac.id/5266/3/CHAPTER II_NAILATUL KHASANAH_BIOLOGI%2715.pdf](http://repository.ump.ac.id/5266/3/CHAPTER%20II_NAILATUL_KHASANAH_BIOLOGI%2715.pdf).

b. Teaching Writing

In teaching writing, teacher guide the student how to write and help them learn to write effectively.¹³ Writing taught as a process of discovery implies that revision becomes the main focus of the course and that the teacher, who traditionally provides feedback after the fact, intervenes to guide students through the process. Ask students to write for two or three minutes on the spot at the beginning of class to stimulate discussion or gather students' attention, in the middle of class to make a transition in topic, work through a difficult issue or problem or keep students engaged or at the end of class to give students a chance to reflect on what they have learned, sealing it in their memories.

In teaching writing also the teacher often ask the student to write sentence or paragraph using recently learnt grammar. The students should make a note about what they have learnt while learning process happens. It makes the students able to understand about the language that has been thought learning process.

2. Writing strategies

a. Definition of writing strategy

Writing is a part of skill that students have to create a text by arranging sentence in to a good text and following the structure and

¹³ Sosa, "Review of Related Finding Literatures." *Journal* ы12у, no. 235 (2007): 245, [http://digilib.unila.ac.id/4949/15/BAB II.pdf](http://digilib.unila.ac.id/4949/15/BAB%20II.pdf).

language features.¹⁴ According to Brown in Meria santi sibarani's thesis say that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning.

According to Meria Santi Sibaranai, strategies are often more powerful when they are used in appropriate combinations.¹⁵ In Nanik Rahmawati and friends's journal says there are scholars who contribute in defining writing strategies. Writing strategy is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities. In their opinion, writing strategies are sequence of activity instead of a single one.¹⁶ Writing strategy help teacher to know the activity will be used by teacher.

b. Types of teachers' strategies

1. Quick Write Strategy

Quick writing is where students begin with opportunity a topic, or respond to question. But then writes rapidly about it. With quick writing technique teacher can give the students a time limit

¹⁴ Rayendriani Fahmei Lubis and Nur Khoiria Hasibuan, "Students' Writing Procedure Text Mastery," *English Journal for Teaching and Learning* 08, no. 02 (2020): 166–76, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/3238>.

¹⁵ Meria Santy Sibarani, "English Teachers' Strategies in Managing a Large Class Faculty of Teacher Training and Education," *Thesis*, 2017, 69, <https://repository.unja.ac.id/1376/>.

¹⁶ Nanik Rahmawati, Endang Fauziati, and Sri Marmanto, "Writing Strategies Used By Indonesian High and Low Achievers," *International Journal of Social Sciences & Humanities* 4, no. 2 (2019): 35–48.

usually ten or fifteen minutes. Sometimes the strategy asked the students to respond in two or ten minutes to open-ended question. The students writing without stopping during the allocated time. The quick writing strategy is often used an anticipation activity or a consolidation activity.

In Safitri Ramadhani Hrp's thesis David Nunan says quick writing is where students begin with a topic, but then writes rapidly about it. teacher can give the students a time limit, usually 10 to 15 minutes, and instruct them not to erase or cross out text, to keep writing without stopping, and to just let the ideas and words come out without concern for spelling, grammar, or punctuation. From students' piece of quick writing, the students then identify key ideas or interesting thoughts by underlining students. These ideas are then used in the first draft of their essays.¹⁷ It means quick writing is where students begin with a topic with a time limit for the students know writing ability

Quick write strategy is a strategy that allows students to begin the writing process. The student is to pick a topic to write about. Next, the student will write as much as they know about the given topic. They can begin with a generic topic, a selected picture,

¹⁷ Safitri Ramadhani Hrp, "The Effect of Quick Writing Technique on Students' Writing," *Thesis*, 2015, 22, <http://etd.iain-padangsidempuan.ac.id/id/eprint/3583>.

a compelling poem or a short passage from literature.¹⁸ Quick-write can be done in five to ten minutes. It can be used at the beginning, in the middle, or at the end of a lesson.

The prompt can often be an open-ended statement for students to complete. The quick-write strategy is often used as an anticipation activity or a consolidation activity. A quick-write can be used in any discipline, including science and mathematics. There are some procedures to teach writing by quick write, they are:

- a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.
- b. The teacher gives the students a prompt or a topic.
- c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.
- d. teacher shows the students how to take the data they have collected about the topic.
- e. The teacher shows the students how to take the data they have collected about the topic.

¹⁸ Wendy D Roth, "The Effect of Using Quick Write Strategy on the Students' Writing Ability in Descriptive," *International Migration Review* 47, no. 2 (2013): 330-373., <http://onlinelibrary.wiley.com/doi/10.1111/imre.12028/abstract>.

- f. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes
- g. The teacher asks the students to collect their paper when time is over.

So, a quick write strategy is teaching writing strategy where teacher ask students to write as much as they can about a topic for less than five minutes. In this strategy, the students do not focus to the mechanic and spelling, but only pay attention about their ideas. Then, the students should be provided opportunities for sharing their ideas.

2. Role Audience Format Topic (RAFT) Strategy

The RAFT (Role, Audience, Format, Topic) writing strategy helps students understand their role as a writer and communicate their ideas clearly by developing a sense of audience and purpose in their writing. Works of art are rich sources of ideas and details for narrative and other kinds of writing. This RAFT strategy lends itself to use with works of art and to helping students develop their ideas and organize their approach before they begin to write.

This strategy is referred to as a complete or one-stop strategy, as it helps to address the most important concepts faced with writing. The application of the RAFT strategy has numerous

benefits including helping students to understand their role as a writer, consider a topic for writing and analyze it from different perspectives, consider the audience or reader they are writing for and understand what needs to be conveyed, explore the different forms and styles of writing best suited for the assignment, effectively communicate their ideas and thoughts so that the audience/reader is able to easily comprehend the writing.¹⁹

How to use the RAFT strategy in the classroom:

Write down the RAFT acronym on the board and explain each prompt with examples. Pick a portion from your current reading assignment and decide with your students what role, audience, format and topic you can write about. For example, pick a portion from. Then, ask your students to do a writing assignment with these prompts using the RAFT strategy:

R – Role (who are you?)

A – Audience (who are you writing to?)

F – Form (what kind of writing will you do? Is it a story, letter, poem or other form?)

T – Topic (what are you writing about?)

Example:

Role: Putri

¹⁹ Clarry Sada Januarnita Lindawaty, Sudarsono and Masters, “Implementing RAFT Strategy to Enhance Students’ Skill in Writing Formal Letter,” *Paper Knowledge . Toward a Media History of Documents* 77 (2014): 1–11, <https://media.neliti.com/media/publications/213897-implementing-raft-strategy-to-enhance-st.pdf>.

Audience: To herself

Format: Diary

Topic: Embarrassing moment

The students are now able to follow the prompts to help them write creatively. After the students are finished they are able to read aloud to the rest of the class what they wrote. This will show all the different stories that the students created. This develops the text they are reading while practicing their creative writing skills. Over time, encourage students to apply the strategy individually, choosing their own RAFT and applying it across different classes.

