

IDENTIFYING TEACHER'S STRATEGIES IN TEACHING WRITING

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Abstract

This research discusses about "Identifying Teacher's Strategies in Teaching Writing". Then, the problem research are what is the teacher's strategy in writing and how to identify teacher strategy in teaching writing. The purpose of this study is to determine the teacher's strategy in teaching writing and identifying the teachers's strategy in teaching writing. This research is carried out in class XI M.A Nuruttaqwa Limboto. The method used in this research is qualitative method. Respondent in this research is English teacher and student of class XI M.A Nuruttaqwa Limboto. The instrument used to identify the teacher's strategy in teaching writing is observation and interview. The results of the research indicate the identification of the strategy of English education teacher in teaching writing, there are several strategies used and almost all the steps in the strategy is conducted and implemented well by the English teacher.

Key words: *Teacher Strategy, Teaching Writing*

Abstrak

Penelitian ini membahas tentang "Mengidentifikasi Strategi Guru dalam Mengajar Menulis". Adapun penelitian ini mengangkat pokok permasalahan yaitu, Apa strategi guru dalam mengajar menulis dan Bagaimana mengidentifikasi strategi guru dalam mengajar menulis. Tujuan penelitian ini, untuk mengetahui strategi guru dalam mengajar menulis dan mengidentifikasi strategi guru dalam mengajar menulis. Penelitian ini dilakukan pada siswa kelas XI M.A Nuruttaqwa Limboto. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Responden dalam penelitian ini adalah guru bahasa Inggris dan siswa kelas XI M.A Nuruttaqwa Limboto. Instrument yang digunakan untuk mengidentifikasi strategi guru dalam mengajar menulis adalah observasi dan wawancara. Hasil penelitian menunjukkan dari identifikasi strategi guru pendidikan Bahasa Inggris dalam mengajar menulis, terdapat lima strategi yang digunakan dan hampir semua langkah-langkah dalam strategi tersebut dilakukan.

A. INTRODUCTION

Strategy is an overall approach relating to the execution of the idea, planning, and execution of an activity within a certain period of time. Strategy is an overall approach relating to the execution of the idea, planning, and execution of an activity within a certain period of time. In the world of education, strategy can be defined as a plan, method, or series of activities designed to achieve a particular education goal. So the learning strategy is a plan that contains about a series of activities designed to achieve certain educational goals. It could also be said that the learning strategy is the plan and the way the teacher will do the teaching by setting the main steps of teaching in accordance with the teaching objectives to be achieved and has been outlined. In the context of teaching, Sabri Ahmad (2007), state that the strategy is intended as a teacher's effort in creating an environment system that enables the teaching process so that the learning objectives that have been formulated can be achieved and succeeded. So a teacher is required to have the ability to organize in general the components of learning, so interrelated function between learning components in question.

In the learning process requires a strategy in improving the performance of a teacher. Because the teacher is the subject in implementing the learning strategy. But before we review more about this it will be advanced in advance about the understanding of learn and learning strategies. Learning is an activity done to know things that are not understood or just to increase knowledge. Learning is done by itself or in groups as in the process of learning in the classroom. Syaiful dan Aswan (2013), explained that learning is essentially a change that takes place inside a person after the end of a learning activity. Not all changes are included in the learning category. 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.

Writing skills is one of the teaching and learning processes. It is very important skill in life both in educational life and in community life. Writing is one of four aspects of language skills that students must possess. Learning to write is the second thing that the child should master after reading. Writing is a skill used to communicate indirectly. The writing activity is identical to the use of graphic symbols, a combination of letters associated with spoken language sounds. The symbols need to be compiled and in accordance with the appropriate provisions, either in forming words, composing words into sentences, composing sentences into 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 as one of the productive skills, that must mastered by students or writers is a process of delivering ideas in a piece of paper. Produce a good writing that meets the rules of writing is the goal of every author or student because it is very important for the success of every student or writer in learning the language.

