TEACHER'S STRATEGIES IN TEACHING WRITING AT X GRADE OF MADRASAH ALIYAH SWASTA YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN

A THESIS

Submitted to the English Educational Department of State Islamic University SyekhAli Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written by:

DEWI SARTIKA MATONDANG
Reg. Num. 16 203 00067

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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Reg. Num. 16 203 00067

ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Rayendriani Fahmei Lubi, M.Ag.
NIP. 19710510 200003 2 001

Advisor II

Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) examplars

Padangsidimpuan, 16 November 2022

a.n.**Dewi Sartika Matondang**

To: **Dean**

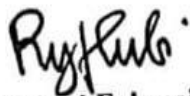**Tarbiyah and Teacher Training Faculty**

In-

Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Dewi Sartika Matondang** entitled **"Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin"**. 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 UIN Syahada 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 UIN Syahada Padangsidimpuan. Thank you.
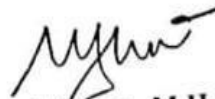
Wassalam 'alaikum wr.wb.

Advisor I

Advisor II

Rayendriani Fahmei Lubis
NIP. 19710510 200003 2 001

Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Dewi Sartika Matondang

Reg. Number : 1620300067

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-2

The title of the Thesis : **TEACHER'S STRATEGIES IN TEACHING WRITING AT X GRADE OF MADRASAH ALIYAH SWASTA YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syahada Padangsidimpuan in article 14 verse 2.

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Dewi Sartika Matondang
Reg. Number 16 203 00067

AGREEMENT PUBLICATION OF FINAL TASK

FOR ACADEMY CIVITY

As Academic Cavity of the State Islamic University (UIN) Syekh Ali Hasan Ahmad Addarary Padangsidimpuan, the name who signed here:

Name : Dewi Sartika Matondang
Registration Number : 16 203 00067
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To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin"** With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University (UIN) Syekh Ali Hasan Ahmad Addarary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

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Padangsidimpuan, 16 November 2022
Signed

Dewi Sartika Matondang
Reg. Number 16 203 00067

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name	:	Dewi Sartika Matondang
Registration Number	:	**1620300067**
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis	:	**Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin**

Chief,

Secretary,

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Rayendriani Fahmei Lubis ,M.Ag
NIP. 19710510 200003 2 001

Members,

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Rayendriani Fahmei Lubis ,M.Ag
NIP. 19710510 200003 2 001

Yusni Sinaga, M.Hum.
NIP. 19700715 2005001 2 010

Dr.Hamka, M.Hum
NIP. 19840815 200912 1 005

Proposed:		
Place	:	Padangsidimpuan
Date	:	December, 28th 2022
Time	:	13. 30 WIB until finish
Result/Mark	:	83,75 (A)
IPK	:	3,68
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LEGALIZATION

Thesis
: Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin

Written By
: **DEWI SARTIKA MATONDANG**

Reg. No
: **16 203 00067**

Faculty/Department
: **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan,   November 2022
Dean

Dr. Lelya Hilda., M.Si.
NIP. 197209020 200003 2 002

Name   : Dewi Sartika Matondang
Reg.no   1620300067
Faculty   : English Education (TBI-2)
Department   : English
Title of thesis : Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin

ABSTRACT

This research describes about teacher‟s strategies in teaching writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin. There was a problem in this research, it was: to know teacher‟s strategies in teaching writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin. 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 at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin.

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 and interview. The researcher analyzed the data: Managing, Reading, Describing, Classifying, Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data.

In this occasion, teacher‟s strategies in teaching writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin were :in first meeting teacher used strategy by using environment as a learning resource to write and describe about the title, second meeting teacher used cooperative learning strategy to describe about the picture and the third meeting teacher use cooperative learning strategy in teaching writing at at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin.

Key words: Teacher's strategy, Teaching writing.

Nama   **: Dewi Sartika Matondang**
NIM   **1620300067**
Fakultas   **: FTIK (TBI-2)**
Jurusan   **: Tadris Bahasa Inggris**
Judulskripsi   **: Strategi Guru dalam Mengajar Menulis**
                               pada Kelas X Madrasah Aliyah Swasta di Yayasan
                               Pondok Pesantren Modern Baharuddin

ABSTRAK

Penelitian ini diambil berdasarkan fakta strategi yang telah guru gunakan strategi dalam pengajaran menulis. Peneliti ini mengidentifikasi banyak strategi, terlihat bahwa banyak guru yang tidak tahu bagaimana mengajar menulis. Dalam penelitian ini, peneliti ingin mengetahui tentang strategi guru dalam menulis pada Madrasah Aliyah Swasta di Yayasan Pondok Pesantren Modern Baharuddin.

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

Pada kesempatan ini, strategi guru dalam mengajar menulis pada Madrasah Aliyah Swasta di Yayasan Pondok Pesantren Modern Baharuddin adalah: pada pertemuan pertama guru menggunakan strategi dengan menggunakan lingkungan sebagai sumber pembelajaran, pertemuan kedua guru menggunakan strategi kooperatif dalam mengajar untuk menulis dan menggambarkan dan ketiga pertemuan guru menggunakan kooperatif untuk menjawab pertanyaan dalam mengajar pada Madrasah Aliyah Swasta di Yayasan Pondok Pesantren Modern Baharuddin.

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 : Strategi guru, mengajar menulis

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بسم الله الرحمن الرحيم

Praise to Allah SWT, the most creator and merciful who has given mme healthy, opportunity, time, knowledge, strength, ability and patience to complete this thesis entitled *"Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin".* Besides, Peace and greeting be upon to our beloved prophet Muhammad SAW who has brought the human from the darkness era to the lightness era.

In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now. Therefore, in this chance I would like to express my deepest gratitude to the following people, they are:

1. Mrs. Rayendriani Fahmei Lubis,M.Ag., as the first advisor who has guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.

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5. Mrs. Fitri Rayani Siregar, M.Hum., as a Chief of English Education Department.

6. Mrs. Shokira Linda Vinde, M.Pd as the secretary of English Education Department.

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11. All of   people who helped me to finish my study that i can not mention one by one. Thank you for your supported. May Allah bless them. Aamiin

       I realize this thesis can‟t be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

                        Padangsidimpuan,   December 2023
                        Declaration maker,

                        Dewi Sartika Matondang
                        Reg. No. 16 203 00005

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CHAPTER I

INTRODUCTION

A. Background of The Problem

A teacher is someone whose job is to teach others, especially in schools. Teachers give lessons to students in schools, shaping their souls and characters. Teachers, therefore, are those who have the responsibility to help others learn and act in new and different ways. Teachers determine the success of any educational endeavor. As Cooper of Sanjaya explains in Siti Journal: According to Djamarah, the teacher is the building that shapes the soul and character of the student"[1]

Suryanto states in Ria journal "a teacher should have well-routine-prepared planning before entering the class such as constructing lesson plans, preparing teaching materials, teaching media, and assessment".[2]

Hornby states in Andriansyah journal, "the word "strategy" means a plan that indented to achieve a particular purpose. So, strategies by the lecturer in this case means a plan to achieve a student's in writing skill".[3]

Related to teaching in school, the teacher hold prior role. One of the way that affect students in absorbing material from the teacher is by looking for

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[1] Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustri Harida, "The Analysis of Teachers' Strategies in Teaching Reading Comprehension At Sman 2 Padang Bolak," *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 4, no. 2 (2018): 299, shorturl.at/mTY89

[2] Ria Puji Lestari, "The English Teaching Strategies for Young Learners in An International Primary School in Surakarta" (n.d.), shorturl.at/syWZ0.pdf.

[3] Andriansyah Andriansyah, "The Correlation Between Teacher'S Strategies and Students' Writing Ability," *Ar-Raniry, International Journal of Islamic Studies* 4, no. 1 (2017): 87, shorturl.at/zABHN.

the good strategies. The knowledge that must be master by the teacher such as methodology, strategies, and appropriate media in teaching learning process. The ability in applying diverse media and teaching strategy would make the teaching learning process running well.

Sanjaya states in Aji journal, "strategy in education is defined as planning which contains about a series of activities designed to achieve certain education goals. Subaha explains that, the learning strategy is a design or pattern used to determine teaching and learning process".[4]

Herrel and Jordan state in Wave journal, "strategies was defined as the approaches that can be used across curricular areas to support the learning of students".[5] Then, the method and the way teachers teaching in order to make students understand and solve the problem in the classroom called strategy in teaching learning process. When teachers allow the students to get the information about the material it also called the strategy in learning. It is important to get the good strategy in teaching learning process in order achieve the maximum knowledge. Some aspect that consist of strategy are planning, knowing goals and action to achieve that plan. This kind of strategy would set the goals. Developing language learners in the classroom is the main purpose of the strategies, especially when teaching writing. Writing become a productive skills, so it has to be done by good strategies. Talking

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[4]W N Aji and S Budiyono, "The Teaching Strategy of Bahasa Indonesia in Curriculum," *International Journal of Active Learning* 58, no. 2 (2018): 58–64, shorturl.at/DFHJZ.