1. Journalists' Question

Journalists Question is a teaching technique which is conducted by giving students questions in order to direct them in learning. It is one of the techniques to teach writing. It consists of 6 words (who, what, where, when, why and how) which are used by reporters to ask interviewees. Those words can stimulate the students to generate their ideas in writing.

According to Amalia, in Zesy Alvisa and Siti research entitled "The effectiveness of guided questions technique on student's writing skill of recount text. This technique can improvement of student skill in writing. Guided question technique is other name from journalistic questions, method. Journalistic

questions same with 5W-1H Question, there are who, what, where, when, why, and how.²⁰ While the Question here as a trigger to be able to provoke the necessary ideas when writing. So journalistic question means the questions means the question that are used to provoke knowledge of a thing that can be poured into writing by applying the concept of structured journalist that is generally 5W+1H.

The way to use this strategy:

1. Asses the relevance of each question for the writing.
2. Create time on the schedule for student to answer question who, what, where, when, why and how. Individual or in a small group.

a. Who?

Who are the participant? Who are the primary actors? Who are the secondary actors?

b. What?

What is the topics? what happen?

c. Where?

Where does the activity take place?

d. When?

When is the issue most apparent?

e. Why?

²⁰ Zesy Alvisa and Siti Luruh Ayunoerjanah, "The Effectiveness of Journalistic Questions Method In" 3, no. 2 (2018): 119–30, <https://www.syekh Nurjati.ac.id/jurnal/index.php/eltecho/article/view/3348>.

Why did the issue or problem arise?

f. How?

How can the issue or problem be resolved?

3. Ask students to reflect on their finding

The teacher can use journalist' question strategy to focus the student learning. So, using this strategy can be more successful.

4. Blooming sentence strategy

Students indirectly learn that using obtuse language or cluttering sentences with unnecessary word makes them appear to be more sophisticated writers. Granted, all writers experiment with language by including complex word when simples ones will do. Blooming sentences is a process that students use to gain command of new words.²¹ The activity in blooming sentences strategy is:

- a. Prepare several short sentences or have students to select several from one of their writing selections.
- b. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences. Encourage students to double the number of words in each sentences.

²¹ Ava Shmida and Amots Dafni, "Blooming Strategies, Flower Size and Adversiting in the Lily-Group Geophytes," *Herbertia* 45, no. 1 & 2 (1989): 111–22.

- c. Have students review their rewritten sentences and circles example where they used several word when one would suffice.
- d. Students underline all instances of the passive voice in their bloomed sentences. Students can recognize passivity by identifying forms of the verb “to be”.

So, researcher conclude that blooming sentences strategy is a strategy for teaching writing which the teacher present several short sentences. Then, teacher gives several minutes to the students evolving, adding, or changing the sentences and make it more weighty. Students adding or changing sentence also to make sentences more clearly without losing the original meaning of the sentences.²²

5. Cooperative strategy

Cooperative strategy is a strategy where students of mixed levels of ability are arranged into groups and rewarded according to the group’s success. According to Johnson et al. Cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning.

Cooperative learning exists when students work together to achieve joint learning goals. Any assignment in any curriculum for

²² Shmida and Dafni.

any age student can be done cooperatively.

There are three ways that cooperative learning may be used. Formal cooperative learning groups may last for one class period to several weeks to complete any course requirement, such as solving problems, reading complex text material, writing an essay or report, conducting a survey or experiment, learning vocabulary, or answering questions at the end of a chapter. The teacher introduces the lesson, assigns students to groups (two to five members), gives students the materials they need to complete the assignment, and assigns students roles.

The teacher explains the task, teaches any concepts or procedures the students need in order to complete the assignment, and structures the cooperation among students. Students work on the assignment until all group members have successfully understood and completed it. While the students work together the teacher moves from group to group systematically monitoring their interaction. The teacher intervenes when students do not understand the academic task or when there are problems in working together. After the assignment is completed the teacher evaluates the academic success of each student and has the groups process how well they functioned as a team. In working cooperatively, students realize they (a) are mutually responsible for each other's learning and (b) have a stake in each other's success.

Informal cooperative learning groups are temporary, ad-hoc groups that last from a few minutes to one class period that are used during a lecture, demonstration, or film to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session.

Cooperative base groups are long-term cooperative learning groups (lasting for one semester or year) with stable membership that give each member the support, help, encouragement, and assistance he or she needs to make academic progress (attend class, complete all assignments, learn) and develop cognitively and socially in healthy ways. It is important to highlight the distinctions between cooperative learning, individualistic learning, and competitive learning. In individualistic learning, students learn independently, without working in conjunction with their classmates. In competitive learning, students also learn independently, but are especially concerned about outperforming their classmates. In cooperative learning, students work with one another in small groups, in a noncompetitive fashion to accomplish a goal. Examples of goals may include learning a concept in science, practicing the application of a formula or procedure, or solving a complicated science problem over the course of several

days. It is also important to distinguish cooperative learning from simple group work. It is a common misconception that the two are the same, or similar. In simple group work, it is possible, and perhaps very likely, for students to continue working individually or competitively, despite the fact that they are physically clustered together. In cooperative learning, students work together non-competitively to accomplish a shared goal.

The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively. After participating in a cooperative lesson, group members should be better prepared to complete similar tasks by themselves. To ensure that each student is individually accountable to do his or her fair share of the group's work, teachers need to assess how much effort each member is contributing to the group's work, provide feedback to groups and individual students, help groups avoid redundant efforts by members, and ensure that every member is responsible for the final outcome.

Common ways to structure individual accountability include:

1. Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
2. Giving an individual test to each student.

3. Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
4. Observing each group and recording the frequency with which each member contributes to the group's work.
5. Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
6. Having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining.

There is a pattern to classroom learning. First, students learn knowledge, skills, strategies, or procedures in a cooperative group. Second, students apply the knowledge or perform the skill, strategy, or procedure alone to demonstrate their personal mastery of the material. Students learn it together and then perform it alone.

3. Teaching Writing as English Skill in Senior High School

In Indonesia, English is one of the subject offered to student at school. Learning English, there are four language skill to be learned, listening and reading skills which are categorized into receptive skills, speaking and writing skills that are categorized into productive skills.

Ideally the four language skill should have same attention and treatment in its instructional schools, including high school.

Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features.²³ Senior high school students' demanded for mastering the kinds of genre text based on English writing skill in the 2013 curriculum, so the students must be understood well how to construct a text by following the rules and teachers are required to plan learning activities that will be carried out by students to achieve the expected competencies.²⁴

Teaching writing as English skill in senior high school can help students to easy in writing. Students are assessed through writing assignments such as preparing report, cover letters, resumes and short essay. The important of writing skills in a students' future career make teacher and learning instruction in the classroom more challenging. As such, teacher should be more diligent in designing a particular strategy or approach that is in lie with the needs of students so that they can cultivate good writing skill.

