

## Teacher Strategies In Teaching Writing at X Grade MAN 3 Agam Kubang Putih

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### Abstrak

Penelitian ini bertujuan untuk mengetahui strategi apa saja yang digunakan guru dalam mengajar menulis di kelas X MAN 3 Agam Kubang Putih. Berdasarkan observasi, peneliti menemukan bahwa guru mengajar teks recount. Pertama, guru mengajarkan pengertian teks recount. Kedua, guru mengajarkan apa itu generic structure dan apa itu tenses. Ketiga, guru menjelaskan apa itu simple present. Keempat, setelah guru menjelaskan topic tersebut, guru memberikan contoh teks recount dengan menuliskan contoh teks di papan tulis. Kelima, guru meminta siswa menuliskan pengalamannya dalam sebuah paragraph sederhana. Peneliti melihat bahwa siswa memahami apa yang sudah diajarkan oleh guru. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Sedangkan proses pengumpulan data dilakukan dengan melakukan observasi menggunakan observasi ceklis dan melakukan wawancara dengan guru dan siswa kelas X Man 3 Agam Kubang Putih. Data yang didapatkan akan di analisa menggunakan analisis data kualitatif. Peneliti menemukan bahwa terdapat tiga strategi yang digunakan oleh guru dalam mengajar menulis di kelas X MAN 3 Agam Kubang Putih. Yaitu: Guided writing, TTW dan PLEASE strategi. Namun, selain ketiga strategi tersebut, Guided Writing hanya diterapkan pada observasi pertama sedangkan TTW diterapkan pada setiap pertemuan. Sedangkan strategi PLEASE hanya diterapkan dalam pertemuan ke empat. Selain itu, meskipun guru menerapkan ketiga strategi tersebut, langkah-langkahnya masih belum lengkap. Dengan kata lain, ada langkah-langkah yang hilang dalam pelaksanaan strategi ini.

**Keywords:** *Strategi, Mengajar Menulis*

### Abstract

This research aimed and find out what strategies used by the teacher in teaching writing at X grade MAN 3 Agam Kubang Putih. Based on the first and second observation, the researcher found that the teacher before teaching learning process or giving material start, the teacher prepares lesson plan as the strategy for teaching students. The strategy is used by teacher is cooperative learning which the strategy. The teacher taught recount text. First, the teacher taught the definition of recount text. Second, the teacher taught what were the generic structure and what were tenses. Third, the teacher explain what simple present was. Four, after the teacher explain those topic, the teacher gave the sample of recount text by writing sentences on the board. Five, the teacher ask student to write their experience in a simple paragraph. The researcher saw that the students understood what the teacher teach. The design of the research was descriptive qualitative research. The data were collected by doing observation using observation checklist, and interview with English teacher and students at X grade MAN 3 Agam Kubang Putih. The data afterward would be analyze by using qualitative data analysis. The researcher found that there were three strategies used by the teacher in teaching writing at X grade MAN 3 Agam Kubang Putih. They were: Guided Writing, TTW and PLEASE strategy. However, apart from these three strategies, Guided Writing was only applied in the

first observation while TTW was applied in every meetings. PLEASE strategy was only applied in the four meetings. Besides, eventhough teacher applied these three strategies, the steps were still incomplete. In other word, there were missing steps in implementation of these strategies.

**Keywords:** *Strategy, Teaching Writing*

## INTRODUCTION

Writing considered as one of the most complex skill in English. It is a skill to express something in written form. According to Nunan, writing is both physcial and mental act. It means that the writers will not only have the task to write sentences or paragraph, but they should imagine the idea and doing some interpretations towards the idea that she got. It is a process of transforming thought and ideas into written form to inform or communicate with the reader.

The transformation of the writer's thought into written form can be categorized as long thinking process which is not staightforward. There will be several steps before creating a writing work. According to Brown in order to transform the idea into written text, the writer should plan and give several revisions before the work release (Moh. Mahmud & Ulfatul Lasiyati. 2020). The students can try to plan their writing and ask other people to check it. In order to plan their idea into writing form, students should be able to consider about how the words are, how to put the words together, and how to punctuacte those sentences. Therefore, writing is very complex activity because it needs many aspects to be mastered. Realising that writing is a complex activity is essential for the teacher as well because it is the key to effective teaching writing. As Cheung mentions that teacher should aware that writing competence encompasses not only word choices, sentence variations, punctuation choices, and other linguistic tools for cohesion and coherence, but also ways to structure and also develop arguments (Yin Ling Cheung, 2016). Moreover, teacher should reflect that students will encounter difficulties during their writing processes such as creating their first sentence, setting their goal, sharing their idea, and many more. She also should reflect teaching writing setting should be applied in the class. Will it be in group setting or individual setting. She also assists students to develop their understanding that writing's steps cannot be separated from each other.