[5]Wave Propagation, "Teaching Strategies in Freedom Writers Movie" 1, no. May (2018): 2–3.

about teaching strategy, use of the skills that is writing. Teaching learning process always have the strategy, it needs to develop the aspect in teaching learning process.

> Swedlow states in Steve journal, writing is a fundamental skill. More than 85% of the population of the world couldknow to write. According to Graham Writers use this versatile skill to learn new ideas, persuade others, record the information, create imaginary world, express feelings, entertain ideas, heal psychological wounds, chronicle experiences, and explore the meaning of events and situations.[6]

Graham states, in school, students write about the materials read or presented in class to enchance their understanding. Light states, at work, white and blue-collar workers commonly use writing to perform their jobs. Freedman, Hull, Higgs, and Booten state that, writing provides a means for initiating and maintaining personal connectios, as we tweet, text, email, and "friend" each other using a variety of social net works and media.[7]

In addition, there are some standards that should be followed by the writer in order to have a good writing result. Making the ideas into the arrangement of sentence so it become a paragraph called writing. Extra effort need to master and have the good writing skills. Next, to make the students have the good understanding in writing ability was the purpose of teaching writing skills. The writing skills is one of the essential product in learning. Having good writing will give lots of advantages such as have an opportunity to gain the scolarship. So, it is general for some countries to have the writing skills be as one of the essential subject in school. The writing skills also good

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[6]Steve Graham, "Changing How Writing Is Taught," *Review of Research in Education* 43, no. 1 (2019): 277–303, shorturl.at/jnPSU.
[7]Graham.

for some learners, because it does not need movement to much. The learners only need to think and it can do anywhere with lots of platform.

Hyland defines in Ratna journal that, the grammatical and lexical knowledge is a product of writing, then the teacher may manipulate and imitate the writing in order to develop it . Raymond describes that, the way someone thinking and make it into the paragraph called writing. Moreover, writing also required an energy to think the material as Barnet and Stubbs define. It is also support with Cooper and Axelrod that said the elements and surprise can be found in the writing as the complex process.[8]

Related with the statement above, many practices are needed in writing. It is kind of skill that should do regularly. The more practice, the better result would be gotten. Lots of ways that find in daily life as the usage of writing. Some advantages that got from writing such as comprehensibility, knowledge, and fluency. The students would be able to write when they mastered all those skills. By then, others will be understand it. There is some reasons why writing skilloften ignored by the teacher. First, the teacher is difficult in planning and teaching this skill. The second, writing skill doesn't examine in semester examination or final examination. The third, the teacher busier explain generic structure of text than apply it into students writing. The last, teaching writing skill is very consume time in proccess and also in giving feedback.

Then, the teacher always required to have a good skills in the field of

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[8]Ratna Sari Dewi, "Teaching Writing Throught Dictogloss," *IJEE (Indonesian Journal of English Education)* 1, no. 1 (2015): 65–76, shorturl.at/amyM8

their teaching-learning process. One of that, knowing the teaching writing skills is required. Knowing the strategies and method to teach the writing must be required by the teacher. So, the students writing can be developed.

Based on the interview to English teacher at class X-Agama at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin, the teacher said that generally, the students" writing ability is still low because they do not know and understand how to write well. In fact, when the teacher asks them to write, the result of their writing is dissatisfactory. The quality of students writing is low in grammar, elaboration and organizes the idea. It is caused by many factors.[9]

First, the students feel difficult to begin writing a simple writing that related to the topic is studying about. It makes them use a long time just to begin write a simple paragraph. The second, they feel difficult find organize the idea relate to the topic. The third, most of the sentences are, they write on their writing do not connect. The fourth, there are many wrongness of grammatical in their writing. The last, they disposed do not active and they have no motivation in learning writing because they feel difficulty.

Usually, there are some factors that cause of that problems. First, in giving task, sometimes the teacher do not give the explanation to the students so it can make students be difficult to answer the task. Second, the portion of teaching writing skill lower than others skill, like reading and discuss about grammar. All this time, teaching writing is only emphasize in teaching

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[9]I S, Teacher of Yayasan Pondok Pesantren Baharuddin Madrasah Aliyah Swasta Baharuddin, Interview, on 28 August 2020, At 11:30 p.m.

grammar not gives instruction to write more.

The various strategies may be not used in teaching writing. The students text book only give by the teacher to read and ask the students to write a particular text without teaching a particular technique or strategy for writing and it makes them uninterested in learning writing. Then, writing English was hard to teach to the students because the students do not have motivation to write English. Teaching students easier may be gotten. So, the atmosphere in writing class can be more interesting and teacher strategies can be successful.

Based on the explanation above, there are many difficulties that comes from the teachers especially in teacher strategies in teaching writing. And here, the researcher interested to conduct a research, which the title is "Teacher's Strategies in Teaching Writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin".

B. Identification of The Problem

Based on the background above, problems concerning teacher's strategies in teaching writing at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin are :

1) Sudents' still uninteresting
2) English teacher still use a little strategies in teaching writing,
3) Writing English was hard to teach to the students because the students do not have motivation to write. From the three problems only concern to the teacher's strategies in teaching writing at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin.

C. Limitation of the Problem

Based on the identification of the problems above, this research refers to the teacher"s strategies in teaching writing So, the scope of the study has been limited just to the teacher"s strategies in teaching writing.

D. Formulation of the problem

What are the teacher"s strategies in teaching writing at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin ?

E. Aims of The Research

To describe teacher"s strategies in teaching writing at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin.

F. Significance of the Research

The researcher hopes this research can be useful for:

1. Headmaster of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin to make a better concept with giving facilities in teaching in the school.

2. The teacher of English at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin as a reference in teaching writing to students in the future.

3. Next researcher who likes to develop the research related to this topic

4. The writer who will become a teacher of English in the future

G. Definition of Key Term

In this research, there are some terminologies, the terminologies that use it regarded important to be clarified about the topic, it is done for avoiding the vagueness and misunderstanding between the researcher and the reader, the researcher states key term as follows:

1. Teacher Strategies

Teacher strategies is a person who helps the students to learn with a plan which intends to achieve a particular purpose and a student‟s writing skill.

2. Teaching Writing

Teaching is an activity or work of the teacher and give lesson to someone to learn how to do something and to develop skill, attitutude, and knowledge.writing is an activity or work of writing books, as the stage of transforming an idea into words on paper.Teaching writing is transmission the knowledge to learn and transforming an idea into words on paper. So teacher‟s strategies in teaching writing in this research means theacher‟s planning and teacher‟s ways in teaching to improve students‟ ability in write these ideas into paper which containing the main idea with two or three supports which reflects the structures of the composition.

H. The Outline of the Thesis

This research is divided into five chapters. Every chapter divided into some subtopics. Chapter one consisted of introduction that consist of: the background of the problem, focus of the research, formulation of the problem,

objective of the problem, and definition of key term.

Next, chapter two consisted of the theoretical description. It is divided into subtopics which consist of body language and the related findings.

Then, Chapter three contains research methodology to find out the teacher‟s strategies in teaching writing at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin. Research methodology consist of place and time of the research. Kinds of the research subject of the research, instrument of collecting data, technique of data collection, technique of data analysis, technique to mountain the data trustworthiness, and outline of the research.

Next, Chapter four consisted of data description, the result of the research, threats of the research that found by the researcher.

The last, chapter five consisted of the conclusion about the result of this research and suggestion that were given.

CHAPTER II

THEORITICAL DESCRIPTION

A. Description of Theory

1. Teacher's Strategies

> According to Hornby of the Oxford Dictionary, teacher comes from the verb to instruct, meaning to instruct students in schools, colleges, universities, etc. A teacher is someone whose job is to teach, especially in a school. According to Cooper of Sanjaya, a teacher is someone entrusted with the responsibility of helping others learn and act in new and different ways. According to Djamarah, the teacher is the building that shapes the soul and character of the student.[10]

So, A teacher is someone whose job is to teach and who is responsible for shaping the character of the student so that he or she can behave in new and different ways. . A teacher must be a liberal person, and a teacher must be authoritative. Authority is a very important thing for a teacher. It means having integrity, strength, something that can impress and influence your students. A teacher is therefore one who has ideas to be realized for the benefit of the student, who promotes the best possible relationship with the student, who develops and binds to the virtues of religion, culture and science. Teachers are special in society. Your wisdom is respected. Society believes that teachers who educate them make good people.

From the above description, the author concludes that a teacher is

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[10]Nurhamidah, Pulungan, and Harida, "The Analysis of Teachers" Strategies in Teaching Reading Comprehension At Sman 2 Padang Bolak."

someone who has the knowledge to educate, teach, and impart science to students. Teachers have several roles specifically as language teachers. some of them are:

1) Language teacher as an organizer in the classroom

   Teachers maintain discipline to the extent that an effective learning environment is created. This can be achieved by more effectively engaging learners in classroom activities that require communication and collaboration among students.

2) Language Teacher as a motivator

   Language teachers praise and encourage positive efforts by learners. You can give positive feedback for returned tasks.

3) Language teacher as a counselor

   The teacher's role is to be open-minded about the learners' problems and to help them achieve what they want to learn.

