

**TEACHER'S STRATEGY OF TEACHING WRITING AT SMK  
MUHAMMADIYAH 01 SUKOHARJO IN 2019/2020  
ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of Education in English Department**

**By:**

**ADINDA DIAN PRATIWI**  
**A320150188**

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2019**

**APPROVAL**

**TEACHER'S STRATEGY OF TEACHING WRITING AT SMK  
MUHAMMADIYAH 01 SUKOHARJO IN 2019/2020 ACADEMIC YEAR**

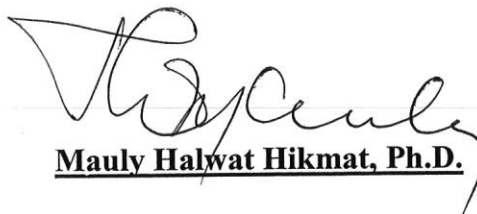
**PUBLICATION ARTICLE**

**by**

**ADINDA DIAN PRATIWI**

**A320150188**

**Approved to be Examined by Consultant**



**Mauliy Halwat Hikmat, Ph.D.**

**NIDN. 0613066801**

ACCEPTANCE

TEACHER'S STRATEGY OF TEACHING WRITING AT SMK  
MUHAMMADIYAH 01 SUKOHARJO IN 2019/2020 ACADEMIC YEAR

PUBLICATION ARTICLE

by

ADINDA DIAN PRATIWI

A320150188

Accepted and Approved by Board of Examiners

School of Teaching Training and Education

Muhammadiyah University of Surakarta

on November 13<sup>th</sup>, 2019

Team of Examiners:

1. Mauliy Halwat Hikmat, Ph.D.  
(Chair Person)
2. Drs. Djoko Srijono, M.Hum.  
(Member 1)
3. Dr. Dwi Haryanti, M.Hum.  
(Member II)

()  
()  
()



Dean,

  
Harun Joko Prayitno, M.Hum

NIP. 19630428 199303 1 001

## TESTIMONY

Herewith, I testify that there is no plagiarism in this publication article. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference in which the writing are referred in this paper and mentioned in bibliography.

If any incorrectness is proven in the future dealing with my statement above, I will be fully responsible.

Surakarta, November 1<sup>st</sup>, 2019

The Researcher



Adinda Dian Pratiwi

A320150188

# **TEACHER'S STRATEGY OF TEACHING WRITING AT SMK MUHAMMADIYAH 01 SUKOHARJO IN 2019/2020 ACADEMIC YEAR**

## **Abstrak**

Tujuan penelitian ini adalah: (1) Untuk mendeskripsikan strategi guru dalam pengajaran menulis di SMK Muhammadiyah 01 Sukoharjo; (2) Untuk mendeskripsikan bagaimana guru menerapkan strategi pengajaran menulis di SMK Muhammadiyah 01 Sukoharjo; dan (3) Untuk mendeskripsikan masalah yang dihadapi oleh guru dalam pengajaran menulis. Tipe dari penelitian ini adalah deskriptif kualitatif. Data berupa catatan lapangan, transkrip, dan dokumen. Sumber data adalah proses pengajaran menulis, guru bahasa Inggris dan siswa. Data dikumpulkan melalui observasi, wawancara, dan analisa dokumen dan data dianalisa menggunakan reduksi data, tampilan data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa guru menggunakan empat strategy (1) memberikan input yang dapat dipahami, (2) menggunakan alat bantu visual, (3) menggunakan pembelajaran kooperatif, dan (4) memberikan tugas kepada siswa. Masalah yang dihadapi oleh guru berasal dari sisi siswa, yaitu (1) kurangnya minat siswa, (2) kurangnya penguasaan kosa kata, dan (3) kurang mandiri dalam mengerjakan latihan.