To help the students reach their writing and share their idea related to their purpose of writing, better way of teaching will always be explored because one of affected factor of students's successfull also depends on way of teaching. Gage in Rajagopalan states that teaching is an interpersonal influence aimed to change the behaviour potential of another person (Isola Rajagopalan, 2016). Moreover, Davis et al in Rajagopalan also explain that teaching is scientific process which major components are content, communication and feedback. As writing is the process of tranformation of the idea into written form, it can be concluded that teaching writing is a scientific process in which teacher has interpersonal influence to encourage and help students to show their potential ability to tranform their idea into written form with certain scientific procedure. This procedure will enable the interaction among the teacher and students which is communication and feedback from the teacher.

However, teaching English or teaching writing sometimes seems to be complicated and tricky. There are various strategies can be used by the teacher during the class process, but the strategy certainly should be adjusted with students' condition and need. In order to help students develop their abilility especially writing skill, it is important to choose the suitable strategy. A strategy according to Sanjaya is defined as planning which contains about series of activities designed to achieve certain educational goals. Subana, besides, explains that learning strategy is a design or pattern used to determine teaching and learning process. The researcher seeks to know what kind of strategy that the teacher applied in teaching English especially in writing.

The researcher conducted a preliminary research at X grade of MAN 3 Agam Kubang Putih on 20<sup>th</sup>October and 24<sup>th</sup>October 2022 by doing observation. The researcher found out indication of several issues toward students' writing. On 20<sup>th</sup>October 2022, the researcher observed grade X students. The researcher found that the teacher taught recount text. Based on the first observation in the class, before teaching learning process or giving material start, the teacher prepares lesson plan as the strategy for teaching students. The strategy is used by teacher is cooperative learning which the strategy. First of all, the teacher taught the definition of recount text, what were the generic stucture, and what were the tenses. After the teacher explaining those topic, she gave the sample of recount text by writing sentences on the board. She explained what simple present was. After that, she asked students to write their experience in a simple paragraph. The topic at that time was telling the experience. After teaching students on how to write their sentences, teacher asks students to present the result of their writing.

The second observation was on 24<sup>th</sup> October 2022. The researcherthe researcher observed grade X students before teaching learning process or giving material start, the teacher prepares lesson plan as the strategy for teaching students. The strategy is used by teacher is cooperative learning which the strategy.The researcher found that teacher taught recount text. First of all, teacher taught the definition of recount text, what were the generic stucture, and what were the tenses. After explaining those topic, she gave the sample of recount text by writing sentences on the board. She explained what simple present was. After that, she asked students to write their experience in a simple paragraph. The topic at that time was telling the experience. After teaching students on how to write their sentences, the teacher asks students to form groups consisting of one to three students, in these groups students are asked to discuss and make a recount text.

In conclusion, based on the observation was conducted twice in the X Grade of MAN 3 Agam. The researcher saw that the students understood the material taught by the teacher which was related to the recount text.

## **METHOD**

The design of this research was descriptive qualitative research. According to Narbuko and Achmadi, a descriptive qualitative research is a research conducted to solve research problem by providing the data, analyzing the data, and making interpretation about the data (Cholid Narbuko & Abu Achmadi, 2016). The informants of the research were the English teacher who teach at X grade MAN 3 Agam Kubang Putih and tenth grade student at MAN 3 Agam Kubang Putih. The researcher observed and interviewed teacher and students to get some information about writing strategies used by the teacher in teaching writing at MAN 3 Agam Kubang Putih. In this qualitative research, the data would be collected by doing observation and interview. According to Miles and Huberman, the steps of data analysis data are collecting the data, reduce the data, present the data and make a conclusion.

## **RESULT AND DISCUSSION**

### **Guided writing**

Khatri explains that in guided writing, the students will be given some content and form the sentences that they will use. Their finished products will be similar but not same. Students will be given first and last sentence, an outline to fill out, a series of question to respond to, or information to include in their piece of writing. Based on this explanation, it can be seen that teacher was supposed to guide students to write their first sentence and their last sentences. Students would be guide to make an outline or writing draft and asking several questions to collect the information related to writing topic.

