



Writing Teaching Strategies by Junior High School English Teacher

Johannes Fikki Fernando Damanik¹, Riris Debora Hutasoit^{*2}, Lampita Deniska Sitorus³, Erikson Saragih⁴

^{1,2,3,4}Universitas Prima Indonesi

*Email: ririshutasoit318@gmail.com

Info Artikel

Sejarah Artikel:

Diterima: 1 Januari 2022

Direvisi: 16 Januari 2022

Dipublikasikan: Januari 2022

e-ISSN: 2089-5364

p-ISSN: 2622-8327

DOI: 10.5281/zenodo.5889540

Abstract:

One of the things that teachers are concerned with in order to fulfill their teaching goals in their classrooms is teaching strategies. Teachers must be innovative and expand their knowledge of instructional methods and procedures, such as teaching writing strategies. This research is discuss about the strategies used by teacher in teaching writing strategies in classroom. To collect the data, the researchers make questionnaire distributed by google form. The findings of the study revealed that English teachers' strategies were group discussion, mind mapping, look in up dictionary. However, the teacher's reaction to the strategy was good, as their opinion was that the strategy they applied was satisfying and helpful in helping students improve their writing ability.

Keywords: *writing, strategies, teaching*

INTRODUCTION

An entire approach to the implementation of a concept, planning, and execution of an action within a specific time frame is known as strategy. In the field of education, a strategy is a plan, method, or set of actions aimed at achieving a specific educational goal. As a result, a learning strategy is a plan that consists of a series of actions aimed at achieving specific educational objectives. The learning strategy may also be defined as the method and manner in which the teacher will teach by defining the key

steps of instruction in accordance with the teaching objectives to be met and specified. According to Sabri Ahmad (2007), in the context of teaching, the strategy is intended as a teacher's effort in constructing an environment system that permits the teaching process so that the defined learning objectives can be achieved and succeeded. As a result, a teacher must be able to organize the components of learning in general, as well as the connected function of the learning components in question.

A technique for increasing a teacher's performance is required in the

learning process. Because the instructor is the one who will be putting the learning approach into action. But, before we go any further, it's important to have a basic understanding of learning and learning processes. Learning is an action that is carried out to gain knowledge of topics that are not well understood or just to broaden one's horizons. Learning can be done alone or in groups, similar to how it is done in a classroom. Learning, according to Syaiful and Aswan (2013), is fundamentally a change that occurs within a person after completing a learning activity. For example, physical changes, insanity, and so on.

According to Said and Budimanjaya Andi (2015), that school institution is a collection of learners who are at the age of growth and development for learning. Gravity of student learning centered on the brain. The super teacher is when the teacher taught the students the learning process. Because not necessarily when teachers teach learners. Teaching and learning are two different processes.

One of the teaching and learning processes is the development of writing skills. It is a crucial life skill in both school and community settings. Students must have four kinds of language skills: writing is one of them. After mastering reading, the youngster should focus on learning to write. Writing is a skill that is used to communicate in an indirect manner.

Writing is the same as using graphic symbols, which are a mix of letters that correspond to spoken language sounds. The symbols must be assembled and organized in line with the rules, whether they are used to construct words, compose sentences, compose paragraphs, or arrange paragraphs into a text. According to Asul (2004), argue that wrote writing

has two meanings. First, writing means turning the audibled sound into visible signs. Second, the word writing means the activity of expressing the idea in writing. Karim and Rachmadi (2015), writing is to convey ideas in a piece of paper where this activity aims to produce a good article by each writer in this case that is meant students. Writing is a technique of delivering thoughts on a piece of paper, and it is one of the productive abilities that students or writers must learn. Every author or student aspires to produce effective writing that follows the principles of writing since it is critical to their success in learning the language.

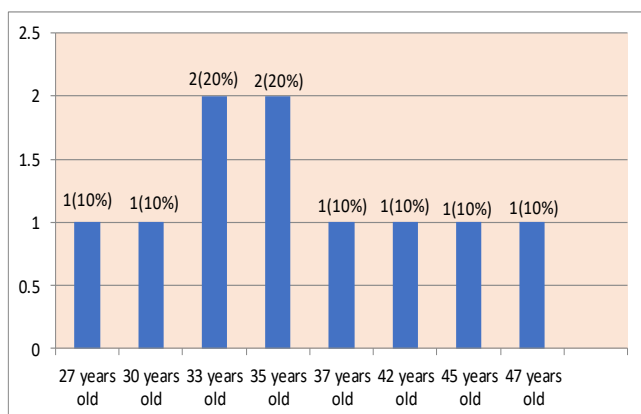
Writing is an activity that is performed and is one of the talents in language, according to some of the following perspectives. Good writing involves writing with honesty and from the heart, as well as using simple words and phrases that are easily comprehended by the reader. Good writing conveys a message and makes a positive impression in a way that is useful and serves as a role model and example for others.