**Kata Kunci:** strategi guru, pengajaran menulis

## **Abstract**

The purposes of this research are: (1) To describe the teacher's strategies of teaching writing at SMK Muhammadiyah 01 Sukoharjo; (2) To describe how the teacher applies the strategies; and (3) To describe the problems faced by the teacher. This type of research is qualitative descriptive. The data were field notes, transcripts and documents. The data sources were teaching writing process, English teacher, and students. The data were collected through observation, interviews, and documentation and were analyzed by using data reduction, data display, and conclusion drawing. The results of this study indicated that the teacher used four strategies (1) providing comprehensible input, (2) using visual aids, (3) using cooperative learning, and (4) giving writing tasks. The problems faced by the teacher coming from the students' side were (1) lack of student interest, (2) lack of vocabulary mastery, and (3) lack of independence in doing exercise.

**Keywords:** teacher's strategy, teaching writing

## **1. INTRODUCTION**

Learning English is very important for every people since it was used as international language in the world. Therefore students' are required to learn

English. In learning English, there are four basic skills which should be mastered such as speaking, listening, reading, and writing.

Based on four English skills, writing is one of the most difficult things. Students found it difficult to arrange the word, phrase, and sentence. The students do mistakes to write a word because they do not know vocabulary and do not understand how to write well. Students are not just writing randomly. In writing, students must focus their minds on one point, arrange a framework of writing, explain sentence and connect it in each section became a coherent English writing. Students must give attention to vocabulary and grammar. This is the reason why the students were lazy to write because they should put into many aspects in writing. Writing became hard and boring activity (Leki, 1996). Writing requires a lot of thought and will be more difficult if there was no inspiration or idea to write it down.

In this case, teachers had strategy to increase student's interest in writing. Silver, Strong, and Perini (2007) state that strategies are different types or styles of plans that teachers use to achieve the goals. It means that every teachers need to create teaching strategies. The teacher's strategy in teaching is a plan of approach that supports students in learning the material through teaching learning process. In writing, the students were able to develop their own writing and help them to understand the use of vocabulary and grammar in writing. Rubin (1975) defined the strategies as behaviour, steps, or techniques that apply to facilitate language learning. According to Fauziati (2014, p. 13) "Technique is classroom practices done by the teacher when presenting a language program." The language program was a teaching learning process delivered by the teacher using techniques in accordance with the material to be taught. The implementation of the strategy makes the students easy to learn writing and understand the process of writing well. The strategy can reduce writing errors when was applied correctly in teaching writing.

Besides, teacher must also pay attention on student's understanding related to material taught by the teacher. The teacher gave the task to ensure how the students understand about the material. That activity was implemented after the

teaching learning process in classroom practice. Stevick (1980) argues that success in language teaching depends less on materials, techniques and linguistic analysis, and more on what goes on inside and between people in the classroom. It means that strategy is less successful if the relevant aspects do not work well and the background of the students was also very important in applying the strategy. The strategy will be applied in the class where the implementation depends on the students. The students was also participate in determining whether the strategy was going well or not appropriate with the learning objectives through the result of teaching learning process.

The reason why the researcher was chose SMK Muhammadiyah 01 Sukoharjo because the researcher has done the internship I, II and III in the school. It spent more or less three months to observe and teach as the assistant of English teacher in this school. At SMK Muhammadiyah 01 Sukoharjo especially in the tenth grade, students were less interested in learning English. The students felt bored and didn't care about what the teacher said or explained, because the students didn't understand English. The students are less interested in writing and felt difficult in learning English. Student was still lazy to open dictionary if they were asked to write. Teachers need to provide the teaching strategies to develop students in learning English, especially in writing English.

## **2. METHOD**

This research was qualitative descriptive conducted at SMK Muhammadiyah 01 Sukoharjo. The participants of this research were English teacher and fifty students of tenth grade at SMK Muhammadiyah 01 Sukoharjo in 2019/2020 academic year. The object of this research were the strategy used by the teacher, how the teacher applies the strategies and the problem faced by the teacher. Technique of Collecting Data were interview and observation. The researcher interviewed the English teacher and four students of two class at tenth grade in SMK Muhammadiyah 01 Sukoharjo. The researcher observed the teaching writing process at the tenth grade of SMK Muhammadiyah 01 Sukoharjo in 2019/2020 academic year. The classroom observation was done three times in two

class at XTKJ2 and XTBSM1. There were some steps in technique for analyzing data, they were: data reduction, data display, and conclusion drawing and verification.