4) Language eacher as an observer

   The teacher shows the mistakes made by the learners and allows the learners to correct them.

5) Language teacher as a model for producing

   The teacher shows the mistakes made by the learners and allows the learners to correct them.

6) Language teacher as a resource of knowledge and direction

   The teacher shows the mistakes made by the learners and

allows the learners to correct them. [11]

The teacher role automatically determines the learner role. If the teacher is very dominant, language learners learn more actively when the teacher keeps them quiet in the classroom. Next, the personality or teacher is distinctive, subject-loving, masterful, energetic, playful, well-integrated personality, well-developed sense of authority, balanced self-esteem and respect for others. must have a sense of gratitude. Flexible communication. Teachers know it's all about changing and developing knowledge at the end of each lesson. Indirect effects can be expected by shifting the process of development to the area of student attitudes and interests, which is the teacher's job. It is also important for society. In this field, teachers have a duty to educate and teach people to be good citizens of Indonesia.

As such, teachers must have the ability to manage finances, academic performance, compilation of records, and arrangements for expeditions. In general, the task is to train teachers to go through a series of learning processes, encouragement, praise, punishment, and good example. Strategy has several definitions:

> Mintzberg states in Najmi journal, strategy is pointed into four. They are, strategy is a plan (it is "how" of getting something from here to there), strategy is a pattern in action over time (example, thestrategy used by a company), strategy is a position (it reflects decision to offer particular services or product in particular market), and strategy is a perspective (it is a vision and direction). Porter defines strategy into three, they are strategy is the creation of

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[11]Nurhamidah, Pulungan, and Harida.

unique and valuable position hich involves a different set of activities, strategy is something that requires people to make trade and to choose what not to do, and strategy is something that involves creating "fit" among company"s activities. According to Tregoe, strategy is framework that guides people"s choices which determine the nature and direction of something.[12]

As Dafid explains in the Audina journal".[13] This means that a strategy is a deadline for a process, a plan that focuses on how the process can be accomplished or effort. A strategy, in turn, is the method or plan chosen to bring about the desired future and it van be chieving goals or achieving the problem.

Kvint defines strategy as important because the resources available to achieve these goals are ususally limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.[14]

From the definition above, a strategy means a method a teacher uses to make something easier, and a process appointment is a plan for how to accomplish a process or focus effort. It's also a strategy, meaning an idea that can be applied to improve learning.

There are some strategies that teacher uses in teaching writing, they are :

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[12]Najmi Harisusmida, "Teacher " S Strategies in Developing Students" Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota" (fFKIP UNIVERSITASN JAMBI, 2020).

[13]Yesicha Audina et al., "An Analysis of Teacher"s Strategies in Teaching Reading Comprehension," *Lectura : Jurnal Pendidikan* 11, no. 1 (2020): 94–105, shorturl.at/uCEH7.

[14]Fadholi Ichsan Raharjanto, "Teacher"s Strategies in Teaching Writing Descriptive Text at MTs N Sukoharjo in 2015/2016 Academic Year," 2016, shorturl.at/klzBQ.pdf.

1)   Cooperative Learning Strategy

Richards and Rodger state in Yoeslina thesis, "cooperative learning is an approach to teach that makes maximum use of cooperative involving pairs and small group learners in the classroom".[15]

In class exercises, teachers ask students to form groups. The teacher is divided into several groups and discusses. Collaborative learning is a collaborative strategy between teachers and students in the educational process that: B. Discussion. Cooperative learning is a teaching technique and teaching philosophy that encourages students to work together to maximize learning for themselves and their peers. Collaborative learning can be viewed as a special form of group work. Many teachers consider collaborative learning to be used when students work in groups of two or more with a common goal of mastering a particular academic material.

2)   Strategy by Using Image Media

Brown defines as the objects tool that teachers use to facilitate instruction. Student be able to learn more knowledge and the class will be more active. Lots of media can be used in teaching-learning process. Based Gerlach and Elly, the medium media can be used and it can be explain as follow:

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[15]E, "An Analysis of Teaching Writing Method Used by the Teacher at the Eight Grade Students of „Program Khusus" in MTs N 3 Boyolali in the Academic Year 2018/2019."

a) Picture

This media consist of photograph or anything that visually seen. This media good at visual learners and it can make the class more noisy and fun.

b) Audio Recording

The teacher sometimes use this media to pull the students motivation. By listening some sounds from tape recorder, disc, or soundtrack. Students will enthusiasm in following the lesson.

c) Motion Picture

The kind of this media would probably interesting because the color of the image can be changed by this motion. This media will be suit for young learners.

d) Television

The television is the media that combine the visual learners and audio learners. So, it will be more interesting.

e) Real things, simulation, and model

This category includes people, events, objects, and demonstrations constructed using other media that do not replace real objects or events. In fact, they are life itself, often its natural environment. A simulation is a reproduction of a real-life situation designed to resemble the real event or

process as closely as possible. Many media, including computers. B. Recordings and films can be used for simulation. Models are representations of reality, often in different scales, and can be miniature, exact size, or larger.

f) Program and Computer Assisted Instruction

A program consists of a set of information (verbal, visual, auditory, or audiovisual) designed to elicit a predetermined response. Visual media types include images, photos, real objects, thumbnails, charts, graphs, and slides. Audio media are one-way communications, such as radios and tape recorders. Audiovisual media he is a combination of two types of media, they are audio media and visual media. Examples of these media are television, film, LCD, etc.

Teachers use media images in Learning Media Advantage to allow students to view and represent images in their posts. In applying this strategy, the teacher takes all the steps, but adds a little. She asks students to read the suggested proposal form and the first written proposal in front of the class, boldly building each student's confidence.

3) Strategy by Using the Environment as a Learning Resource

We see English teachers use this strategy when teaching materials about object descriptions. An object description is a type of descriptive writing that describes an object, character, etc. The

benefit is that learning activities become more interesting, less boring, and students are more motivated to learn.

4)   Roundtable Strategy

Teachers use this strategy when teaching materials about writing stories. This makes the writing process easier and more relevant, builds the team spirit of the students, and also affects their self-confidence.

5)   Strategy by Using Games

strategy with games. This is done to make learning more interesting, especially to train students' writing skills. By using these strategies, students will be comfortable, have fun, and understand the lesson better. In addition, students are actively learning because there is discussion.

6)   Self-Editing and Self-Correcting Strategies

This strategy requires students to be able to edit and correct their own mistakes. At the beginning of the learning process, teachers redistribute notes from student mistakes and encourage students to correct their own mistakes. After correcting your own mistakes for the day, your teacher will review your writing. Thanks to the lure strategy, the students seem to be more energetic and active. Some students are not self-correcting and the teacher gives

them special understanding.[16]

A strategy often used by teachers in the classroom is the strategy of using media images. This strategy has been considered and considered more attractive for learning because it drives away boredom during learning through the use of learning strategies. It is to be able to express with Use existing media effectively, efficiently and as much as possible and of course check the implementation of the learning process both in terms of student characteristics and the availability of media, especially media images.[17]

From the above description, researchers conclude that strategy is a teacher's plan for designing the learning process to achieve learning objectives. The strategy you need to implement depends on the approach you use and how you apply the strategy. Teachers can use several techniques related to the method, but ultimately the use of techniques may vary from teacher to teacher.

So, Teacher strategies are some of the key lessons for the development of the four skills, given that teachers play a major role in the teaching and learning process, especially in skill development. And teacher strategies are tools for problem-solving in the learning process and indicate plans for achieving objectives.

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[16]Irikawati, "Identifying Teacher Strategies in Teaching Writing," *Al-Lisan. Journal Bahasa* 2, no. 2 (2017): 10–16.
[17]Irikawati.

2. **Teaching Writing**

There are some defenitions of teaching according to some experts, they

are:

> According to Thornton and Raihani, teaching is a form of cooperation in that teacher"s behavior benefits others but has no immediate benefit for that teacher.[18]According to Richards, teaching usually regarded as something that teachers do in oder to bring about change in learners. According to Harmer, teaching is about "transmission" of knowledge from the teacher to the students, or it is about creating condition in which somehow, students learn for themselves.[19]

From the defenitions above it can be concluded that, teaching is a

proccess of transfering knowledge from the teacher to students to learn

something new and better.

> According to Donald, teaching is nothing more than the simple operation of the correct reinforces so that appropriate learner behaviors are elicited. Drown states, teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. According to Richard Freeman, teaching is cognitive as well as behavioral activity, and that teacher theories and beliefs about teaching, teachers and learners which would guide their practice of knowledge classroom actions.[20]

From the defenitions above it can be concluded that, teaching

provide assistance and facilities to the students in order the students can

learn well. It means that teaching is transfer process knowledge from

teacher to the students. Teacher must know about theaching activity and

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[18]Alex Thornton and Nichola J. Raihani, "Identifying Teaching in Wild Animals," *Learning and Behavior* 38, no. 3 (2010): 297–309, shorturl.at/hkwI7.
[19]E, "An Analysis of Teaching Writing Method Used by the Teacher at the Eight Grade Students of „Program Khusus" in MTs N 3 Boyolali in the Academic Year 2018/2019."
[20]Liyaningsih, "Teachers" Strategies in Teaching Engish Vocabulary to Younng Learners (A Descriptive Study on Teaching Vocabulaary in Academic Year 2015/2016)."gili

the behavior of students.