RESEARCH METHOD

In this research we are use qualitative research method. Nana (2007), says qualitative research is a study aimed at describing and analyzing the phenomena, events, social activities, attitudes, beliefs, perceptions and thoughts of individuals and groups. Qualitative research is a type of study that employs techniques such as participant observation or a questionnaire created with Google Forms. Which is the goal was to carefully, objectively, and accurately characterize words and clauses. Activity in qualitative data analysis is done interactively and continuously with data reduction, data display and conclusion

drawing / verification (Imam Gunawan, (2014).The entire thing was explained based on facts discovered in the field. Because the researchers are directly involved in the field to collect the data needed for the study, this research is characterized as descriptive based on data and data sources. Because the study focused on specific phenomena in the school setting, researchers utilized a descriptive design.

This study included data from ten English teachers, four of whom were male and six of whom were female. The participants ranged in age from twenty seven to forty seven years old.



Picture 1. Diagram The ages of the respondents

The respondents have a bachelor's degree in English education, a bachelor's degree in English literature background. The data was collected using a questionnaire instrument administered via a Google form with ten questions organized into three sections: teaching preparation, teaching practice, and evaluation.

The researchers will go through several processes in order to collect the data. The processes are as follows: the researcher creates an instrument questionnaire using Google Forms, creates ten questions, shares the Google Form with English teachers, and

receives responses from the English teachers. The technique of data analysis used interactive analysis that consists of three component, data reduction, data display, and conclusion (Miles & Huberman, 2007:16-20). The three steps defined as:

1. Data Reduction

Data reduction becomes the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2. Data Display

The second steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.

3. Conclusion Drawing

After finished in doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the of field notes and overall data.

RESULT AND DISCUSSION

The authors describe the questionnaire's results based on the data collected:

Teaching Preparation

Teachers set some goals for themselves in terms of executing the approaches they use in preparation for teaching. The teacher's targets in teaching writing are:

1. The students have excellent in writing skills.
2. To help pupils improve their writing skills and originality.
3. To broaden students' understanding of how to use language elements such as

vocabulary and English grammatical functions.

4. The students are able to write in a linguistically sound manner. This means that all students should be able to write properly and should urge themselves to practice as often as possible.

Text books, student creations, and teacher creations of media are some of the sources of instructional material used by teachers in teaching writing. The researchers then depict the figure of the source of instructional material as well as the responses of the participants.

Teaching Practice

The strategies that teachers can be used in teaching writing, they are:

1. Group Discussion

The first approach used by teachers to teach writing is group discussion. In this strategy, the instructor instructs students to form groups of three to four people, with each group consisting of three to four people, and then the teacher provides an explanation to the students. Following the teacher's explanation, the students are instructed to write. To write in English, all of the members work together.

2. Mind Mapping

Mind maps are a technique of capturing creatively, effectively, and actually mapping our ideas, and they are the simplest way to bring information into the brain and take information out of the brain. A mind map is also quite easy to create. With mind maps, a long list of contents that can be transferred into colorful, highly organized, and easy to remember diagrams that work in harmony and the natural way of working the brain in doing various things (Tony Buzan, 1970).

3. Look up in the dictionary

Every student must carry a dictionary in this technique, and the teacher always encourages them to do so since the teacher wants them to be engaged, seeking for unknown meanings and using dictionaries more frequently. When a teacher assigns a writing task, such as drafting a paragraph, the student can check up the definition in a dictionary. This method can assist the students in expanding their dictionary.

Evaluations

A program's evaluation is a procedure that evaluates it critically. It entails acquiring and analyzing data on the actions, characteristics, and consequences of the program. Teachers might use the following evaluations in their strategies:

- a. Group Discussion

In this strategy, the teacher instructs students to make discussion group, and then the teacher explains to students the material about the text to write.

- b. Mind Mapping

The teacher explains how to utilize mind mapping and how he or she will use their knowledge and creativity to make it as appealing as possible. Mind mapping is made up of branches that each contain an explanation of the material that the instructor presented; however, in mind mapping, not all of the branches are written in a broad and extended manner; instead, the teacher will utilize keywords to explain the entire picture.

- c. Look up in Dictionary

The teacher always reminds the students to bring the dictionary.

CONCLUSIONS

Based on the research finding, the researcher took some conclusion, as follow:

The teacher employed each approach when teaching the English topic (writing) (group discussion, mind mapping, look dictionary). The technique ensures that the learning and teaching process is not monotonous, but rather lively and enthusiastic.

REFERENCES

- Asul wiyanto. (2004). *Terampil Menulis Paragraf*. Jakarta: PT Grasindo.
- Imam Gunawan. (2014). *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara.
- Karim and Rachmadi. (2015). *Journal Universitas Pendidikan Ganesha Jurusan Administrasi Pendidikan*. Volume : vol: 6 No: 1.
- Nana Syaodih Sukmadinata. (2007). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Sabri Ahmad. (2007). *Strategi Belajar Mengajar & Micro Teaching*. Padang: Quantum Teaching.
- Said Alamsyah and Budimanjaya Andi. (2015). *95 Strategi Mengajar Multiple Intelligences*. Jakarta: Prenadamedia.
- Sugiyono. *Metode penelitian kuantitatif, kualitatif dan R & D*. Alfabeta. Bandung, 2010
- Syaiful Bahri Djamarah and Aswan Zain .(2013). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.