

**TEACHER'S STRATEGIES IN TEACHING WRITING
SKILL AT EIGHTH YEAR STUDENTS OF
SMPN 8 PALOPO**

A THESIS

*Present as Partial Fulfillment for the Attainment of S.Pd. Degree in English
Education Study Program Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Palopo*



Supervised By :

DWI LESTARI

REG.NUM : 18 0202 0065

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
TARBIYAH AND TEACHER'S SCIENCES STATE
ISLAMIC INSTITUTE OF PALOPO**

2023

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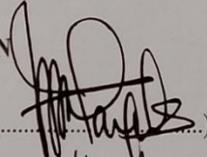
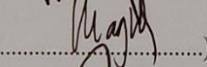
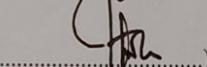
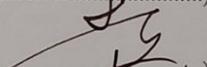
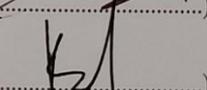
2023

THESIS APPROVAL

The thesis entitles "**Teacher's Strategies in Teaching Writing Skill at Eighth Year Students of SMPN 8 Palopo**", which is written by **Dwi Lestari**, Reg. Nim 18 0202 0065, English Language Education Study Program of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on, February 22nd 2023. Coincided with sya'ban 1st 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo, March 2nd 2023

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STATEMENT OF ORIGINALITY

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
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If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, March 2nd 2022

Regards,



Dwi Lestari
18 0202 0065

Alhamdulillah Rabbil Alamin, the researcher shows her highest praise and thanks to the almighty God, Allah Subhanahu WaTa'ala for the blessing, mercy, provide convenience and health in composing the thesis. Shalawat and Salam from the researcher are sent to Prophet Muhammad ShallallahuAlaihiWasallam guided humanity to the right path and Muslim in particular. This thesis entitled "Teacher's Strategies in Teaching Writing Skill at Eighth Year Students of SMPN 8 Palopo" was submitted to fulfill the requirement for the undergraduate degree in the English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Various parties have provided advice, support, encouragement, motivation and other valuable things during the preparation of this thesis even though it is far from perfect. However, the researcher would like to thank sincerely and sincerely to:

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The researcher realizes that this thesis would not be composed without their dedication. The researcher hopes this research will be helpful for the readers. Then, the researcher expects some suggestions and critics to increase this thesis. Finally, the researcher presents this thesis. May Allah SWT bless us. Aaamiin.

Palopo, December 17, 2022


Dwi Lestari
18 0202 0065

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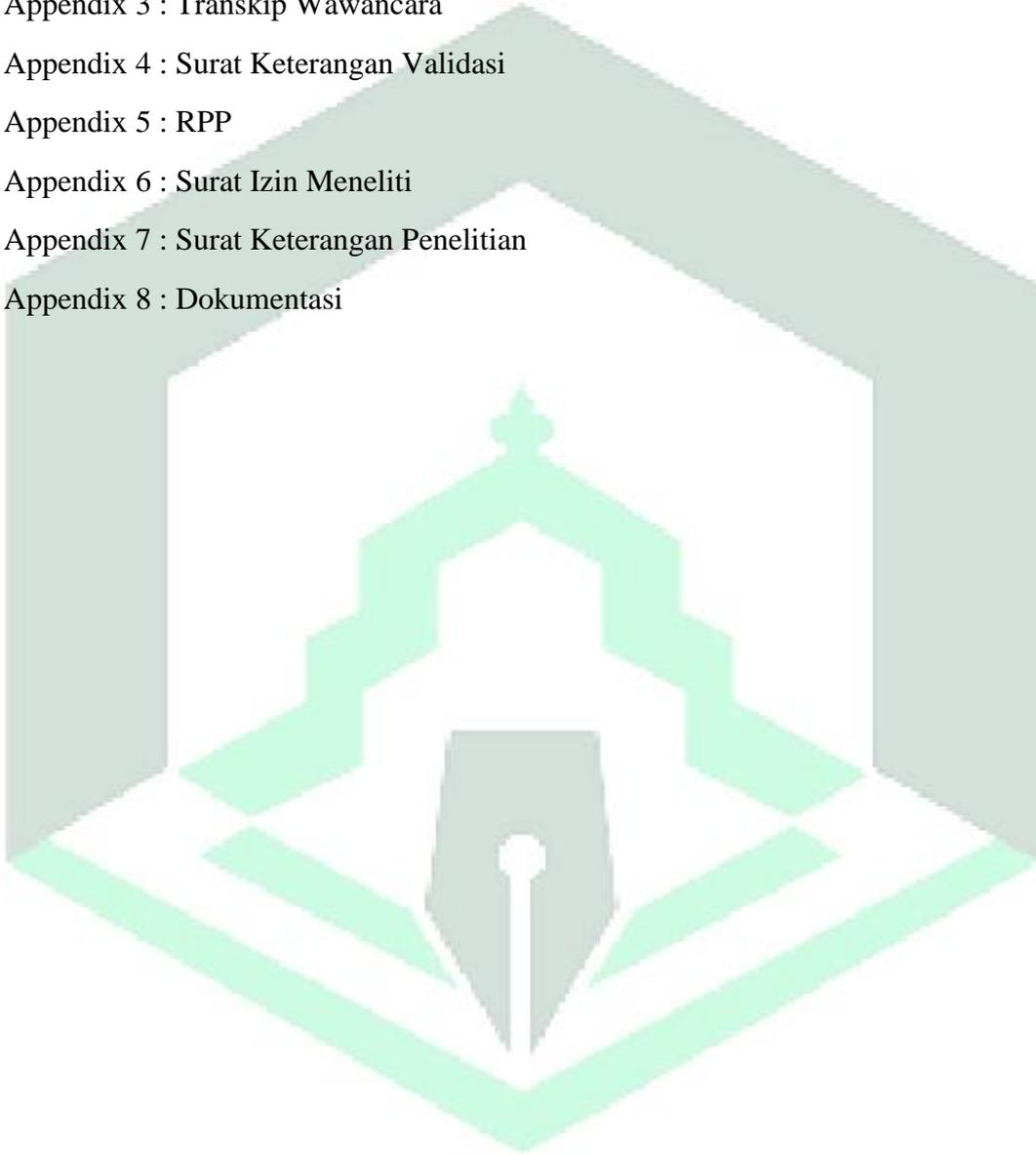
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ABSTRACT