### **3. FINDINGS AND DISCUSSION**

#### **3.1 Findings**

Based on the observation and interview, the researcher found the strategy used by the teacher, how to implement the strategy and problem faced by the teacher in teaching writing in SMK Muhammadiyah 01 Sukoharjo especially for tenth grade students. Each of the findings would be explained in the following explanation.

##### **3.1.1 The strategy used by the teacher in teaching writing at tenth grade.**

The researcher found four strategy used by the teacher in teaching writing as follows:

##### **a. Providing comprehensible input**

Based on the result of interview with the teachers, the researcher found that the teacher using two languages in teaching-learning process.

“Both of them. When I said an English sentence then I translate it in Indonesian so that the students were not confused.” (Interview with the English teacher, 09/08/2019)

Mrs. AT also gave additional statement about her strategy as follows:

“Yes, Almost every time I talk about it. I should translate into Indonesian. Sometimes, the problems are the students just shut up and do not answer so I have to repeat again.” (09/08/2019).

According to the observation in teaching writing process, the researcher found that the teacher conveys the material using two languages, were Indonesian and English. Firstly, the teacher gave instructions in English. The teacher tries to teach in English, then the teacher interprets the sentence in Indonesian such as explain the material, giving instructions and giving questions to students.



b. Using visual aids

According to the interview, the teacher using visual aids to tell the material.

“What are the materials, what are the media. I match the material with the media. I also make concepts first like mind mapping. So it can help with new images or vocab. It becomes a clue to the students for writing.” (09/08/2019).

Based on the observation in teaching writing process, before the teacher explains the material, the teacher gave a new vocabulary with drawn on the whiteboard such as (*hat of graduate, baby, house, a cup of the champion, etc*). From a simple picture, the teacher asks the students to guess the word in the language and then translate in English. The other introduction of new vocabulary is also supported by several pictures.

c. Using cooperative learning

According to the interviews with the teacher, the researcher got the information as follows:

“For writing, I am more concerned with the concepts. Then from that concept, I can explain to the students clearly because it was arranged. Students are more understandable. Students know what they will do. Then I gave instructions to make groups usually of 2-4 students, for discussion of new material before I gave the explanation.” (09/08/2019)

Based on the interview with the teacher about strategies in writing, the teacher explained that the teacher divides the students into several groups to discuss the material to be delivered. In the interview, the teacher does not explain clearly, but the statement can be shown in the class that the teacher uses cooperative learning in teaching strategy.

Based on the observation, the teacher asked the students to make a pair and discuss together to learn a greeting card. The teacher asks the students to identify about the generic structure of text and analyze the content in the greeting card.

d. Giving writing tasks

Based on the interview, the researcher get the information below:

“So I told students to make text that was almost similar to the example. The aim is facilitate students in writing.” (09/08/2019)

The teacher asked the students to make a greeting card individually and the teacher also gave feedback. The aim is evaluating the students, how the students understand the material explained by the teacher.

3.1.2 The implementation of teaching strategy in the classroom.

The researcher describes the teacher’s strategy that is applied in the teaching-learning process. There are 1) asking the previous material, 2) explaining the new material, 3) asking discussion in group, 4) presenting the result of group discussion, and 5) giving writing tasks individually. Based on the interview, the researcher obtains the information below:

“I ask the material that I taught before the students make sure they still remember or not. Then I develop it with a new vocabulary used in that material. Then... I asked for discussion, after that I explained and told students to do the exercises.” (09/08/2019)

Based on observation, the researcher describes the teacher’s strategy that is applied in the teaching-learning process.

First, the teacher starts the opening in the class by greeting and asking the previous material. Then, the teacher began to enter the new material. Before the teacher explains the material, the teacher gave some pictures to add a new vocabulary as general description. The teacher told some students to read a greeting card in the material then the teacher makes the concept of the generic structure in the greeting card. The teacher divides students into some groups to discuss a text. Each group identifies and writes down it on paper. Students analyze the generic structure of greeting cards which include sender, receiver, content, and language features. The students should know what the sender talking about in the

content. Then the teacher asks the results of the discussion per group to be discussed. From the example of the greeting cards, the teacher asks students to make it individually but the greeting card should have different title from the example. It is according to the material on page 24. Then, the teacher corrects and evaluates the results of the student's work.