B. Review of Related Finding

There are some several studies related to the topic of this study which also discuss about teachers' strategy. Therefore, researcher need to do a literature study to find out how other researcher analyze the

²³ Lubis and Hasibuan, "Students ' Writing Procedure Text Mastery."

²⁴ Lubis and Hasibuan.

topic, so that researcher can avoid possible duplication. There are thesis and journal related to the topic review.

First research is from Nur Adimah's thesis, there were: using book, dictionary, note and role playing activities. Teachers' problems in teaching English at MTs YPKS Padangsidempuan were: the students not interested to study English, the students is low spirit in learning, the students mastery of English vocabulary is still poor, the students made a noise in the classroom, there was no teaching media and the low motivation of parents to students. Teachers' strategies to solve the problems in teaching English at MTs YPKS Padangsidempuan were: the teachers gave motivation and suggestion to students, especially for English, the teacher gave warning or advice to students, the teacher move the place of students' sit, the teacher asking to headmaster to add the facilities in learning and the teacher order them to enrich vocabulary.²⁵

The second is Dermi Harahap's Thesis about teachers' strategies, she concluded : Teacher's strategy in teaching writing at Mts Panca Dharma Padangsidempuan were: 1) Cooperative Learning Strategy; teacher instructed students to cooperate write the text about the title in a group. 2) Journalist's Question Strategy; teacher instructed students to answer the 5Wsn 1H (what, where, why, when, who, how?) question from the text. The strategy was often used by teacher in teaching

²⁵ Nur Adimah, "Teachers' Strategies in Teaching English at Mts Ypks Padangsidempuan," 2015, <http://etd.iain-padangsidempuan.ac.id/id/eprint/3899>.

writing at Mts Panca Dharma Padangsidempuan was Cooperative Learning Strategy.

Teacher's problems in using cooperative learning strategy in teaching writing were; Students did not participate in the group processes at all, students often made noise or gossip when learning writing in a group, students lack material sources to improve their writing skill and classroom management challenges. Teacher's problems in using journalist's question strategy in teaching writing were; Students often copy their friends' task to answer the question and students were lack of vocabulary for developing ideas.

The third is Fadholi Ichsan Raharjantoe, the results of his study are the strategies used by the teacher in teaching writing descriptive text are applying cooperative learning, and discussion, by making a group, and analyzing the picture. There are three problems faced by the students, namely: vocabulary problem, structure problem, and generic structure problem.²⁶

The fourth is Argha Try Prabantoro's thesis, this research is conducted to know: (1) The teacher strategies of SMKN 1 Kismantoro in learning writing narrative text; (2) How the teacher applies the strategies; and (3) The problems faced by the teacher. The type of this research is descriptive qualitative research. The methods used to collect the data are observation, interview, and documentation. The writer used

²⁶Fadholi Ichsan Raharjanto, "Teacher's Strategies in Teaching Writing Descriptive Text at MTs N Sukoharjo in 2015/2016 Academic Year," 2016, <http://eprints.ums.ac.id/46997/23/02>. Artikel Publikasi.pdf.

interactive model that included three main components, namely, data reduction, data display, and conclusion drawing/verification. Research results show that the teacher's strategy in teaching narrative text writing is using cooperative learning because this strategy keeps students active and can solve problems in analyzing generic structures, language features, and social functions of the narrative text so that they can make narrative text well. The teacher implemented the strategy by delivering the material, creating several groups and giving the students the text.²⁷

The researchers above have a similarity with this research because all of them have some subjects to teachers strategies. This research also focuses on teachers' strategies, the researcher analyzed which one of strategies in teaching learning used by the teacher in teaching writing.

²⁷ Argha Try Prabantoro, "Teacher's Strategies in Teaching Writing Narrative Text at SMK N 1 Kismantoro 2016/2017 Academic Year," *Thesis*, no. 1 (2018): 430–39, [http://eprints.ums.ac.id/67679/10/Publication Article-1.pdf](http://eprints.ums.ac.id/67679/10/Publication%20Article-1.pdf). gha Try Prabantoro, "Teacher's Strategies in Teaching Writing Narrative Text at SMK N 1 Kismantoro 2016/2017 Academic Year," *Thesis*, no. 1 (2018): 430–39, [http://eprints.ums.ac.id/67679/10/Publication Article-1.pdf](http://eprints.ums.ac.id/67679/10/Publication%20Article-1.pdf).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research was done in MAN 2 Model Padangsidimpuan. This school is located at Jl. Sutan Sori Pada Mulia, Sadabuan, Padangsidimpuan, Province of North Sumatera, Indonesia. This has been done from 14 October 2021 until 15 Maret 2022.

B. Kinds of Research

The method in this research is the descriptive method. Descriptive research is a descriptive study determines and describes the way things are. Descriptive qualitative research also relies heavily on description, but the qualitative description is usually in the form of variable report and narrative.

C. Participant of Research

The participant of this research are two English teachers MAN 2 Model Padangsidimpuan and students grade XI IPA 2 in MAN 2 Model Padangsidimpuan.

D. Instrument of Collecting Data

Instrument in a research is equipment used in collecting the data. There are instruments employed to explore data in this research, the types and component are presented as follow:

a. Observation

Researcher use observation to collect the data. Researcher

observe teacher and students during writing learning process. Researcher use observation sheet to help researcher in collect data. The observation sheet in appendix. By observation, researcher found the teachers' strategies in teaching writing.

b. Interview

Researcher prepare the questions to be asked for English teacher. Researcher interview English teachers to know the strategies that they often use in teaching writing skill and all the activities during writing learning process. Then, interview also to know the reason of the teacher use the technique or strategy that they choose during writing learning process. The component of interview can be seen in appendix.

c. Documentation

Researcher prepare camera to record learning process. Researcher records all activities from the beginning of learning to the end of learning process. This result of documentation may help researcher in collect data. This video is one of the way to know teacher's strategy in teaching writing at MAN 2 Model Padangsidmpuan.

E. Technique of Collecting Data

Collecting data in this research consist of three techniques, they are:

1. Observation

For collecting the data in this research, the researcher

observes teachers and students during the writing learning process. Researcher records all of teachers and student activities and all events good or negative instance that have effect toward learning achievement. Researcher put the camera in corner of classroom to record learning activities. The researcher sit in front while observe the activity by preparing pen and observation sheet. Researcher checks the observation sheet if there are activity match to the indicator in observation sheet. The researcher also notes important things during learning process. From this observation researcher have found the teachers strategy in teaching wring and strategy that often use by teacher in teaching writing. Researcher do this observation for several times until the data to be saturated.

2. Interview

After getting the data from observation, the next technique is interview. Researcher conduct face to face interviews with participants. Researcher prepare all question to be asked to make easy in interview. Researcher listens and notes the participant's answer. The researcher asks about the teachers' strategies in teaching writing. From this interview researcher known teachers strategies in teaching writing and the reason for using it, how usually teacher writing and the reason for teaching writing like that.

3. Documentation

After getting the data by interview, researcher ensure that the data obtain same as the record result. Researcher also can getting the data by recording to make sure the data matches with recording. This result can help researcher to collect data.