Dwi Lestari, 2023. "Teacher's Strategies in Teaching Writing Skill at Eighth Year Students of SMPN 8 Palopo." A thesis of English Education Study Program at Tarbiyah and Teacher's Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under supervisor (1) H. Madehang, S.Ag., M.Pd and (2) Yuyun Ruqiyat Said, S.Pd., M.Pd.

The research aims to find out the strategies used by the English teacher in teaching writing skills at eighth year of SMPN 8 Palopo and to identify students' perceptions of the strategies used by the teacher in teaching writing skills at eighth year of SMPN 8 Palopo; The method of this research was descriptive qualitative research. The subject of this research was an English teacher and students in the eighth year of SMPN 8 Palopo; The research instruments was an observation, interview and documentation study. The result of the study found that the strategies that the teacher used and students' perceptions. In conclusion, based on data from the results of the research conducted through teacher and students interviews, the researcher concluded that the teacher applied four strategies for teaching at eighth year students writing skills of SMPN 8 Palopo, namely, using pictures, using readings, using providing comprehensible input and using a dictionary. Besides them, there are combination of other strategies used by the teacher in teaching writing, namely, making groups, giving writing tasks and using LCD media. The conclusion from the results of students' perceptions of the strategies used by the teacher in teaching writing skills is that students are easy to understand the material and students learning outcomes are increasing.

Keywords: Writing Skill, Teaching Writing, Teacher's Strategy

CHAPTER I

INTRODUCTION

A. Background

Writing can be used as a communication tool and to express people's ideas on paper into a sentence. Tuti Ismudiati (2017) said that writing is the process of conveying the author's ideas to the reader in written form.¹ Writing is basically an activity of processing thoughts and communicating the results of thoughts in written form. Writing is also said to be the ultimate form of manifestation in the aspect of language skills after reading. Therefore, writing has a higher level of difficulty when compared to other language skills other.

To practice these writing skills, a student must master the other three language skills, namely reading, speaking, and listening. According to Alissa Hermaliah (2016), writing is one of the language skills that must be taught in junior high schools because it helps develop students' understanding and ability to use language.² In the process of writing, students must be able to use cognitive skills. Students must set a composition goal, arrange it carefully, consider its consistent format and structure, and re-examine it.

¹ Tuti Ismudiati, "The Strategy Used By The English Teacher To Improve Students' Writing Ability On Narrative Text" (Universitas Muhammadiyah Makassar, 2017), https://www.mendeley.com/catalogue/23dae21b-35bf-3eed-b926-b2f0ca5d5cb5/?utm_source=desktop&utm_medium=1.19.4&utm_campaign=open_catalog&userDocumentId=%7Ba29c01db-d0e3-4609-b428-e61f9f7b8675%7D.

² Alissa Hermilah, "An Analysis on Teaching Techniques Used By The Teacher in Teaching Writing at The 1st Year of Smp 8 Muhammadiyah Batu," *Thesis*, 2016: 1, <https://eprints.umm.ac.id/32743/2/jiptummp-gdl-alissaherm-43960-2-02.babi.pdf>.

Based on the results of observations for teacher performance in teaching at eighth year of SMPN 8 Palopo namely Mrs. Y, has skills that can motivate or advise, attract student's interest in learning and be able to improve student's abilities in English. Seeing the important role of instructional writing strategies, the purpose of this study is to explore the teaching writing strategies used by teacher. Therefore writing is very important to learn, so teacher must realize that there must be feedback, interaction, and practice. In terms of teaching, writing can be said to be quite complicated. Teachers need to effectively teach students to write and must understand many things in teaching to attract students' potential.