In fact, there were some steps in this theory had been applied by the teacher in the class, but there were some steps had not been applied as well. Teacher did not guide students to write their first and last sentence. She only asked students to write by their own, and discuss with their team in the group. If they found the problems writing their sentences, then teacher will help them. However, if students found it that they did not got the problem, teacher might

not guide them further about their writing, but she would be more focus on guiding other groups who struggled. Moreover, the theory says that students will be given some series of questions to respond to or information to include in their writing. Based on the reality check, teacher did not asked students series of questions to respond to, but she asked them to ask her if they got problem while she walked around the class. while for the information in students' writing, teacher guide them to think some information related to the topic of their writing, and make a list about it. In conclusion, based on this comparison, the theory and the reality check was not in line. It has been explained in the previous sub topic that guided writing implementation was incomplete.

Guided writing has five steps to be followed if the teacher wants to apply it in the class. However in the reality, she applied three steps out of eight steps. It means that there were five steps skipped. In fact, even though five steps were missing, teacher and students claimed that they were satisfied with writing process in the class.

### **Think, Talk, Write (TTW)**

According to Huinker and Laughfin, TTW is a strategy built through thinking, speaking and writing. It starts from the involvement of students in thinking or dialogue with himself during the process of reading, then talking and sharing ideas with his friend before writing their own language about the text. TTW encourages students to read the information of the things that they want to describe in general. Teacher will give them a text and students will read, brainstorm, and make a note based on the text that they read. After that, they will communicate with group members by doing discussion, explore the ideas, comprehend more and reorganize their ideas and express their idea into written form. According to Kagan, there are five elements defined the characteristic of TTW. First is team formation. Teacher will divide students into several group with different ability, gender, etc. Second positive interdependence. It is the team that has same goal and support each other (Heny Ambarsary, Hermawati Syarif and Refnaldi, 2018). Based on the observation, the TTW theory was in line with teacher's teaching writing implementation in the class. during teaching writing process, first of all, teacher put students in the groups, and she guide them to think while collecting information after topic had been chosen. After that, she gave them the sample of the text to brainstorm students. She asked students to talk in the group to do discussion so that students would talk among each other. At the end, students would write their discussion on the note to make a paragraph.

TTW has seven steps. Based on four observations in the class, this strategy was the strategy that almost perfectly applied in the class. The steps were almost complete except the last step. In the last step, students should revise and discuss again their last written work together after the work evaluated by the teacher, but they did not do it. In conclusion, the theory was in line with the reality check.

### **PLEASE Strategy**

Graham and Harris explain that PLEASE reminds learners to carry out the following steps while writing: (Dyah Aminatun, Ngadiso & Sri Marmanto, 2018).

P Pick a topic, an audience, and the appropriate textual format.

L List information about the topic to be used in sentence generation, ongoing evaluation, and organizational planning.

E Evaluate if the list is complete and plan how to organize the ideas that will be used to generate supporting sentences.

A Activate the paragraph with short and simple declarative topic sentence.

S Supply supporting sentences based on items from the list.

E End with a concluding sentence that rephrases the topic sentence, and evaluat the written work for errors in capitalization, punctuation, spelling, and appearance.

In comparison to the theory above with the observations, it could be said that the theory was not in line with the situation in the class. It was based on the obervation, students picked the topic; they listed the information about the topic, but they did not evaluate their work after it had been finished.

## Cooperative Learning

Lewis in Ikaningrum says that cooperative learning is a form of active learning in which students work together to perform specific task in a small group. The teacher then gives students an assignment, often helping them to support the work that needs to be done so that each individual in the group has a certain role to play. The learning goal can only be reached when every member of the group contributes effectively. The teacher should also spend time modeling how to resolve conflicts in a cooperative learning group. While Slavin in Ikaningrum adds that cooperative learning is the activity that requires students to work in small groups to complete a joint project. Students work together as a team to not only learn the material, but also help each other succeed (Rini Estiyowati Ikaningrum, 2015).

Based on the explanation above and the observations, it can be concluded that CL theory is in line with CL implementation in the class although there were also some missing steps in the implementation. The theory says that students work actively in the group for their assignment, and teacher helped them to support their work.

## CONCLUSION

Based on the observations and interviews of this research, it can be concluded that the teacher used two strategies in teaching writing. They were Guided writing strategy and TTW strategy. Each of these strategies has their own steps or procedures to be followed. However, the researcher found that the teacher did not applied the whole steps of strategy and she missed some steps of the strategies. Besides, there were some cons that the researcher found between teacher's answer and the situation that the researcher found while doing some observation in the class. The result of the observation and the answer of the interview could be found in chapter four and appendixes.

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