



TEACHING WRITING STRATEGIES USED BY ENGLISH TEACHERS AT MAN 2 KAMPAR

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Abstract

The objective of this research is to find out the strategies that teacher used in teaching writing at MAN 2 Kampar and its implementation. The method of this research was qualitative research. The subject of this research was English teacher in MAN 2 Kampar. Interview was used as its research instrument. The result of the research found that the teacher implemented chart strategy in teaching writing. Through the implementation of the strategy, the teacher is able to know how far the students could understand the material that the teacher has given and able to do the assignment as well.

Keywords: *Teacher's Strategies, Writing, Chart*

1. INTRODUCTION

Writing is one of the important skills that teachers must master because it can help teachers to think critically and deeply in developing strategies for teaching good writing. According to Tarigan (2008: 3) writing is a language skill that is used for communication indirectly, not face-to-face with other people. Supiani (2017: 37) says that writing is a deep communication tool written forms such as e-mail, business letter, newspaper, diary, and etc. Hardi (2020) states writing is assumed as the most difficult skills to be acquired. Thus, it could be said that writing is an attempt to describe thoughts, ideas, feelings in the form of writing and paragraphs. Teaching writing aims to make the students understand how to write with focus on both the content and the form, that are the language used and text structured, such as the construction of arguments, grammar and punctuation. It is not an easy thing to do. Therefore, the teacher has to consider about appropriate strategy before starting teaching and learning process. Ayu (2016) argues that learning is a complex process that happens to everyone throughout their life. It means that, in the process of teaching writing, writing strategy is really important to be applied by the English teacher, because with a strategy that attracts students' attention, it will be easy to catch and understand in writing a text. In the process of teaching writing, the teacher uses charts in teaching writing. One of them is in teaching recount text, the teacher use a charts by making an outline of the steps for writing recount text so that students understand. In addition, there are combinations and variations of strategies used by the teacher, namely by combining vocabulary so that students can easily write recount text.

Teaching strategies are the important part of writing and conveying thoughts, ideas, and organizing sentence or paragraph. According to Istiqomah (2019: 13) teaching strategy is the strategy of the education used in the teaching-learning process as a planning method or teachers' activities design to achieve the goal or objectives of the material brought. Strategies can be defined as a plan consists of order activities to achieve specific educational objectives. Teaching strategy is the way of teaching used by the educators in the learning process. According to Kozma (cites in Sanjaya, 2007) teaching strategies can be interpreted as being chosen, namely those that can provide facilities or assistance to students towards achieving certain learning goals. Teaching writing in senior high school is an important part to be taught to students, especially students at MAN 2 Kampar teachers only focus on teaching writing. In this case the teacher must prepare a strategy that attracts students' attention, and the strategy to be taught in teaching writing must be really considered so that students can understand and capture in a structured manner in writing.

According to Harmer (2004: 11) teaching writing only focuses on what the content of the writing is not about the process of writing.

In general, the strategy that is usually used by teachers in teaching writing is to use charts with a scientific approach, because the teaching of writing by teachers is observing, asking, reasoning, trying and communicating. According to Sani (2014) states that the scientific approach is closely related to the scientific method which should normally involve examination or observation needed for the formulation of hypotheses or data collection. In teaching writing, the teacher uses the chart because it is where the teacher explains each point of the generic structure in detail to students. According to Rahadi (203: 29) with the media chart are: "presenting ideas or a difficult concept made easier on digest by students. " The chart is able to provide summary of the important points of a presentation. The results of the interview, the teacher stated that the strategy used was charts with the scientific approach. In this strategy the teacher made instructions to students in writing recount text, such as the teacher telling students to make recount text according to a generic structure, the teacher explained that in recount text using simple past tense, the teacher explain one by one the functions of the orientation, event, and re-orientation, then students follow the steps instructed by the teacher. In this scientific approach the teacher has only recently used it for about 2 years, and there are still problems faced by teachers in teaching writing.

There are some problems faced by students in learning English. Especially in writing, as for the problems and complaints of teachers in teaching writing to students, namely the limited of vocabulary and grammar of students in writing, students are very difficult to make their own words, therefore in writing student scores are very low. Rianti (2019) teaching vocabulary at Senior High School in Indonesia is one of the main focuses in the English teaching. Therefore the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase vocabulary ability. Based on the teacher's instruction to create teaching and learning process that is directed and effective is needed a fun teaching media, that is can awaken students in learning, and make students more motivated in the process learning writing. One of them is the media chart teaching writing, using a chart of writing scores is good.