F. Technique of Analysis Data

In the previous discussion, this has been discussed that this is the qualitative research. The researcher intends in describe the data obtained, as they were found in the field. After collecting the data, the researcher takes the next step that is analysing the data. The method of analysing data that is used in this research is Creswell's theories by doing following steps:

1. Preparing the data for analysis. This involves transcribing interviews, transcribing recording of conversation of English teacher.
2. Reading and understanding all the data. This step is to obtain a general sense of the information and to reflect on its strategy
3. Coding and classifying the data, Coding is the process of organizing the material (activity of teachers) that have collect while observation and interview. The researcher started to classify the data one by one when all the meeting in English teaching and learning process has been marked by

the analysis framework as presented in appendix. This step is to answer the research problem numbers one and two.

4. The next step in data analysis involves making an interpretation of the data. After the classification was done systematically the researcher describing the strategy of teachers
5. The final steps is Drawing conclusions.

G. Checking Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. There are some technique to determiner the data trustworthiness to reduce the bias of the data, and to improve the validity of the data collected.²⁸ There are nine techniques to determine the data trustworthiness state by Lexy J . Moleong, they are:

- a. The extension of participation is the extension not only done at the short time , but need the long time
- b. The application of researching is the researcher must do the research with careful , detail and continuous to the object of the research

²⁸ L. R. Gay, Peter Airasian. Education research, New York, and Suny Press, “Research Method,” , 2002, 33–41, [http://digilib.uinsby.ac.id/13770/6/Bab 3.pdf](http://digilib.uinsby.ac.id/13770/6/Bab%203.pdf).

- c. Triangulation is the technique of checking data trustworthiness that used something besides the data onto verification or as a comparison of the data
- d. Checking with friendly through discussion is done with expos the interview result or the final result that gets in discussion of friends
- e. Analyze the negative case is the research collects the example an appropriate case of the model and the inclination of information that have collected a used as a substance of comparison
- f. The adequate and referential are the tools of them , with using the free time to compare the result of the research with critics are collected
- g. Checking the member is the most important in checking credibility
- h. The detail description is a technique to demand the researcher to the result researches, so description is done carefully and accurately to draw the context of the research
- i. Auditing used to check the truth and certainly of data , this points that done well to the process of the result and extent

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Finding

Before describing the teacher's strategies in teaching writing at MAN 2 Model Padangsidimpuan, the researcher will describe the school of this research as general result of this thesis. MAN 2 Model Padangsidimpuan is one of the best school in Padangsidimpuan. MAN 2 Padangsidimpuan beralamat di Jl. Sutan Soripada Mulia NO. 29, Sadabuan, Kec. Padang Sidimpuan Utara, Kota Padang Sidimpuan, Sumatera Utara.

B. Specific Finding

1. Teacher's Strategies In Teaching Writing at MAN 2 Model

Padangsidimpuan

Based on the class observation and interview with the English teacher, the researcher presents the find there were two strategies that teacher use in teaching writing at MAN 2 Model Padangsidimpuan. They were Genre based approach strategy and cooperative strategy. Teacher chose the strategy in teaching writing based on the material and teacher think the strategy related to the topic or lesson.

. The data were taken from recording, interview and observation checklist. This part presents the research findings which the researcher found in the field by doing the class observation, observation checklist

and teachers' interview. It related to the teachers' in teaching writing at grade eleventh students of MAN 2 Model Padangsidempuan. After the researcher investigated the teachers' strategies in teaching writing descriptive, finally the researcher got some data.

2. Teacher apply the strategies in teaching writing at MAN 2 Model Padangsidempuan

During the research, the researcher found that there are two dominant strategies carried out by the teacher. Researcher got the data by doing observation, interview and documentation. The strategies as explained below:

A. Genre Based Approach Strategy

Based on interview and observation, the strategy used by the teacher was dominant to the Genre Based Approach strategy. This part presents the research result which the researcher found in the field by doing the observation, interview and recording. It related to the English teachers' strategies in teaching writing descriptive in MAN 2 Model Padangsidempuan. After the researcher investigated the teacher strategies in teaching writing descriptive, finally, the researcher got some data.

At first, the research make a table of indicator of the teachers' strategy to identify by looking the activity of teachers while teaching. Then, if the indicator did not apply by a teacher, so researcher would use the alternative table. Researcher fill the

alternative table that table contained all the activity of teacher while learning process that before teaching, while teaching, closing, and evaluation.

Based on the result of observation and interview to the English teacher, the teachers used Genre Based Approach in teaching process. Genre approach to writing can give insight to students of how to replicate successfully particular genres because rather than relying on prescriptive model based advice, a genre approach attempts to identify the features of successful writing within a defined genre and then these features to the students.

“I teach writing to the students by the most basic step and the easiest so that the students have some interest in writing, or at least recorded in the minds of students that writing is very easy if we can understand the sentence that we want to write”

It means teacher said that writing was not difficult things to do, to make students open their mind to start writing and feel easy when they want to write a text. By understanding the sentences students can easy to wrote all in their mind.

In the first meeting, the teachers began the class by giving lessons about norms and manners for about 10 minutes as the brainstorming. In brainstorming, teacher gave some question such as “what you do think about your friend? How does she/he looks like? And can you describe the things or place that have you see?” then teacher asked the students to tell their title experience and

asked the students to arrange the words in their mind. Teacher asked students by using Indonesian language and translate together to help students more understand about sentences. The teacher asked to the students to answer the question related to the topic. Then the students have to write down the answer in their note.

In this stage, teacher used brainstorming to build knowledge of the field with asking student to open their mind to think about topic. Teacher asked about student around or something about students to make students interest while learning student could share their experience or story in their life.

Teacher also explained definition, language features and the thing that talked about descriptive text. Teachers gave some example of the text to help students to understand about the topic. Teacher asked students individually to know the students' understand, teacher asked some students randomly to make sentences that example of descriptive text. This stage is as a modeling of the text that teacher used. Teacher created descriptive text about "my cat". It is used to focus on the structural and linguistic features of the target genre that descriptive text.

Next, to know all students have understand, teacher gave ten minutes for a test to made descriptive text by students' around or students' experience. The experience means not talk about their experience, but what thing the students have seen in their

experience. Students can describe it by using the language features of descriptive text.

Teacher explained some meaning of words that the students had answered to help student easy to understand the sentences. Teacher asked one of student to write down his result descriptive text in the white board. Then, teacher corrected the students work in the whiteboard together. Generally the teacher asked the students to correct the wrong words that they corrected together.

In the process whenever students found the unfamiliar words, the students were asked to translate them by asking teacher or to look up in the dictionary to found out the meaning because dictionary was the most main tool that can help students to know the meaning while the teacher is not around the students.

This stage, teacher join construction of the text by asking students randomly or individually about the topic. Teacher join to help student mastery in writing descriptive text contain all the generic structure that identification and description. Student also know the tense and characteristic of descriptive text.

In fourth observation, researcher observed the second teacher with the topic Explanation text. The researcher found teacher's strategy by doing observation and interview. The strategy that teacher used was Genre based approach.