Based on some opinions above can be concluded that, writing is an activity that is performed and is one of the skills in language. Good writing is to write with sincerity and use the heart and also use simple words and phrases to be easily understood and understood by the reader. Good writing is to give a message and a good impression in a writing, which can be useful and be a role model and example for the people.

B. METHOD

Research method used in this research is 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. This study researchers conducted data collection techniques with: 1. Observations, is a complex process. 2. Interview, is used as data collection techniques if the researcher wants to do a preliminary study to find the problems to be researched, and also if the researcher wants to know the things from the more in-depth respondent and the number of respondents is little/small (Sugiyono, 2016). Data analysis technique used in this research is qualitative data analysis following concept given by Milles and Huberman. Activity in qualitative data analysis is done interactively and continuously with data reduction, data display and conclusion drawing / verification (Imam Gunawan, (2014).

C. RESULT AND DISCUSSION

The data in this study included data identifying teacher strategies in teaching writing. The object of data collection from this research is the teacher of English class XI in M.A Nuruttaqwa Limboto who have difficulty in learning English especially in writing. Data were collected by observation and interview with English teacher and students in class XI. so from the existing problem of this research is to identify teacher strategy in teaching writing.

Based on the results of field observation and also in-depth interview conducted by the researcher, it can illustrate some of the strategies commonly used in writing skills of students conducted by English teacher grade XI in M.A Nuruttaqwa Limboto, district of Gorontalo, as follows:

1. Strategy by Using Image Media

From the observation seen that in teaching teachers using the media images in learning media benefits to help students view and express the image in a post. In the

use of this strategy the teacher does all the steps but adds a bit, ie asks the student to read in front of the class the form of the suggested suggestion and the bid that has been written first, to foster the confidence of each student bravely deliver the results of his work.

2. Strategy by Using the Environment as a Learning Resource

From the observation it can be seen that English teachers use this strategy when teaching material about describes an object which is a type of descriptive writing style, which describes an object, character and others. With the source of learning environment by the teacher to enrich the insight and knowledge of students because they learn not only limited to a room and the truth is more accurate, because children can be directly involved. The benefit is that the learning activities become more interesting and not boring and also improve students' learning motivation.

3. Roundtable Strategy

In this strategy, researchers found that students more explored as well as express opinions, views as well as thoughts. From the research, teachers use this strategy when teaching material about a write a story in which it will make the writing process easier and building team spirit of the students, also affects students' self-confidence.

4. Strategy by Using the Game

From the results of observations the researchers found that one of the strategies used by teachers to teach the strategy by using the game on the topic of learning vocabulary. This is done to make learning more interesting, especially in training students' writing skills. With the use of these strategies then students are better able to understand the lessons easily because they feel comfortable, fun and the students also learn actively because there is discussion in it.

5. Self-Editing and Self-Correcting Strategies

From the results of observation in the use of this strategy, where students are required to be able to edit and correct their own mistakes. At the beginning of the learning process the teacher redistributes the students' writing that has been marked by their mistakes and asks the students to correct their own mistakes. After they have finished

correcting their own mistakes, then the teacher reaffirms what the writing should be. With the use of this strategy on invitation material it appears that students are more energetic and active. Utilized for students to be able to correct their own mistakes. There are some students who have not been able to correct themselves and the teacher gives them a special understanding.

Of all the strategies used by English teachers in M.A Nuruttaqwa Limboto have their own goals and benefits depending on the topic of what material is taught. From the results of observation researchers, that the strategy often used by teachers in teaching is a strategy using the media images. Because this strategy is considered more attract more learners to learn and also eliminate the boredom when learning by using learning strategies. The benefits of learning media are also to help students view and express the image in a written form. Utilize the existing media effectively, efficiently and as well as possible, and of course see the situation when in implementing the learning process both in terms of student characteristics and availability of media especially the media images.

D. CONCLUSIONS

Based on the finding and discussion, researchers can conclude that there are five strategies used by English teachers in M.A Nuruttaqwa Limboto in teaching writing and almost all the steps of each strategy are implemented by the teacher in the class.

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