2.METHOD

This research uses a descriptive analysis means that this study analyzes the strategy used by English teacher in teaching writing. The subject of this research is the English teacher of tenth grade at MAN 2 Kampar located in Jl. Raya Pekanbaru-Bangkinang No. 158, Tj. Rambutan. The researcher used interview. The interview refers to an activity the researcher give some questions to English teacher about the strategies used and its implementation in teaching writing at MAN 2 Kampar. The data of this research were analyzed based on Miles & Huberman (1992) that consist of data reduction, data display, and conclusion.

3.RESULTS AND DISCUSSION

1. Teacher's Strategies in Teaching Writing

In teaching writing the teacher uses a chart strategy, where are the teacher explains the important points in material to be achieved. The teacher in applying the strategy by the teacher giving instructions the goal is to stimulate students to be able to write. In teaching writing without brainstorming students are not easy to write well. Therefore the teacher must have many ideas to attract students' attention so that students understand the material presented and are interested in writing. The teacher carries out question and answer activities so that students focus on the material presented. The goal is that there is mutual interaction between teachers and students in the learning process. The teacher gives feedback to students to find out how far the students understand the writing material and how to write well. The teacher explaining to students about the recount text material the goal is for students to know recount text telling stories in the past. The students must know that before writing, the topic that they want to make is determined so that the story line



continues until the end. If students want to write stories in the past, students must know part of the generic structure of recount text.

The teacher explaining one by one the functions of the generic structures such as orientation, events, re-orientation and addition of vocabulary and grammar. The goal is for students to write text in a structured way. The teacher explains one by one the functions of the generic structures such as orientation, events, re-orientation and addition of vocabulary and grammar. The goal is for students to write texts in a structured manner. In this case the teacher must give an example of each of these steps and explain in writing grammar must be in accordance with the context of the story and vocabulary must be mastered to make it easier for students to write. The teacher asks the students to make a recount text individually the goal is to find out that students understand or not with the explanation that the teacher convey. The teacher asks students to make recount texts individually. The aim is to find out whether students understand or not with the explanation given by the teacher. Therefore, the teacher can assess the strategy used has achieved maximum results or not, because students understand how to write well, the strategy used by the teacher is effective and achieves maximum results.

2. Procedure implementing the strategy in teaching writing

The teacher using charts has been effective, because by using charts students are easily to understand and directed in writing. The researcher found in teaching writing the teacher applied strategies chart namely; the teacher made instruction to students in writing recount text. So that students open the book and read the definition of the recount text material. The goal is to make students strong their curiosity in writing recount text. The teacher give questions to students are focused on the material presented. In the interaction between teacher and students there is feedback in learning process and it provokes students the material presented by the teacher is easy to understand or not. In this stage the teacher can find out students' interest in writing.

The teacher explain to students about recount text material. The goal is that teacher explains to students that recount text is telling stories in the past. Therefore, it is very important to convey to students, so that students can distinguish and write texts according to the desired context. The teacher explained that in recount text using simple past. The goal is to retell the events of the past. If students want to write stories in the past, students must know part of the generic structure of recount text. The teacher tells the students to make recount text according to a generic structure. The teacher explains one by one the functions of the generic structures such as orientation, events, re-orientation and addition of vocabulary and grammar. The goal is for students to write texts in a structured manner. In this case the teacher must give an example of each of these steps and explain in writing grammar must be in accordance with the context of the story and vocabulary must be mastered to make it easier for students to write.

4. CONCLUSION

After conducting research on "An Analysis Of Teaching Writing Strategies At MAN 2 Kampar" it can be concluded that the problems faced by teachers in teaching writing were limited to students' vocabulary, limited students' grammar, students found it difficult to make their own words, and low student scores. In this case, the researcher has found the strategy used by the teacher, namely charts. Charts are a suitable strategy to use in teaching writing, because the strategy is designed as attractive as possible, simple, and effective so that students are interested in the material presented by the teacher. Charts also provide a summary of the important points of the material in writing. In applying the charts strategy with scientific approach, the teacher gives instruction to students to be ready to carry out the learning process. In this applying the teacher combines 3 variations in teaching writing to help students understand more clearly the material presented. The first conventional method, the second question and answer method and the third discovery learning technique. The teacher uses this method to make it easily to convey information

directly to students, the teacher explaining to the students about the recount text material, the teacher telling students to make recount text according to a generic structure, the teacher explained that in recount text using simple past tense, besides that the teacher asks students in this communication there is direct between teachers and students, finally the teacher gives assignments to students to make individual sentences. In using charts have achieved maximum results, students easily understand and produce writing.



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