To open the class, teacher said salam and tried approach students with asking condition of students. Teacher do opening the lesson by using brainstorming that to open students mind. Asked some question about explanation text such as “ Brainstorming, teacher asked students about how you can explain the thing (stages, procedure of the things or happen) Teacher ask what brings the rain? where is the water from? where does the water flow to? what other natural phenomena do you know? Teacher also ask about some natural phenomena happened in their life such as earthquake, flood, rain, rainbow, any many more.

In the stage of while teaching, the Teacher wrote response of the students in whiteboard and corrected the mistakes sentences that have made by students. Teacher explained the definition, generic structure, language feature of the explanation text. Teacher said that the sentence was about explanation text. Teacher asked students to write with the topic: the processes related to natural, social, scientific, and cultural phenomena through explanation text.

Then teacher asked all students one by one to made a title of explanation text and the generic structure of explanation text. Here, teacher explained the information about explanation text with detail to help student to understand the topic. To knew the students have understand, teacher asked students to make explanation text by individual own word.

After ten minutes teacher asked students to collect students' answered. Teacher gave randomly the paper to students. it means the students' answered will be corrected by another student. After that, teacher asked every students to give the response and suggestion about the text that the students corrected.

In the stage evaluation, Teacher made the reviewed by asking students randomly about explanation text such as definition, generic structure, and example of explanation text. Then in closing teacher gave motivation and salam.

1. Cooperative Strategy

Based on observation and interview, English teacher using strategy dominant to cooperative strategy in second meeting while learning process. In this learning, the material about "what are you going to do". Teacher adjusts the strategy practicing the strategy that appropriate with students' characteristic was good way for teaching effectively. By choosing cooperative strategy, the class would be more active, and students would be more interest to study and get success to achieve the goal of teaching and learning.

Teacher started the class with greetings and some learning about students activity. Then the teacher asked the students about the material that they had learned at the past. Then, teacher explain about the present continuous tense that used to

express an action that occurs at the time of speaking or can be used to express the future time to explain a plan. The time signals are used now, right now, at the moment, at the present, today, this morning, this afternoon, this evening, etc.

The present continuous tense or progressive tense is a tense that indicates the activities that are being done or are in progress. After the students answered the teachers' question as a brainstorming, the teacher continued the material by guided students how to arrange sentences when someone ask about student next activity (what are you going to?). teacher tell the structure and rules how to answer the question of activity at the moment or planning activity.

As usual, the teacher asked students to open their text book to answer the exercise, the teacher guided students by answering question number one as an example. The students freely asked the teacher when they did not understand the sentences or word. Teacher write some example in whiteboard and ask student to make a conversation about next activity in the class.

“I choose cooperative strategy because this strategy is very interesting for students, most of students are shy to ask the material that they feel hurt to understand. I think this strategy can help them because they can able to ask their friends and discuss together to find the result”.

It means cooperative strategy can improve students' motivation and interesting. Having partners at-the-ready will save teacher from having to stop and pair students up, and it will keep the lesson moving. When teacher stop to allow discussions, keep it short. Even better, use a timer. Taking too long to allow kids to talk can be just as bad for a lesson as not allowing discussion at all

Teacher give the instruction to have a partner each students. Then give a task to make a question about how are you going to do and the answer of question. After waiting for some minutes, teacher ask students to read their result in front of the class

Based on observation, in third meeting teachers teach about recount text using cooperative strategy. first activity are like usual that greeting and ask some question to approach students in learning process. Then, teacher explain the topic that will learn about.

Teacher give some question also as a brainstorming to make out students mind about recount text. Teacher explain the language feature of recount that using simple past tense. And teachers say that recount text is retelling the experience or accident that happen in the past.

In this strategy, the teacher instructs students to make

group, and then the teacher explains to students the material about recount text, the teacher explains in front of the class about the definition of text, generic structure, characteristics, and provides examples of recount text. After the explanation is complete the teacher assigns the task for students to write of recount text in a group. In the group, students are understand what the recount text, with all the rules and characteristics of the recount text writing. In group the students work together and help each other, if one of his friends doesn't understand then the other friend will try to explain again and the teacher will give direction to students. In group discussion students look more active and enthusiastic, they feel the assignments given are easier because they are done together and they are easier to understand the lesson.

Teacher asked the students to start making a paragraph by think their experience with the closest person in their life, such as their parents, their neighbours, etc. Before starting the lesson, the teacher asked the students to open the material in their last material about writing descriptive such as rearranging words into sentences and rearranging sentences into paragraphs. The teacher then explained the students how to makes paragraphs into some paragraphs by giving examples.

Teacher give some sentences by using simple past tense

which talk about experiences. Teacher give an example and identify the tenses of sentences. Teacher also explain three structure of recount text are orientation, event, and reorientation. Teacher tell which sentences of orientation, how about even, and how to write reorientation sentences.

In some case, the researcher found that the teacher also discussed the topic. In discussing the topic, the teacher asked students by saying “Do you have any question?” or “Have you understood?” those question were replayed by the teacher before he continued to the another the material or when teacher have explain about all material and example of recount text.

The teachers asked the students to work in groups consisting of two persons, so that when the students found difficulties the other students could help. It could be the activity to practice their vocabularies. Each group has four and five students. Teacher ask each group to discuss and a recount text. First, teacher ask to student to make a title first, teacher say that every member have responsibility and chance to give and share their idea. Then, discuss to make a text to be better.

After some minutes, teacher ask for the result of the task, and student say they have wrote a recount text. Teacher ask to all member of group to give their critic and suggestion to revisi their text to make the last result (recount text). After waiting

some minutes, teacher ask one of the member of group to read and share their recount text in front of the class.

C. Discussion

After analyzing the collecting data, researcher found that teacher's strategies in Teaching writing at MAN 2 Model Padangsidempuan still less effective and efficient . Because from some strategy was used by teachers strategies is valued have been effective and efficient. But, however teachers was effort maximally and teacher sure need new strategies in teaching process so that can be improved the teaching process. This research had been related with Fadholi Ichsan Raharjanto script , researchers made an interview for students and students that English teacher at MTs N Sukoharjo. Based on the result interview to students and English teacher are the strategies used by the teacher in teaching writing descriptive text are applying cooperative learning, and discussion, by making a group, and analyzing the picture. There are three problems faced by the students, namely: vocabulary problem, structure problem, and generic structure problem. So, researcher conduct that this research and Fadholi's research use same technique to collecting data but they have different in finding. This research find two strategies, they are genre based approach strategy and cooperative strategy while Fadholi's research find two, they are cooperative strategy and discussion strategy.²⁹

Then, Argha Try Prabantoro's research methods used to collect the

²⁹ Fadholi Ichsan Raharjanto, "Teacher's Strategies in Teaching Writing Descriptive Text at MTs N Sukoharjo in 2015/2016 Academic Year," 2016, <http://eprints.ums.ac.id/46997/23/02>. Artikel Publikasi.pdf.

data are same with this research by observation, interview, and documentation. Argha find interactive model that included three main components, namely, data reduction, data display, and conclusion drawing/verification. His research results show that the teacher's strategy in teaching narrative text writing is using cooperative learning because this strategy keeps students active and can solve problems in analyzing generic structures, language features, and social functions of the narrative text so that they can make narrative text well. The teacher implemented the strategy by delivering the material, creating several groups and giving the students the text. But this research find cooperative and genre based approach strategy in teaching writing.³⁰

Based on explanation above, the researcher concludes that many strategies in teaching writing can increase the students' ability. Then, the researcher hopes strategy in teaching writing can increase the teachers' ability in teaching writing. So, the researcher interest to make the research about "Identifying Teacher's Strategies in Teaching Writing at MAN 2 Model Padangsidimpuan.