### 3.1.3 The problems faced by the teacher

There are some problems faced by the teacher in teaching writing. In X.TKJ2 and X.TBSM1 classes, almost half number of the students have problem in writing. The teacher told the students' problem there are; lack of students' interest, lack of vocabulary and grammar mastery, and lack of independence in doing exercise.

#### a. Lack of student's interest

Here is the interview with the teacher:

"To make easier and encourage students because writing is too lazy. The children must be motivated so they like writing. Just reading was lazy especially writing." (09/08/2019)

The first problem was the lack of interest in students. The students are lazy to write the text. During the observation, when the teacher asks the students about the material that has been explained, some of the students answer "not know" or feel afraid if the answer is wrong. If the teacher asks to read the text, then the students have mistakes. The students felt unconfident with himself. So the teacher must persuade students to answer and be confident to do the student's task when the teacher tolds them to do it.

#### b. Lack of vocabulary and grammar mastery

"The limitations of vocab and grammar. So if I ask to write a hobby, I give a clue to be like that...." (09/08/2019)

The limitations of vocab, this can be seen when the researcher make observations. In discussing, the student asks "what does the sender mean?", what does the receiver mean?". In working on the text, students

still have difficulty to develop the words. So the teacher allows students to open dictionaries or mobile phones.

c. Lack of independence in doing exercise

Here is the interview with the teacher:

“The students become dependent, for example, if they want anything should be helped. Students are less independent. So the students ask a little bit.” (09/08/2019).

The students are less independent. Students often ask even though it has been explained by the teacher before. When students do the text, they still ask the means in English of the word whereas the teacher allows using the phone. It is because the students are lack confidence in their writing.

### **3.2 Discussions**

From theoretical perspective, all the strategies found in this research are appropriate with some strategies proposed by Haynes J & Zacarian (2010). According to Haynes J & Zacarian, there are seven strategies which used in teaching writing. Because of the researcher conducted the observation only three times, the researcher just found three strategies in teaching writing, there are providing comprehensible input, using visual aids, using cooperative learning. Besides them, the researcher found other strategy, namely; giving students tasks.

The teacher applied the strategy; In providing comprehensible input to the students, the teacher using two languages in teaching learning process. The teacher tries to teach in English, then the teacher interprets in Indonesian such as explain the material, giving instructions and giving questions to students. In using visual aids, by the example text in the material and showing a picture by the teacher. In using cooperative learning, the teacher asked the students to make a pair and discuss together to learn a greeting card. The teacher asks the students to identification about the generic structure of text and analyses the content in the greeting card. In giving writing tasks, the teacher asked the students to make a greeting card individually and the teacher also gives an oral feedback after. The

aim was evaluate the students about how the students understand the material which explained by the teacher.

According to the E. Mulyasa (2010) the implementation of strategy is an action of a plan that has been prepared in a mature and detail in learning. In the delivery strategy, the teacher has taken several steps arranged to convey the learning material. The researcher founds five steps, namely: 1) asking the previous material, 2) explaining the new material, 3) asking discussion in group, 4) presenting the result of group discussion, and 5) giving writing tasks individually.

According to Hamalik (2013) teaching problems are a dimension of components and the interactions among the component. The component are learning goals, teacher, teaching plan, teaching media, learning strategy and teaching evaluation. The researcher emphasizes the learning strategy when the teacher implementing it in the classroom. Commonly, the problems faced by the teachers in teaching are material, media, and times. Based on the interview with the teacher, material and media have been a supporting factor in process teaching-learning. Then in the English lesson, It has three hours in one meeting enough to teach and give an exercise for the students. So, in SMK Muhammadiyah 01 Sukoharjo, the problem faced by the teacher in implementing strategy coming from the students' side.

The first problem was the lack of interest in students. The students are lazy to write the text. During the observation, when the teacher asks the students about the material that has been explained, some of the students answer “not know” or felt afraid if the answer was wrong. If the teacher asks to read the text, then the students have mistakes, the students felt unconfident with himself. So the teacher must persuade students to want to answer and be confident to do the student’s task when the teacher tells them to do it. The second is the limitations of vocab, this can be seen when the researcher do the observation. In discussing, the student asks “what does the sender mean?”, what does the receiver mean?”. In working on the text, students still have difficulty developing words. So the teacher

allows students to open dictionaries or mobile phones. The third, students are less independence in doing exercise. Students often ask even though it has been explained by the teacher before. When students do the text, they still ask the means in English of the word whereas the teacher allows using the phone because the students are lack confidence in their writing.