> According to Shulman, teaching is a learned profession. It is defined as an interactive process, primarily involving classroom talk which takes place between teacher and student and occurs during certain definable activities. In addition, teaching is as cluster of activities that is noted by teachers which as explaining, deducing, questioning, motivating, taking attendance, keeping record of works, students" progress and students" background information. Simply, it means to give someone knowledge or to instruct or train someone.[21]

Based on the statements above, it can be concluded that teaching is a process to give lesson to students. Teaching provides assistance facilities to the students to transfer knowledge from teacher to the students. The researcher concludes that teaching is giving helping process to students in learning process.

> Brown states that writing is a learnt behavior that is similar to swimming. According to Brown, writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. According to Clark, writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and contenteaching process of writing.[22]

From the defenitions above it can be concluded that, writing is express the idea into paper or written from which containing the main idea also supporting idea.

> Homstad and Thorson define writing as a complex process in which the writer faces many aspects such as content, format, sentence, stucture, vocabulary, punctuation, spelling, coherence, unity. According to Chakraverty and Gautum, writing is an important part of language learning that essentially a reflective activity that requires enough time to think about the specific topic to analyze and classify any background

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[21]Harisusmida, "Teacher " S Strategies in Developing Students" Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota."

[22]Jauhar Helmie, "Implementation of Dialogue Journal in Teaching Writing Descriptive (A Qualitative Case Study)," no. 1 (2019): 81–94.i

knowledge. According to Olstaint, writing is an act of communication that suggests an interactive process whichtakes place between the writers and readers via the messages. Gaith says, writing is a complex process that allow writers to explore their thoughts and ideas make them visible and concrete. Nunan states that, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs, that will be clear to the readers.[23]

From the defenitions above it can be concluded that, writing is students" how to put these ideas into paper and produce a piece of writing which containing the main idea with two or three supports which reflects the structures to the compositions.

Zemach And Islam mention that, "writing is one of the most difficult skills to learn especially for foreign language students. Wals, Kestha, and Harb state that, writing is a necessary activity in everyday lives such in business, creativity, and in scholarly, pursuits".[24]

From the defenitions above it can be concluded that writing is a way of communication from the writer to the readers.

Nunan states that, "writing is not a natural activity", it should consist of mind and physical work to produce a good writing".[25]According to Kern, "writing is a process to develop learners" ability to think expicitly about how to organize and expressthoughts, feelings and ideas, in way

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[23]English Language, Teaching Program, and F B S Unp, "Using Opinionnaires Strategy in Teaching Writing a Discussion Text," no. March (2014).

[24]Febri Astrini, Ratminingsih, N.M, and Utami, I. G.a. L.P, "The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools," *Journal of Education Research and Evaluation* 4, no. 1 (2020): 59, shorturl.at/dCFNX.

[25]and Siti Sarah Fitriani Firdani, "Teaching Writing Through Guiding Questions to Improve Studnets" Writing Skills" 2, no. December (2017): 41–52.

compatible with imagined readers" expectations".[26]

From the defenitions above it can be concluded that writing is the skill to express ideas, thought, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

Ramadhani and Kumala state that, "writing is process to create some ideas of students" knowledge to be written. Scott defines, writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but is still a useful, essential, integral, and enjoyable part of the foreign language lesson".[27]

From the defenitions above it can be concluded that writing is a proccess organizing the idea, opinions, and feelings, into written form. It is a complex activity with the control language both of the sentences level and beyon the sentence rank.

According to Nunan, wiriting is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paraghraphs that will be clear to a reader. Tarigan states, writing is productive skill for writing an indirect communication and the nature of the character is so much different from that expressed by that speaking directly. Nation states that, writing is an activity that can you use for being prepared for by work in other skills of listening, speaking, and writing.[28]

From the defenition above it can be concluded that writing is producing or reproducing written message. It is an activity proccess to

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[26]Elnita samosir, "Teacher"s Strategies in Teaching Writing Recount Text at Sma Negeri 1 Tebing Tinggi" (n.d.).

[27]Sintawati Yulianti, Siska Nuraeni, and Aseptiana Parmawati, "Improving Students" Writing Skill Using Brainswriting Strategy," *PROJECT (Professional Journal of English Education)* 2, no. 5 (2019): 714, shorturl.at/jkopT.

[28]Muhd. rumanda, Rani. Al-Hafizh, "Using the Wwh (What-Why-How) Strategy in Teaching Writing an Analytical Exposition Text To Senior High School Students," *Journal of English Language Teaching* 3, no. September (2013): 132–37.

organize and formulate some ideas on the paper.

According to Bazerman, writing is a social activity, situated within specific contexts.[29]Then, according to Cahyono and Widati, writing is often believed as the most complex one compared to the other skills, i.e, listening, speaking, and reading. Writing can be taught primarily for practicing language forms to develop accuracy and correctness. Additionally, whire states, writing is a thinking accents and proces that someone empashised. Based on the defenition abve the researcher concludes that writing is something to know what other people think and it can also be interpretated.[30]

From the defenition above it can be concluded that writing is an activity to express idea, event, feeling, or thinking, and written form that can be the tool to communicate with other people.

English teaching strategies are the actions teachers take to teach. Learning strategies are initiated by learners themselves, and teaching strategies are initiated by teachers. The term strategy refers to both general relevance and specific measures for learning a second language. The term used both strategy and technique, with Slinger using tactics. Strategies are ideas that teachers can use to improve teaching. A teaching strategy, therefore, is basically the actual actions of a teacher or educator to conduct their teaching practice in a particular way that is more effective and efficient. In other words, teaching is the political strategy or tactics used by teachers in the classroom learning process. There are several strategies for teaching writing that have been suggested by some experts.

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[29]Graham, "Changing How Writing Is Taught."
[30]Harisusmida, "Teacher ‟ S Strategies in Developing Students‟ Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota."

First, According to Blanchard and Root, authors must go through several stages of the writing process in order to achieve such an end. These are:

a. Pre-writing

In pre-writing, a writer does three things: thinking, planning, and preparing. This stage is done to give a writer an opportunity to collect ideas to write.

b. Writing

In writing, Authors can develop their ideas in writing, considering not only the purpose of writing, but also the intended audience for writing.

c. Revising

In revising, it occurs when the author completes the first draft of writing by restructuring and rewriting. The final step in the revision phase is proofreading. in this phase. Grammar, usage, spelling, capitalization and punctuation errors are all carefully checked. Once all phases are completed, the process ends.[31]

The second, according to scholes, there are three processes of writing:

a. Prewriting

Prewriting is a first step to make a perfect wiritng. It is the most

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[31]Abdullahi Naser and Mohammad Almutairi, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Male Students in Kuwait : A Field Study on Saud Al-Kharji School in Kuwait City" 6, no. 3 (2015): 136–46.

productive way to begin writing. The task to collectr thoughts and write it on a piece of paper without really paying attention to structure. Prewriting is a chance to share and practice what a writer wants to say.

b. Drafting

   Drafting is the second way that a writer has to do after doing a prewriting. It is a potential subjects. The purpose of frewriting is to limit the focus of what a writer is going to say.

c. Revising

   Revising is the last step in making a perfect writing. Here means that the writer should revise after drafting because it is important if the writers want to be proffesional one.[32]

The third, according to Richards and Renandya, There are four strategies in teaching writing, there are:

a. Cognitive

   Strategies include identifying, retaining, and retrieving linguistic elements. For example, students can use memory in a modifiable strategy. The author understands cognitive ability as helping someone recognize the effects of learning.

b. Meta-Cognitive

   Learning activity may be success with doing this meta cognitive strategy, cause it consist of mentoring, planning, and evaluating. For

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[32]Harisusmida, "Teacher " S Strategies in Developing Students" Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota."

instance, when students want to write the plan, it can also be evaluated again. The writer means meta-cognitive is a knowledge of students own thoughts and the factors that influence their thinking, such as paying attention, planning for language tastks, and monitoring errors.

c. Affective

This strategy refers to the action, attitude, and how someone manage the emotions. For instance, the learner read the English book in simple language so they can understand it.

d. Social

Doing interaction with other users of language refers to the social context. For instance, language learners try to look for native in order to practice the language.

This activity refers to human beings or human society. It is general asking question to others, especially in now era, lots of platform can be done to practice the language.

Morever, there are also some examples of activities that can be applied in teaching writing strategies they are:

a. Asking Question

According to Oshima and Hogue, generating idea to get the specific topic can be used by asking question. Lots of media can be used such as picture, teachers may show the public figure and asking some questions, for instance"who is she?," "how old is she/he" What

do you know about him/her" , "Do you like her/him" , " What his/her favorite food?" , "How about his/her appearance?" , "do people admire him/her?", "Do you admire him (her) ?" , "Why or why not". The question is answered by the students and take the notes for the answer. After that, students should write a paragraph that related to the note and should write the things based on the question and answer.