D. Trustworthiness

The researcher was taken triangulation by comparison the results of observations, interviews and lesson plans. Based on data sources results from all data sources that teacher's activity, indicator of table observation and lesson plan of teacher, researcher found that the data was valid.

³⁰ Argha Try Prabantoro, "Teacher's Strategies in Teaching Writing Narrative Text at SMK N 1 Kismantoro 2016/2017 Academic Year," *Thesis*, no. 1 (2018): 430–39, <http://eprints.ums.ac.id/67679/10/Publication Article-1.pdf>.

Because teacher's activity dominant with the strategy obtained from the interview. Then, result from the interview dominant with teacher's lesson plan.

Teacher's strategy in teaching writing at MAN 2 Model Padangsidempuan dominant to Genre Based Approach strategy and cooperative strategy. The implementation of using genre based approach with four stages such as building knowledge of the field, modeling of the text, join construction of the text, and independent construction of text. The implementation of using cooperative strategy by making a small group of student to help to share ideas with each other.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

In this case, the researcher would like to write the conclusion of this research as follow.

- a. Teacher's strategy in teaching writing at MAN 2 Model Padangsidempuan dominant to Genre Based Approach strategy and cooperative strategy.
- b. The implementation of using genre based approach with four stages such as building knowledge of the field, modeling of the text, join construction of the text, and independent construction of text. The implementation of using cooperative strategy by making a small group of student to help to share ideas with each other.

B. The Suggestion

After formulating the conclusion, the researcher would like to give the suggestions concern with the result of this research. In this step, the researcher formulated the suggestion as follow:

- a. This is suggested to the headmaster to facilitate this school with the teaching media in learning and teaching process such as picture, tape recorded, and other.
- b. This suggested to English teachers:
 1. Enrich the strategy in teaching writing because it is useful to help them in teaching.

2. Using others media if the aids of learning in the school still less
 3. Always motivate students to learn and help them in learning process.
- C. This is important to other researcher to make the deepest research with the topic of this research, because it is still far from perfect one due to the limitation of the writer's material, knowledge and experience.

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APPENDIX 1

**TABLE 1
BLANK OBSERVATION SHEET FIRST MEETING**

NO.	STRATEGY	INDICATOR	YES	NO
1.	Quick Write Strategy	a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.		
		b. The teacher gives the students a prompt or a topic.		
		c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.		
		d. The teacher shows the students how to take the data they have collected about the topic.		
		e. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes		
		f. The teacher asks the students to collect their paper when time is over.		
2.	RAFT Strategy	a. helping students to understand their role as a writer		
		b. consider a topic for writing and analyze it from different perspectives		
		c. consider the audience or reader they are writing for and understand what needs to be conveyed		

NO.	STRATEGY	INDICATOR	YES	NO
		d. explore the different forms and styles of writing best suited for the assignment		
		e. effectively communicate their ideas and thoughts so that the audience/reader is able to easily comprehend the writing		
3.	Journalis' Question	a. Asses the relevance of each question for the writing.		
		b. Create time on the schedule for student to answer question who, what, where, when, why and how. Individual or in a small group.		
		c. Ask students to reflect on their finding		
4.	Blooming	a. prepare several short sentences or have students to select several from one of their writing selections.		
		b. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences		
		c. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		
		d. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences.		
		e. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		

NO.	STRATEGY	INDICATOR	YES	NO
		f. Students underline all instances of the passive voice in their bloomed sentences. Students can recognize passivity by identifying forms of the verb “to be”.		
5.	Cooperative strategy	keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may		
		Giving an individual test to each student.		
		Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.		
		Observing each group and recording the frequency with which each member contributes to the group's work.		
		Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.		
		Having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining		

Padangsidempuan, 2021

Teacher

Researcher

Siti Rahma Dodongoran, M. Pd

Mariana Putri Siregar

Appendix 2

TABLE IV
BLANK TABLE TEACHER'S PROSEDURE IN TEACHING WRITING
AT MAN 2 MODEL PADANGSIDIMPUAN AT FIRST MEETING

NO.	ACTIVITY	DESCRIPTION
1.	Opening	
2.	While teaching	
3.	Evaluation	
4.	Closing	

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Teacher

Reseacher

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Appendix 3

TABLE IV
BLANK TABLE INTERVIEW IN FIRST MEETING

NO	QUESTION	ANSWER	NOTE
1.	What is your strategy in teaching writing?		
2.	How did you apply your strategy in teaching writing		
3.	Why did you choose the strategy?		
4.	What are the advantages and disadvantages of your strategy?		

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APPENDIX 4

**TABLE 1
OBSERVATION SHEET FIRST MEETING**

NO.	STRATEGY	INDICATOR	YES	NO
1.	Quick Write Strategy	a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.		✓
		b. The teacher gives the students a prompt or a topic.	✓	
		c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.		✓
		d. The teacher shows the students how to take the data they have collected about the topic.		✓
		e. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes		✓
		f. The teacher asks the students to collect their paper when time is over.		✓
2.	RAFT Strategy	a. helping students to understand their role as a writer	✓	
		b. consider a topic for writing and analyze it from different perspectives		✓
		c. consider the audience or reader they are writing for and understand what needs to be conveyed		✓

NO.	STRATEGY	INDICATOR	YES	NO
		d. explore the different forms and styles of writing best suited for the assignment		✓
		e. effectively communicate their ideas and thoughts so that the audience/reader is able to easily comprehend the writing		✓
3.	Journalis' Question	a. Asses the relevance of each question for the writing.		✓
		b. Create time on the schedule for student to answer question who, what, where, when, why and how. Individual or in a small group.		✓
		c. Ask students to reflect on their finding		✓
4.	Blooming	a. prepare several short sentences or have students to select several from one of their writing selections.		✓
		b. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences		✓
		c. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		✓
		d. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences.		✓
		e. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		✓

NO.	STRATEGY	INDICATOR	YES	NO
		f. Students underline all instances of the passive voice in their bloomed sentences. Students can recognize passivity by identifying forms of the verb “to be”.		✓
5.	Cooperative strategy	keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may		✓
		Giving an individual test to each student.		✓
		Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.		✓
		Observing each group and recording the frequency with which each member contributes to the group's work.		✓
		Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.		✓
		Having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining		✓