#### **4. CONCLUSION**

The researcher drew the conclusion from the research findings about the teacher's strategy applied by the teacher in teaching writing at tenth grade of SMK Muhammadiyah 01 Sukoharjo, how the teacher implement the strategy, and problems faced by the teacher. First, the researcher found that the teacher in teaching writing used four strategies. The strategies were providing comprehensible input, using visual aids, using cooperative learning strategy, and giving writing task. In providing comprehensible input to the students, the teacher conveyed the material using two languages, were Indonesian and English. In using visual aids, several picture was shown by the teacher for new vocabulary for the students. In using cooperative learning, the teacher asked the students to make a pair and discuss together to learn a greeting card. It used to make students more active in exchanging opinions with friends in solving problems. In giving writing tasks, the teacher asked the students to make a greeting card individually and the teacher also gave an oral feedback after. Second, based on interview and observation, the teacher implements the strategy using five steps, were; 1) asking the previous material, 3) explaining the new material, 3) asking discussion in group, 4) presenting the result of group discussion, and 5) giving writing tasks individually. Before the teacher explains the material, the teacher gave a visual image on the board and several picture for students to guess in English. Then, the teacher divides students into groups. The teacher asks students to identify the generic structure according to the concept drawn by the teacher. After that, the teacher asks the results of the discussion by exchanging opinions with students. After the discussion, the teacher asks students to make a greeting card equipped with pictures but it was done individually. Third, the researcher found three

problems faced by the teacher in teaching writing in SMK Muhammadiyah 01 Sukoharjo, there were; (1) the lack of students' interest. Some students are not interested in learning English, especially in writing. They must learn two languages which are not everyday languages. (2) lack of vocabulary and grammar mastery. Students have difficulty interpreting words. They are easy to interpret in Indonesian, but not in English. They require a long time in working on a text, and (3) lack of independence in doing exercise. The teacher explained through pictures, text, and explanations. The teacher also give opportunities for students to ask questions and answers. But, when the practice of making text, some students are still confused.

## BLIBIOGRAPHY

- Arnold, Jane. 2009. *Affect in L2 learning and teaching*. University of Seville, Spain  
[https://www.researchgate.net/publication/41763148\\_Affect\\_in\\_L2\\_learning\\_and\\_teaching/link/546f57bf0cf216f8cfa9d783/download](https://www.researchgate.net/publication/41763148_Affect_in_L2_learning_and_teaching/link/546f57bf0cf216f8cfa9d783/download)
- Fauziati, Endang. 2015. *Teaching of English as a Foreign Language: Principle and Practice*. Surakarta: PT Era Pustaka Utama.
- Hardan, A. A. 2013. *Language Learning Strategies: A general overview*. Procedia-Sociol and Behavioral Science 106, 1712-1726.
- Hamalik, Oemar. 2004. *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara.
- Haynes, J., & Zacarian, D. 2010. *Teaching English Language Learner Accross the Content Areas*. Alexandria, VA: ASCD.
- Leki, Ilona. 1996. *Teaching Second Language Writing: Where We Seem to Be*” In Kral, Thomas (Ed.) 1996. *Teacher Development: Making the Right Moves*. Washington D.C: English Language Programs Division University Information Agency. 170-178.
- Mulyasa, E. 2010. *Implementation Kurikulum Tingkat Satuan Pendidikan: Kemandirikan Guru dan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Rubin, Joan. 1987. *Learner Strategies: theoretical assumptions, research history and typology*. In A. Weken & Joan Rubin (eds), 15-19.
- Silver, H. F., Strong, R. W., & Perini, M. J. 2007. *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson*. Alexandria, VA: ASCD.
- Stevick, E. W. 1980. *Teaching Languages: A Way and Ways*. Rowley, Mass: Newbury House.