When students know the picture well, this kind of activity can be interesting. Another alternative that teachers may done is show the public figure for instance the artist or people that most students seen.

b. Discussing

Developing the students" topic may be used by discussing strategy in prewriting. Some activities that involved in this prewriting such as sharing, eliciting, and discussion issue. Before writing, students may ask to do eliciting words and phrase in order to get good writing.

At the last of the story, the discussion may be write because it can entertain for the children. The story read by the students after asked by the teacher, then teacher and students conclude the end of the story. Teacher may divided the students into two groups and conclude each version. So, each group would have different version of each story. This activity can make the students more enthusiasm and more creative.

c. Taking Notes

Some writing require a note in writing, for instance when the writing need a data to support the writing so it can make the best writing. At this case, to get the data or information, students can be an interviewer or a host. For instance, the writer may be as the reporter in small town and visited the object of the information. While interviewing, the writer better to take a note and note some important information.

d. Free Writing

The narrative writing and general writing refers to the free writing. It is used to generate some ideas such as particular topic. At this point, students free to write anything in their mind. There is no special rules such as diction, punctuation or structure of the sentence. Students do not need to think about it. Students can be write as long as possible is the aim of this activity. Finding a good topic can be gotten by done this activity

e. Mind Map

Mind map become a one way to generate the ideas as Harmer said. When teachers ask the students to make some mind map, lots of students feel excited and develop the idea from the topic that they write at the center of the mind map.

This clustering strategy comes from Oshima and Hogue. This strategy is good at visual learners. The specific idea may exist from

this kind of students by using mind map. The specific topic need to make the paragraph more effevtive.

f. Brainstorming

Jarwan states that the usage of brain to make someone active so able to develop the idea and solve the problems called brainstorming.[33] Here are some tips from Oshima and Hogue in brainstorming your writing:

1. The topics are written.

2. Whatever the ideas in your mind, write it.

3. Sentence, phrase, and words can be used. Focus the process in writing. Mistakes are not really important at this step.

4. Write whatever you want, go on until you no ideas.

g. Grouping

According to Oshima and Hogue, the complex topic such as paper, thesis, or journal may use grouping in order to make the writer easier in process the writing. After grouping the idea, the next step is organized them and discuss before make it into a paragraph.

h. Doing Buzy Group

As it names, this strategy worked in group. It helps to generate the ideas, clues, perception, and reactions in writing.

Before going to make a draft, there is one way that should done, it

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[33]Naser and Almutairi, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Male Students in Kuwait : A Field Study on Saud Al-Kharji School in Kuwait City."

is called buzzy. It helps writer to develop the ideas and students can be easier to generate the clues and topics.

i. Outlining

According to Huizenga, some points that used to make a good writing and developed it into paragraph called outline. It is require for someone when try to write to make outline. The outline is also the main idea of each paragraph. Here is the example:

1. Bring a special gift.

2. Don"t be late!

3. Don"t go too long.

4. Take the bus.

5. Becareful!

Those points above are the outline in writing. It can be developed as the paragraph about tips in dinner party.

j. Writing Based on Pictures

One way to make interesting for students is combining it with a media such as picture. It"s easier for students for studying about writing. For instance, students ask to write how to make the ice cream. The student will write the step like what the picture shows to him.

k. Making a list

Before write, it is better for students to make a list in order to make the process of writing be easier and students know to develop

it in a paragraph.

Huzenga states the examples about making a list:

1. Beautiful campus
   - Trees
   - Grass
   - Nice buildings
2. Good facilities
   - The gym is new
   - The labs of the computer
   - The big library
3. Activities of extracurricular
   - Films
   - Lecturers
   - Concerts

l.   Comparing and Contrasting.[34]

Organizing the idea of the students may ask by the teacher. It need to see the difference and similarities. After that, the students" writing would compare with others.

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[34]Pare, "The Use of Prewriting Methods to Develop EFL Students" Competence in Writing."

DIFFERENCES		SIMILARITIES
CITY	VILLAGE	
1. Crowded 2. Lots of high buildings 3. Polluted of air 4. Mall is exist	1. Quite 2. There is no high buildings 3. The air fresh 4. There is not mall	1. Two of them have school 2. Two of them have market 3. They botStain Pare Pare, "Prewriting used as a method in developing EFL students writing," 2005, 14–24.zh. 4. The public center is exist

B. The Review of Related Finding

This research is not the first one, below are some researcher that related with this research:

The first, Syahriani and Suwarsih Madya have done the research. Can be categoraized that Results showed that students' use of writing strategies declined to the intermediate level. Furthermore, there is no significant difference in students' writing strategies at each writing stage. However, knowing student preferences when writing strategies is beneficial for both

students and teachers..[35]

The second, Jurianto, Salimah, and Deny have done the research. Can be categorized that The results show that teachers use most of the elements or strategies in their English lessons. The teacher explained strategies such as co-writing, sentences combaining, freewriting, incuiry activities, and study of models are important and help teach students English writing skills. The results demonstrate that different writing teaching strategies are part of teaching practice and experience in teaching English writing skills to adolescent students.[36]

The third, Junaidi, Alfan, Firman have done the research. Can be organized that the result of the data analysis using principle component analysis yielded twelve components with an initial eigenvalue greater than one, explaining a commulative of strategies 57,68%. The component matrix was protated using posteriori strategy categories and name self-monitoring, language-focusing, planning, authentic practicing, meaning-focusing vocabulary developing, metacognitive commoncement and mental proccessing strategies. All of these strategies were used at the moderate frecuency level. Finally, successful learners reported using the strategies more frecuently than less successful learners did.[37]

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[35]Suwarsih Madya, "Study of Writing Strategies Used by English Major Students" 52, no. 3 (n.d.): 153–62.

[36]Jurianto Jurianto, Salimah Salimah, and Deny a Kwary, "Strategies for Teaching Writing in Efl Class At a Senior High School in Indonesia1," *Celt: A Journal of Culture, English Language Teaching & Literature* 15, no. 1 (2016): 43, shorturl.at/emNSY.

[37]Junaidi Mistar et al., "Strategies of Learning English Writing Skill by Indonesian Senior High School Students," no. January (2014).

The forth, Winda Fitria Hasibuan has done the research. Can be categorized into low category. The students respond to the teachers‟ strategies in teaching writingwere most of the students gave negative responses and only minority of students gave the positive response problem in teaching writing. Then, lots of students seems not like writing class. It can be seen from the class situation such as noisy, and the lazy of the stduents.[38]

The last is Febry research which categorized into low category. Because, the kind of the research is qualitative research by collecting data through observation and interviews the teachers and the students.Reserch found were, first teaching method that the teacher had been taken wereapplied role play, GTM, communicative approach, ALM, reward and punishment had been through in teaching writing component, lesson matter, himself to perform in front of the class. Last, the English teacher difficulties were about understanding students characteristic and time placement of English lesson.[39] So that, the writer was conducted the research through the title; An Analysis of Teacher‟s Strategies in Teaching Writing at grade X Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin. The five researchers before was about teaching writing and teacher strategies in teaching reading. Then, to know the strategies in teaching writing, the researcher conducted the researcher.

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[38]Winda Fitria Hasibuan, "An Analysis of Teachers‟ Strategies in Teaching Writing at SMA Negeri 6 Padangsidimpuan" in 2014-2015 Academic Year, (*Unpublished* Thesis, IAIN Padangsidimpuan, 2015)

[39] Hamiko Febria: "Teaching Writing in SMA N 7 Padangsidimpuan " in 2013-2014 Academic Year, (*Unpublished* Thesis STAIN Padangsidimpuan 2012), P.53.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was done at Yayasan Pondok Pesantren Modern Baharuddin Madrasah Aliyah Swasta Baharuddin. It was Located at Jl. Mandailing KM.15 Desa Janji Nauli, Kec. Batang Angkola. This research was done fromJanuary 2021 up to the end.

B. Research Design

This survey was conducted using a descriptive design. According to Gall and Borg, the purpose of descriptive research is to describe phenomena and their properties. This research looks at what happened, not how or why it happened. As such, we often collect data using observations and survey tools.[1]

Therefore, this researcher was used in a qualitative to descriptive manner to describe teachers' strategies in teaching writing at the Madrasa Ariyah Private Islamic Boarding School Foundation Bahardin Modern. Located on Jl. Mandailing KM 15 Janji Nauli Village, Kec Batang Angkola.

C. Source of Data

The data source of the person who provided the data to the researcher. This study requires several sources of information. They are:

1. Primary source

   The data was collected from an English teacher of Madrasah Aliyah

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[1]Hossein Nassaji, "Qualitative and Descriptive Research : Data Type versus Data Analysis," *Permission NAV* 19(2) (2015): 129–32, shorturl.at/gjrt4.

Swasta Yayasan Pondok Pesantren Modern Baharuddin. It is located at Jl. Mandailing KM.15 Desa Janji Nauli, Kec. Batang Angkola.

2. Secondary cources

    They were the first grade students of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin. It was located at Jl. Mandailing KM.15 Desa Janji Nauli, Kec. Batang Angkola.