Padangsidempuan, 2021

Teacher

Researcher

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APPENDIX 5

**TABLE II
OBSERVATION SHEET SECOND MEETING**

NO.	STRATEGY	INDICATOR	YES	NO
1.	Quick Write Strategy	a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.		✓
		b. The teacher gives the students a prompt or a topic.		✓
		c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.		✓
		d. The teacher shows the students how to take the data they have collected about the topic.		✓
		e. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes		✓
		f. The teacher asks the students to collect their paper when time is over.		✓
2.	RAFT Strategy	a. helping students to understand their role as a writer		✓
		b. consider a topic for writing and analyze it from different perspectives		✓
		c. consider the audience or reader they are writing for and understand what needs to be conveyed		✓

NO.	STRATEGY	INDICATOR	YES	NO
		d. explore the different forms and styles of writing best suited for the assignment		✓
		e. effectively communicate their ideas and thoughts so that the audience/reader is able to easily comprehend the writing		✓
3.	Journalis' Question	a. Asses the relevance of each question for the writing.		✓
		b. Create time on the schedule for student to answer question who, what, where, when, why and how. Individual or in a small group.		✓
		c. Ask students to reflect on their finding		✓
4.	Blooming	a. prepare several short sentences or have students to select several from one of their writing selections.		✓
		b. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences		✓
		c. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		✓
		d. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences.		✓
		e. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		✓

NO.	STRATEGY	INDICATOR	YES	NO
		f. Students underline all instances of the passive voice in their bloomed sentences. Students can recognize passivity by identifying forms of the verb “to be”.		✓
5.	Cooperative strategy	keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may	✓	
		Giving an individual test to each student.	✓	
		Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.	✓	
		Observing each group and recording the frequency with which each member contributes to the group's work.	✓	
		Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.	✓	
		Having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining	✓	

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Teacher

Researcher

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Mariana Putri Siregar

APPENDIX 6

**TABLE III
TABLE OBSERVATION SHEET THIRD MEETING**

NO.	STRATEGY	INDICATOR	YES	NO
1.	Quick Write Strategy	a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.		✓
		b. The teacher gives the students a prompt or a topic.	✓	
		c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.		✓
		d. The teacher shows the students how to take the data they have collected about the topic.		✓
		e. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes		✓
		f. The teacher asks the students to collect their paper when time is over.	✓	
2.	RAFT Strategy	a. helping students to understand their role as a writer		✓
		b. consider a topic for writing and analyze it from different perspectives		✓
		c. consider the audience or reader they are writing for and understand what needs to be conveyed		✓

NO.	STRATEGY	INDICATOR	YES	NO
		d. explore the different forms and styles of writing best suited for the assignment		✓
		e. effectively communicate their ideas and thoughts so that the audience/reader is able to easily comprehend the writing		✓
3.	Journalis' Question	a. Asses the relevance of each question for the writing.		✓
		b. Create time on the schedule for student to answer question who, what, where, when, why and how. Individual or in a small group.		✓
		c. Ask students to reflect on their finding		✓
4.	Blooming	a. prepare several short sentences or have students to select several from one of their writing selections.		✓
		b. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences		✓
		c. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		✓
		d. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences.		✓
		e. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		✓

NO.	STRATEGY	INDICATOR	YES	NO
		f. Students underline all instances of the passive voice in their bloomed sentences. Students can recognize passivity by identifying forms of the verb “to be”.		✓
5.	Cooperative strategy	keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may	✓	
		Giving an individual test to each student.	✓	
		Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.	✓	
		Observing each group and recording the frequency with which each member contributes to the group's work.	✓	
		Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.	✓	
		Having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining	✓	

Padangsidempuan, 2021

Teacher

Researcher

Siti Rahma Dodongoran, M. Pd

Mariana Putri Siregar

APPENDIX 7

**TABLE 1
OBSERVATION SHEET FOURTH MEETING**

NO.	STRATEGY	INDICATOR	YES	NO
1.	Quick Write Strategy	a. The teacher explains the students about the strategy. The teacher tells the students to write very briefly about a topic given to them. They are to write without stopping during the allocated time.		
		b. The teacher gives the students a prompt or a topic.		
		c. The teacher asks a member of the class to write on the white board everything that the members of the class say regarding the topic.		
		d. The teacher shows the students how to take the data they have collected about the topic.		
		e. The teacher asks the students to write as much as they can about the topic based on the data they have collected without stopping in ten minutes		
		f. The teacher asks the students to collect their paper when time is over.		
2.	RAFT Strategy	a. helping students to understand their role as a writer		
		b. consider a topic for writing and analyze it from different perspectives		
		c. consider the audience or reader they are writing for and understand what needs to be conveyed		

NO.	STRATEGY	INDICATOR	YES	NO
		d. explore the different forms and styles of writing best suited for the assignment		
		e. effectively communicate their ideas and thoughts so that the audience/reader is able to easily comprehend the writing		
3.	Journalis' Question	a. Asses the relevance of each question for the writing.		
		b. Create time on the schedule for student to answer question who, what, where, when, why and how. Individual or in a small group.		
		c. Ask students to reflect on their finding		
4.	Blooming	a. prepare several short sentences or have students to select several from one of their writing selections.		
		b. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences		
		c. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		
		d. Ask students to spend several minutes adding to or changing the sentences to make them more weighty without losing the original intent of the sentences.		
		e. Have students review their rewritten sentences and circles example where they used several word when one would suffice.		

NO.	STRATEGY	INDICATOR	YES	NO
		f. Students underline all instances of the passive voice in their bloomed sentences. Students can recognize passivity by identifying forms of the verb “to be”.		
5.	Cooperative strategy	keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may		
		Giving an individual test to each student.		
		Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.		
		Observing each group and recording the frequency with which each member contributes to the group's work.		
		Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.		
		Having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining		

Padangsidempuan, 2021

Teacher

Reseacher

APPENDIX 8

TABLE IV
TABLE TEACHER'S PROSEDURE IN TEACHING WRITING
AT MAN 2 MODEL PADANGSIDIMPUAN AT FIRST MEETING

NO.	ACTIVITY	DESCRIPTION
1.	Opening	Greeting
		Ask for present
		Brainstorming (ask about topic)
2.	While teaching	Explain about topic (definition of descriptive text, language features, and generic structure of descriptive text.
		Make sentences that example of descriptive text.
		Ask students to make other example
		Then, teacher ask to students to make a descriptive text as example to help them more understand
		After find a title, teacher write in whiteboard
		And ask for sentences to the students.
		Student give their ideas to the teachers. All students can share their idea in class.
		After make example, teacher give some minutes to make a descriptive text by each students.
		After students have made their sentences teacher ask one of the students to rewrite his sentences of descriptive text in whiteboard.
		Teacher check student sentences and correct it. Teacher also ask for generic structure, language feature all the way to arrange a descriptive text.
3.	Evaluation	Explain the mistakes and correct the mistakes of student.
		Teacher ask student to say what they might say if someone wants to know the descriptive text. And make a summarize of the lesson.
4.	Closing	Salam

Padangsidimpuan, 2021

Teacher

Researcher

Siti Rahma Dodongoran, M. Pd

Mariana Putri Siregar

APPENDIX 9

TABLE V
TABLE TEACHER'S PROSEDURE IN TEACHING WRITING
AT MAN 2 MODEL PADANGSIDIMPUAN AT SECOND MEETING

NO.	ACTIVITY	DESCRIPTION
1.	Opening	Teacher doing greeting
		Teacher checked students' present list
		Teacher explain about the way to teaching and learning about
		Brainstorming
2.	While teaching	Teacher give the material about what are you going to do
		Teacher used to talk about what will happen it's going to be.
		Teacher explain in this topic use simple present tense and simple future tense
		teacher ask students to find their partner
		Teacher ask student to write some question and make answer of that question
		Teacher ask to a partner to share their task in front of the class.
3.	Closing	Reviewing the topic
		Explain the main topic to make students more understand
4.	Evaluation	Give some question to know students understand
		Salam

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Teacher

Reseacher

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Mariana Putri Siregar

APPENDIX 10

TABLE VI
TABLE TEACHER'S PROSEDURE IN TEACHING WRITING
AT MAN 2 MODEL PADANGSIDIMPUAN AT THIRD MEETING

NO.	ACTIVITY	DESCRIPTION
1.	Opening	Greeting
		Asking for absent
		Brainstorming
2.	While teaching	Explain the topic (recount text)
		Make some example of recount text
		Ask student for their experience that related to the recount
		Divide students to some groups
		Teacher give each group to find their title
		Teacher ask every group to make a recount text by discus with other friends in their group
		Remind student to revision their recount text if they have make it
		Teacher ask one of the member of the group to read the result of their task
3.	Evaluation	Teacher ask student to make summarize
		Students write note of lesson
4.	Closing	Give motivation
		Salam

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Teacher

Reseacher

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Appendix 11

TABLE IV
TABLE SECOND TEACHER'S PROSEDURE IN TEACHING WRITING
AT MAN 2 MODEL PADANGSIDIMPUAN AT FIRST MEETING

NO.	ACTIVITY	DESCRIPTION
1.	Opening	Greeting
		Brainstorming, teacher ask students about how you can explain the thing (stages, procedure of the things or happen)
		Teacher ask what brings the rain? where is the water from? where does the water flow to? what other natural phenomena do you know?
		Teacher also ask about some natural phenomena happened in their life such as earthquake, flood, rain, rainbow, any many more.
2.	While teaching	Teacher write response of the students in whiteboard and correct the mistakes sentences have made by students.
		Teacher explain the definition, generic structure, language feature of the explanation text.
		Teacher say that the sentence is explanation sentence
		Teacher says the topic in explanation about the processes related to natural, social, scientific, and cultural phenomena through explanation text.
		Then, from the answer of teacher's question in brainstorming, teacher make a simple explanation text as a example.
		Before make an example, teacher ask all student one by one to make title of explanation text with simple contain of generic structure of explanation text.
		Next, teacher explain more detail to help student to understand the topic by explain the example in whiteboard.
		To know teacher understand, teacher ask students to make explanation text by individual own word.
		After about ten minutes teacher ask students collect their papersheet.
		Teacher give randomly the worksheet to students. it means worksheet a student will be correct by another student. So, the student will read the worksheet. After that, teacher ask other students response and suggestion about the text
3.	Evaluation	Teacher make review by asking students randomly about explanation text such as definition, generic

		structure, and example of explanation text.
4.	Closing	Teacher give motivation and salam

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Teacher

Reseacher

Siti Rahma Dodongoran, M. Pd

Mariana Putri Siregar

APPENDIX 12

TABLE VII
TABLE INTERVIEW IN FIRST MEETING

NO		ANSWER	NOTE
1.		I use genre based approach strategy to teach descriptive text.	
2.		First, I ask students for their experience or thing that they love and ask them to describe the things. Then, I explain about definition, generic structure, language feature, and give some sentences about descriptive text. Next, I ask them to make a descriptive text for 10 minutes and check the mistakes. To evaluate them, I correct their mistakes to help them more understand about descriptive text.	
3.		Because the topic is about text genre so I use genre based approach. I think this strategy good for teach descriptive text	
4.		Students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose.	

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Teacher

Reseacher

Siti Rahma Dodongoran, M. Pd

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APPENDIX 13

TABLE VIII
TABLE INTERVIEW IN SECOND MEETING

NO	QUESTION	ANSWER	NOTE
1.	What is your strategy in teaching writing?	My strategy in teaching what are you going to do is cooperative strategy	
2.	How did you apply your strategy in teaching writing	I make students have partner, and I ask them to write question what are you going to do, then make an answer of the question. Next, I ask each partner to share their task in front of class	
3.	Why did you choose the strategy?	I think this strategy suitable to the topic cause by make them partner they able to discuss with their partner to make conversation.	
4.	What are the advantages and disadvantages of your strategy?	Advantages of this strategy are help student more positive relationship and wider circle of friends. Give student change to ask friends the lesson that hard to understand. I think give them change is greet because some student feel shy and afraid to ask teacher if they not understand the lesson.	

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Teacher

Reseacher

Siti Rahma Dodongoran, M. Pd

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APPENDIX 14

TABLE IV
TABLE INTERVIEW IN SECOND MEETING

NO	QUESTION	ANSWER	NOTE
1.	What is your strategy in teaching writing?	I used cooperative strategy in third meeting.	
2.	How did you apply your strategy in teaching writing	After explain the topic, I divide students to some groups.	
3.	Why did you choose the strategy?	I think this strategy suitable to the topic cause by make them partner they able to discuss with their partner to make conversation.	
4.	What are the advantages and disadvantages of your strategy?	Advantages of this strategy are help student more positive relationship and wider circle of friends. Give student change to ask friends the lesson that hard to understand. I think give them change is greet because some student feel shy and afraid to ask teacher if they not understand the lesson.	

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Teacher

Reseacher

Siti Rahma Dodongoran, M. Pd

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Appendix 15

TABLE IV
TABLE INTERVIEW IN FIRST MEETING WITH SECOND TEACHER

NO	QUESTION	ANSWER	NOTE
1.	What is your strategy in teaching writing?	My strategy is Genre based approach strategy	
2.	How did you apply your strategy in teaching writing	I apply this strategy by using three of stages of genre based approach which building of knowledge by brainstorming ask some question to open student mind. then, modeling of the text by make some example of the explanation text, and independent construction by ask student to make example one by one to make sure that all student join and understand about the topic	
3.	Why did you choose the strategy?	Because it related to my topic today so I choose GBA strategy	
4.	What are the advantages and disadvantages of your strategy?	By using GBA students understand of why a communication style and more understand because the topic related to the strategy.	

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Teacher

Reseacher

Siti Rahma Dodongoran, M. Pd

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APPENDIX 16

Documentation of first observation



Appendix 17

Documentation of second observation



Appendix 18

Documentation of third observation



Appendix 19

Documentation of fourth observation



Appendix 20

Documentation of interview