D. The Instruments of Collecting Data

    Instruments in research are instruments used to collect data. Research tools are tools authors use to collect data. Researcher observations were used for data collection for this study. The first, observation in which the researcher was field notes were recorded on individual behaviors and activities at the research site. Researchers directly observed the process of education writing at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin. Observation was doneto get the data about the teachers" strategies in teaching writing and the strategy was dominant in teaching writing at Madrasah Tsanawiyah Swasta Yayasan Pondok Pesantren Modern Baharuddin.

    To gain the data, usually the research has the tool to collect the data, then two instruments applied in this research, Here is it:

1. Researcher

    A researcher is a person who conducts research in the field. Researchers can be fully engaged participants in the activity being studied. Researchers wanted to know how teachers' strategies played out during the learning process in schools.

Cresswell states in Harisusmida journal that, researchers have to explicity iqqdentify their biases, values, and personal interest about their research topic, process, and access to the research participants. It means that the researcher does not put her opinion (personal views and perspectives) to affect the data in this research, so here , the researcher must be careful to watch out their finding.[2]

2. Observation

Arikunto states that in Audina journal, Observation is the direct observation of an object in progress or still in its environment, covering a range of intentional activities up to object study through detection. Observation is a technique for collecting data by fully validating direct data from observation. A data collection technique is a process or activity that a researcher performs to obtain data and information when observing a learning process and asking questions of an English teacher.[3]

The observer have done the observation twice. Lots of form in observation can be done in this kind of research. The observer can be active or passive observer. When the observer have a role as the active observer, she/he should be involve with the activity with the students that he/she want to observe. This instrument use to observe:

a. Process of teaching writing in the class;

1) Generating of ideas stage

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[2]Harisusmida, "Teacher "S Strategies in Developing Students" Ability in Writing Descriptive Text at Mtsn Jambi Luar Kota."
[3]Audina et al., "An Analysis of Teacher"s Strategies in Teaching Reading Comprehension."

2) Drafting stage

3) Revising stage

b. The strategy in teaching writing

c. The most strategy used in teaching writing

d. Teacher‟s problems in teaching writing.

3. Interview

Interviews are one way to obtain data. Interviews were used to collect data from the subjects' own verbal opinions, beliefs, and feelings about the situation. Interviews can be divided into two types: structured interviews and unstructured or semi-structured interviews.

> Moleong states in Audina journal, "interview is conversations with specific purpose. The conversation was conducted by two parties, namely the interviewer (who asked the question) and interviewed (who gave the answer to the question)".[4]

Asking question by interviewing, noting and record it to get the information called interview. Then, Airasian and Gay created their perception "interview is one of the activity to get information and it focus with someone as the informant while others as the interviewer". Here are some tips for doing interview:

a. Teaching writing strategy

b. Why use the strategy

c. The way teachers teach writing in a day

d. The reason for often teach writing like that

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[4]Audina et al.

e. Theacher‟s problem in teaching writing

E. Technique of Collecting Data

As mention in the previous paragraph, to collect the data. It needs an instrument and also the technique. Here are some technique in doing this research:

1. Observation

To collect data in this study, researchers made initial observations. Researchers observed teachers and students in the process of learning to write. Researchers recorded all teacher and student activities and all positive or negative events that affect learning success. From this observation, the researchers discovered the strategies teachers used when teaching writing and the strategies teachers often used when teaching writing. This observation was repeated several times until the data were saturated.

2. Inteview

After obtaining the data from the observations, the researchers performed the next technique, the interview. Researchers conducted face-to-face interviews with participants, researchers were interviewed with an English teacher, and prior to that, researchers were put on an interview list to facilitate interviews. From this interview, researcher has known teacher‟s strategies in teaching writing and the reason for using it, how usually teacher teaches writing and the reason for teaching wiritng like that and teacher‟s problem in teaching writing when teach writing. This interview also did for several times until the data to be saturated.

F. The Technique of Analysis Data

After the data was collected, the next step is analyze it. Here are some steps in analyzing the data:

1. Data managing is used to create and organize, it collected during the study.

2. Reading/memoring of data, it is done to get a same of data.

3. By describing the data and systematically explaining the data in sentence combinations, researchers create a comprehensive description of phenomenon.

4. Classifying of data, organizing data with researcher topic. Basically, a process of breaking down the data into smaller units, determining the import of these units and putting the units to gather again an interpreted form.

5. Data interpretation is the process of describing the results of a study by identifying and extracting key insights from the details and complexity of the data.

Therefore, in this study, researchers used techniques of data analysis as follows. It describes strategies for teachers in teaching writing, finds strategies that teachers often use, and describes problems teachers have in teaching writing.

G. Technique of Checking Trustworthines

Reliability in qualitative research is very important because checking the reliability of data is used to go against assumptions in qualitative research. There are several techniques for determining data reliability, reducing data

bias, and improving the effectiveness of the data collected. Two techniques were used in this study to confirm the reliability of the data.

a. The application of observation. Researcher wasobserved the participant until the data become saturated.

b. Triangulation is the best way to eliminate the differences of reality construction in the context of a research when collecting data about the incidence and relation of sharing views. In the data that wasdone by the researcher is by comparing the different data sources they confirm one other. The data observation, interviewing teacher and the theory are compared. After researcher did the trangulation, researcher was found the real data that researcher needed.

CHAPTER IV

FINDINGS AND DISCUSSION

Before describing the teacher‟s strategies in teaching writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin, the researcher described the setting of the research as a general result of the thesis.

The research was conducted in Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin, which address in Jl. Mandailing KM.15 Desa Janji Nauli, Kec. Batang Angkola. There was a room at grade X. In a room there were three courses, they were X.IPA, X.Agama, X.IPS. In this research the researcher just observed a teacher, she was I.S. as the English teacher at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin

A. **Finding**

1. **Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin**

   Based on the class observation and interview with the English teacher, the researcher done the observation in three times. The researcher presents the finding of study. The data were taken from interview and observation notes. This part presents the research findings which the researcher found in the field by doing the class observation, observation notes and teacher‟s interview. It related to the teacher‟s strategies in teaching writing at X grade of Madrasah Aliyah Swasta in

Yayasan Pondok Pesantren Modern Baharuddin, finally the researcher got some data.

Also, based on the results of the interviews and the observations of the researchers, there were two strategies teachers used when teaching writing at X Grade of Madrasah Aliyah Swasta in Yayasan Pondk Pesantren Modern BaharuddinThey were strategies, using the environment as a learning resource, and collaborative learning strategies. The teacher chose writing her lesson strategies based on the material, and the teacher thought strategies based on the topic or lesson. The educational process was an educational activity in which teachers help students become better. The educational process, then, was the task of the teacher to help students achieve their learning objectives. Teachers needed a strategy as it could help make the learning process successful.

In learning process in the classroom at pre-teaching stage, there were several activities that have been done by teacher at this step. First, teacher greeted the students and checked attendance list. For example: the teacher came into classroom and greeted the whole class. Before coming to the lesson the teacher reviewed the lesson of previous meeting. It was done to see the students" understanding about the previous lesson. Whilst teaching activities were the main activities in a learning process which consist of exploration, elaboration, confirmation, and conclusion. Post teaching, the teacher tried to

conclude what she has explained to students, to make students more understand about the lessons.

The teacher needed a good strategy if they wanted to be succceding in their learning process. Teaching process was a giving helping process by teacher to the students in learning process. A strategy is a plan to make the learning process easier and better, aimed at using possibilities and learning opportunities to increase emotion and efficiency in learning. Educational strategies consist of learning by using educational strategies to make the learning process more successful.

as an English teacher in Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin had several strategies they used when teaching the writing process. Different classes were treated with different strategies due to different student personalities.

Adjust the strategy to be practice with the condition of the class was a good way to teach with effectively. By choosing the right teaching strategy, the class will be more active, the students will be more interested, they will be more easily involved in learning, and they will be able to achieve their teaching goals.

2. **Teacher Apply the Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin**

First observation, the researcher observed that in teaching writing process. First, the teacher gave greeting to the students and the students gave response to the teacher‟s greeting. Second, the teacher checked the present of the students and the students gave response to the teacher by asnwering "present/unpresent mom". Third, the teacher activated background knowledge of the students by asking about the material would be studied and the student gave response to the teacher by answering teacher‟s question about the material would be studied. Then, the teacher teacher introduced about the lesson/material and the students listened to the teacher. Next, the teacher explained about language feature and generic structure of text and the students listened to the teacher. Then, the teacher asked students to read the text and three of students read the text loudly. Next, the teacher asked the students to find the word adjective, preposition and verb from the text and the students found the adjective, preposition, and verb from the text. After that, the teacher gave a title to students and asked the students to describe about the title as much they can where the teacher gave time 5-15 minutes to write and the students described the title as much they can. Then, after 15 minutes the teacher asked the students to stop writing and the students did it. Next, the teacher invited the

students to write their writing in front of the class and the students wrote their writing in front of the class. after that, the teacher gave the correction to the students writing and the students listened to the teacher. Then, the teacher checked the students writing and gave the scores to the students and the students gave their writing to the teacher. Then, the teacher gave homework to students and the students listened to the teacher. And the last, the teacher asked the students to give conclusion about the material and three of students gave the conclusio. Finally, the teacher added a conclusion and the teacher closed the meeting. In learning writing, only some of students were active and interested to the the learning. Most of students were uninterested and lack of motivation to learn about writing. It was about 40% of students gave the positive response and 60% others gave negative response.

Second observation, the researcher observed that in teaching writing process. First, the teacher gave greeting to the students and the students gave response to the teacher. Second, the teacher checked about the present of students and the students gave response to the teacher by answering "present/unpresent mom". Third, the teacher activated background of the students and the students gave response to the teacher by answering teacher"s question about the material would be studied. next, the teacher introduced the materiaal and the students listened to the teacher. Then, the teacher explained about the langiage future and generic structure and the students listened to the teacher

explanation. After that, the teacher parted the students into groups, where in each groups there were 4-5 students and the students sat with their groups. Next, in each group the teacher asked the stduents to read the text and one of each groups read the text. Then, the teacher gave instruction to the students and the students listened to the teacher"s instruction. After that, the teacher gave and showed the picture to the stduents and asked the students to cooperate and described about the picture and the teacher limited the time in 20-25 minutes and the students cooperated and decribed about the picture. Then, after finishing, the teacher asked of each groups write their writing in front of the class. next, the teacher gave correction to students and scored their writing text and the students listened to teacher"s correction. And the last, the teacher asked three of students to give the conclusion and they did it. Finally, the teacher added the conclusion and closed the meeting. Most of students were interesting in learning writing. But, some of students were uninterested to study and made a noise in the class. They haved low motivation to learn about writing. It was about only 75% of students who enjoyed and gave positive response and 25% gave negative response.

The last observation, the researcher observed that in teaching writing process. First, the teacher gave greeting to the students and the students gave response to the teacher"s greeting. Second, the the teacher checked the present of students and the students gave response to the

teacher by answering "present/yes" mom. Second, the teacher activated background knowledge of the students and the students gave response to students by answering teacher''s question about the material would be studied. Third, the teacher introduced the lesson and the teacher asked the students to make some groups and the students listened to the teacher, made a groups, and sat with their groups. Then, the teacher asked the students to read silently and the students read the text silently. Next, the teacher gave the question based on the text and the students listened to the teacher. After that, the teacher asked the students cooperated to write the answers on a piece of paper into 20-25 minutes and the students cooperaated to write the answers and they did it in 20-25 minutes. Then, the teacher asked one of each groups to write on whiteboard their anwer and one of each groups wrote their writing in front of the class. Next, the teacher made discussion class to discuss about the correct answer and the students listened to the teacher. After that, the teacher corrected the answer and the students gave their writing to the teacher and they discussed about their writing. The last, the teacher asked the students to make conclussion and three of them made conclussion. Finally, the teacher added their conclussion and they listened to the teacher and the teacher closed the class. Some of students were enthusiasm in learning about writing and some of students still didn''t interest to study about writing. It was about 50% gave positive response and 50% others gave negative response.

Based on observation of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin , the English teacher has applied cooperative learning strategy in teaching writing. The strategy of the teacher as follows; the teacher parted the class into groups its about 4-5 groups. The teacher gave the question based on the text and asked the students cooperate to write the correct aswer with their groups . Then, the teacher gave time in 20-25 minutes to write. After finishing their writing, the teacher asked one of each groups to write their writing result in front of the class. Then, the teacher corrected the answer. After that, the teacher asked two of the students to give the conclussion, and then the teacher closed the lesson.

From observation above the researcher concluded that, the teacher‟s strategies in teaching writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin were;

1. Strategy by using environment as a learning resource, the teacher asked the students to describe and write about the title that the teacher gave as much as they can in 5 to 10 minutes.

2. Cooperative learning strategy, the teacher parted the students in some groups. The teacher gave a picture and asked the students cooperate to describe about that picture in 20 to 25 minutes.

3. Cooperative learning strategy, the teacher parted the students in some groups. The teacher asked the students to read the text. The

teacher gave a question and asked them cooperate to answer the question in 20-25 minutes.

The students response to the Teacher‟s Strategies in Teaching Writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin.

First observation, In learning writing only some of sudents were active and interest to the learning. Most of students were uninterested and lack of motivation to learn about writing. It was about 40% of students gave the positive response and 60% others gave negative response.

Second observation, most of students were interesting in learning writing. But some of students were uninteresting to study and made a noise in the class. They haved low motivation to learn about writing. It was about only 75% of students who gave positive response and 25% gave negative response.

The last observation, some of students were enthusiasm in learning about writing, and some of students still didn‟t interest to study about writing. It was about 50% gave positive response and 50 % others gave negative response.

From the discussion above the researcher concluded that, the students responses to the teacher‟s strategies in teaching writing at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin where, most of the students gave positive responses and

only minority of students gave the negative responses. In another word, the positive responses were more than negative responses.

The strtaegy was dominant at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin was cooperative learning strategy.

Based on discussion above, it could be explained in simple way by using a table as below:

Table 1

Teacher's Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin

No	Observation	Teaching Writing Process
1. 1	I	Strategy by using the inveronment as a learning resource; the teacher gave a title to students and asked them to describe and write about the title as much as they can. The teacher gave the time 5 to 15 minutes. Then, the teacher invited the students to present their writing in front of te class.
2 2	II	The teacher parted the students in a group.There were 4-5 students In a group The teacher asked the students to read the text. The teacher gave instruction to the students. The teacher gave a picture to students and asked the students to cooperate describe about the picture. The teacher limited the time in 20-25 minutes. After finishing, the teacher asked one of each groups to write their writing in front of the class.
3	III	The teacher introduced the lesson The teacher ask the students to make some groups. The teacher asked the students to read text silently. The teacher gave the question based on the text. The teacher asked the students cooperate to write the answer on a piece of paper. The teacher asked one of each groups to write on whiteboard their answer. The teacher made discussion class to discuss about the correct answer into 20-25 minutes.

B. **Discussion**

After analyzing the collected data, the researchers found that the teacher's strategy also took into account the student's condition, the class situation, and the gaps or educational media within the school when implementing the strategy. It was concluded that teaching writing at X Grade Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin always tries to improve their learning outcomes, but sometimes things go wrong and things go wrong. Examples include low student interest in learning to write, classroom commotion, and low student motivation to learn to write. Due to these problems, I was not able to achieve my learning objectives. The teacher"s strategies in teaching writing at X Grade of Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin were strategy by using the environment as a learning resource and cooperative learning strategy.

This research had been related with Winda Fitria Hasibuan who We interviewed students and teachers of SMA Negeri 6 Padangsidimpuan. Based on the results of interviews with students and English teachers about the strategies teachers use when teaching writing, strategies of speed writing, co-learning, and journalist questioning were revealed. The students respond to the teachers" strategies in teaching writingwere most of the students gave negative responses and only minority of students gave the positive response problem in teaching writing and Students have low interest in writing,

students are noisy in the classroom, students are lazy.[1]

So, researcher conducted that this research and Winda''s reseacrh used same technique to collecting the data but they have different finding. This research found two strategies they were strategy by using the inveronment as a learning resource and cooperative learning strategy while Winda found three strategies were quick write strategy, cooperative learning strategy, and journalist question strategy.

Then this research had been related with Hamiko Febria''s research method which used to collect the data are same with this research by obseration and intervie. The conclusion of his research is low. Because,The kind of the research is qualitative research by collecting data through observation and interviews the teachers and the students. Resercher found were, first teaching method that the teacher had been taken were applied role play, GTM, communicative approach, ALM, reward and punishment had been through in teaching writing component, lesson matter, himself to perform in front of the class. Last, the English teacher difficulties were about understanding students characteristic and time placement of English lesson.[2]

Related to Syahriani and Suwarsih Madya''s research have done the research. Can be categoraized that the result indicated that the students'' writing strategies use fell at medium level. Moreover, there is no significant difference in student writing strategies use in every writing statge. However,

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[1]Winda Fitria Hasibuan, "An Analysis of Teachers'' Strategies in Teaching Writing at SMA Negeri 6 Padangsidimpuan" in 2014-2015 Academic Year, (*Unpublished* Thesis, IAIN Padangsidimpuan, 2015)

[2] Hamiko Febria: "Teaching Writing in SMA N 7 Padangsidimpuan " in 2013-2014 Academic Year, (*Unpublished* Thesis STAIN Padangsidimpuan 2012), P.53.

knowing the students preference in writing strategies is beneficial both for students and teachers.[3]

C. Threats of the Research

The study procedures were well performed with procedures relevant to the study methodology. Although steps have been taken to obtain the results of the study objectively and systematically, achieving excellent results in this study is more difficult and a weakness of this study.

Based on the researchers' observations, this teacher's strategy in teaching writing was described at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin were 1.Strategy by using the inveronment as a learning resource; the teacher gave a title to students and asked them to describe and write about the title as much as they can. 2. Cooperative learning strategy; a. the teacher parted the students in a group. b. The teacher gave a media to students and asked the students cooperate to describe the media.

The weaknesses of the research were; there was the weakness of time and the researcher could not take a video. Then researcher didn't get permission to take a video.

Eventhough there were so many problems, the researchers tried to do their best, so some of the weaknesses and meaninglessness of this study were corrected in consultation with consultants.

[3]Suwarsih Madya, "Study of Writing Strategies Used by English Major Students" 52, no. 3 (n.d.): 153–62.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

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

1. The Teacher"s Strategies in Teaching Writing at X Grade of Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin were:

   a. Strategy by using the inveronment as a learning resource; the teacher gave a title to students and asked them to describe and write about the title as much as they can. The teacher gave the time 5 to 15 minutes. Then, the teacher invited the students to present their writing in front of te class.

   b. Cooperative learning strategy;

      1) The teacher parted the students in a group.There were 4-5 students In a group The teacher asked the students to read the text. The teacher gave instruction to the students. The teacher gave a picture to students and asked the students to cooperate describe about the picture. The teacher limited the time in 20-25 minutes. After finishing, the teacher asked one of each groups to write their writing in front of the class.

      2) The teacher introduced the lesson The teacher ask the students to make some groups. The teacher asked the students to read text

silently. The teacher gave the question based on the text. The teacher asked the students cooperate to write the answer on a piece of paper. The teacher asked one of each groups to write on whiteboard their answer. The teacher made discussion class to discuss about the correct answer into 20-25 minutes.

B. Suggestion

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

1. Principals should use educational media to support schools in learning educational processes such as language laboratories, tape recorders, and electrical conductors.

2. English teacher that enrich the strategy in learning writing and never give up to give and do the best for students. Using media if the aids of learning in school still less. Always motivate the students to learn and help them in learning process.

3. All of students at Madrasah Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin racters to increase your moral, attitude, to be good character and respect your teacher. Because, the teacher is the second parents that you have after your parents at your home.

4. Due to limitations in the author's material, knowledge, and experience, this study is still far from complete, and it is important that other researchers study the topic of this study most thoroughly.

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APPENDIX I

BLANK TABLE OF TEACHER¨S PROCESS IN TEACHING
WRITING

No	Day/Date	Teacher	Teaching Writing Process	Students Responses

APPENDIX II

BLANK TABLE INTERVIEW IN FIRST MEETING

NO	QUESTION	ANSWER
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?	.

APPENDIX III

Table of Teaching Writing Process at X Grade of Madrasah Aliyah
Swasta in Yayasan Pondok Pesantren Modern Baharuddin
(Observation I)

No	Day/Date	Teacher	Teaching Writing Process	Students Responses
1.1	Friday 0 February 4th of 2022	I S	a. The teacher gave greeting to the students b. The teacher checked the present of students c. The teacher activated background knowledge of the students by asking about the material would be studied d. The teacher introduced the lesson/material e. The teacher explained about language feature and generic structure of text f. The teacher asked students to read the text g. The teacher asked the students to find the word adjective, preposition and verb from the text h. The teacher gave a title to students and asked the students to describe about the title as much they can i. The teacher gave time 5-15 minutes to write j. After 15 minutes the teacher asked the students to stop writing k. The teacher invited the students to write their writing in front of the	a. The students gave response to the teacher"s greeting b. The stuents gave response to the teacher by answering "Present / Yes mom" c. Gave response to the teacher by answering teacher"s question about the material would be studied d. The students listened to the teacher e. The students listened to the teacher f. Three of students read the text loudly g. The students found the word adjective, preposition and verb from the text h. The students described about the title i. The students did it j. The students stopped writing k. The students wrote

N o	Day/Date	Teacher	Teaching Writing Process	Students Responses
			class l. Gave correction to students writing m. Checked the students writing and gave the	their writing in front of the class l. The students listened to the teacher m. The students gave
			Scores n. Gave homework to students o. Gave conclusion Closing the class	n. their writing to the teacher o. Listened to the teacher p. The students gave conclusion and listened to the teacher q. Closed the class by greeting to the teachers In learning writing, only some of sudents were active and interest to the learning. Most of students were uninterested and lack of motivation to learn about writing. It was about 40% of students gave the positive response and 60% others gave negative response.

APPENDIX IV

Table of Teaching Writing Process at X Grade of Madrasah Aliyah
Swasta in Yayasan Pondok Pesantren Modern Baharuddin
(Observation II)

No	Day/Date	Teacher	Teaching Writing Process	Students" Responses
1.	Wednesday, February 9th of 2022	I S	a. The teacher gave greeting to the students b. The teacher checked the present of students c. The teacher activated background of students d. The teacher introduced the material e. The teacher explained about the language feature, generic structure f. The teacher parted the students into groups, 4-5 students g. In a group the teacher asked the students to read the text h. The teacher gave instruction to the students	a. The students gave response to the teacher b. The students gave response to the teacher by answering "Present / Yes mom" c. The students gave response to the teacher by answering teacher"s question about the material would be studied d. The students listened to the teacher e. The students listened to the teacher f. The students sat with their groups g. One of each groups read the text h. The students listened to the teacher i. The students cooperated and described about the picture j. The students did it k. One of each groups wrote their writing in front of the class l. The students gave their writing to the teacher

No	Day/Date	Teacher	Teaching Writing Process	Students" Responses
			i. The teacher gave a picture to students and asked the students to cooperate describe about the picture. j. The teacher limited the time in 20-25 minutes k. After finishing, the teacher asked one of each groups to write their writing in front of the class l. The teacher gave the correction to students and scored their writing text m. The teacher gave conclusion The teacher closed the class	m. The students listened to the teacher n. The students Gave conclusion and listened to the teacher o. Closed the class by greeting to the teacher Most of the students were interesting in learning writing. But some of students were uninrested to study and made a noise in the class. They haved low motivation to learn about writing. It was about only 75% of students who gave positive response and 25% gave negaitive response.

APPENDIX V

Table of Teaching Writing Process at X Grade of Madrasah Aliyah
Swasta in Yayasan Pondok Pesantren Modern Baharuddin
(Observation III)

No	Day/Date	Teacher	Teaching Writing Process	Students Response
1.	Friday, February 11th of 2022	I S	b. The teacher gave greeting to students c. The teacher checked the present of students d. The teacher activated background knowledge of the students e. The teacher introduc ed the lesson The teacher ask the students to make some groups f. The teacher asked the students to read text silently g. The teacher gave the question based on the text h. The teacher asked the students cooperate to write the answers on a piece of paper into i. The teacher asked one of each groups to write on whiteboard their answer j. The teacher made discussion class to	a. The students gave response to the teacher b. The students gave response to the teacher by answering "Present / Yes mom" c. The students gave response to students by answering teacher"s question about the material would be studied d. The students listened to the teacher, made a groups, and sat with their groups e. The students read the text silently f. The students listened to the teacher g. The students found the word adjective, preposition and verb from the text h. The students cooperated to write the answers and they did it in 20-25 minutes. i. One of each groups wrote their writing in front of the class j. The students listened to the teacher

No	Day/Date	Teacher	Teaching Writing Process	Students Response
			discuss about the correct answer k. The teacher corrected the answer l. The teacher gave conclusion The teacher closed the class	k. The students gave their writing to the teacher l. The students disscussed about their writing m. The students Gave conclusion and listened to the teacher n. Closed the class by greeting to the teacher Some of students were enthusiasm in learning about writing, and some of students still didn"t interest to study about writing. It was about 50% gave positive response and 50 % others gave negative response.

APPENDXV

Teacher''s Strategies in Teaching Writing at X Grade of Madrasah
Aliyah Swasta in Yayasan Pondok Pesantren Modern Baharuddin

No	Observation	Teacher''s Strategies
1.1	X I	Strategy by using the inveronment as a learning resource; the teacher gave a title to students and asked them to describe and write about the title as much as they can. The teacher gave the time 5 to 15 minutes. Then, the teacher invited the students to present their writing in front of te class.
2	II	The teacher parted the students in a group.There were 4-5 students In a group The teacher asked the students to read the text. The teacher gave instruction to the students. The teacher gave a picture to students and asked the students to cooperate describe about the picture. The teacher limited the time in 20-25 minutes. After finishing, the teacher asked one of each groups to write their writing in front of the class.
2.3	X III	The teacher introduced the lesson The teacher ask the students to make some groups. The teacher asked the students to read text silently. The teacher gave the question based on the text. The teacher asked the students cooperate to write the answer on a piece of paper. The teacher asked one of each groups to write on whiteboard their answer. The teacher made discussion class to discuss about the correct answer into 20-25 minutes.

APPENDXVI

TABLE IV
TABLE INTERVIEW IN SECOND MEETING

NO	QUESTION	ANSWER
1.	What is your strategy in teaching writing?	I used to use cooperative learnimg strategy in teaching writing
2.	How did you apply your strategy in teaching writing	After explaining the topic, I divided students to some groups.
3.	Why did you choose the strategy?	I thought this strategy suitable to the topic cause by make them partner they able to discuss, esier to share with their friends and they enjoyed to join the lesson.