The right strategy can help and facilitate students in the writing process. It can be said that in teaching writing, teaching strategies have become an essential aspect of teaching writing and the learning process. Choosing the right strategy allows teacher and students to easily achieve effective learning goals. In addition, the use of appropriate strategies can motivate students during the writing-learning process.

Based on some of the previous descriptions, of English teacher applying strategies in teaching writing that are able to improve students' abilities. The researcher found conduct the next research related to the way to overcome the problem in that school. The researcher is interested in identifying "**Teacher's Strategies in Teaching Writing Skills at Eighth Year Students of SMPN 8 Palopo**". In this study, researcher were interested in the various strategies used by teacher so that could improve students' writing. Therefore the researcher wants to know what strategies are used by English teachers and students' perceptions of the strategies used by the teacher in teaching writing skills.

B. Scope of Problem

Researcher focus on research containing detailed questions about the scope or topic to be disclosed or explored in research. The focus of the research in this study was to find out the strategies used by teacher when teaching in class and student's perceptions or opinions of the strategies used by teacher when teaching in class VIII/7. The scope based on location of SMPN 8 Palopo.

C. Problem Statements

Based on the result of the observation explained in the background above, the researcher formulated the problem statements for this research. There are:

1. What are the strategies used by the English teacher in teaching writing skills at eighth year of SMPN 8 Palopo?
2. How are students' perceptions of the strategies used by the teacher in teaching writing skills at eighth year students of SMPN 8 Palopo?

D. Research Objectives

The specific objectives of this research are:

1. To find out the strategies used by the English teacher in teaching writing skill in the eighth year students of SMPN 8 Palopo.
2. To find out the students' perceptions of the strategies used by teacher in teaching writing Skills in the eighth year students of SMPN 8 Palopo.

E. Significance of The Research

There are two important meanings of this research, namely:

1. Theoritically

a. For the teachers

This study can provide a reference for teaching strategies for teachers in teaching writing skills.

b. For the students

This study presents appropriate teaching strategies based on student's ability to learn writing skills.

c. For other researchers

This research can be used to conduct next research.

2. Practically

a. For the teachers

In this research, the teacher will know the most suitable strategy to be applied in teaching writing skills.

b. For students

Through this research, students are expected to be able to do more. Actively do written activities.

c. For other researchers

This research is expected to be a reference for related research. This research is expected to be a wonderful experience for the researcher in the future when he becomes a real teacher.

CHAPTER II

LITERATURE OF REVIEW

A. Previous Studies

Some researchers have conducted research focusing on teacher's strategies in teaching writing skills, some of them are as follows:

The first research by Lia Karunia Aulia (2019). She conducted research entitled "*The English Teacher Strategies to Teach Writing the Second Grade of SMPN 44 Muaro Jambi*". This research uses qualitative research and data collection techniques using the method of observation, interviews, and documentation. The source of the data obtained by the researcher in this study was the English teacher of SMPN 44 Muaro Jambi Class VIII. She concluded that in learning English (writing), the teacher uses several strategies in teaching, namely creating discussion groups, mind mapping, and using a dictionary. The teacher uses this strategy to make learning and the teaching process not boring, more active, and enthusiastic.³

The second research was conducted by Astrini, N. W.F, Ratminingsih, N.M, and Utami, I. G.A. L.P. (2020). Entitled "*The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools*". This study uses qualitative research and data collection techniques using the methods of observation, interviews, and documentation. The subjects of this study were 4 English teachers in private schools, namely Bintang SMP Mandiri and Widyatmika.

³ Lia Karunia Aulia, "The English Teacher Strategies to Teach Writing the Second Grade of SMPN 44 Muaro Jambi", *Skripsi* (University Of Sulthan Thaha Saifuddin Jambi, July 1, 2019): 33, https://www.mendeley.com/catalogue/4310afbc-1c97-35a2-8cbf-c0d238c9eac3/?utm_source=desktop&utm_medium=1.19.4&utm_campaign=open_catalog&userDocumentId=%7B2beafe8a-e417-4f01-aca2-80187521eb21%7D

they concluded that in learning writing, the teachers used several strategies in teaching, namely mind mapping, Please and creative learning. From the results of this study, in the teaching and learning process, students writing skills are classified as difficult. In this study, the researcher found that the lack of vocabulary, grammar, and student's motivation made it difficult for them to express their thoughts in English. Therefore, teachers must apply good writing teaching strategies. Most importantly, the teacher should focus on the writing process and pay attention to the learning objectives and abilities of the students. Another reason to focus on the writing process is that students can be classified as new English learners because English has been taught since junior high school based on the Indonesian National Curriculum.⁴

The third research was conducted by Nurmadia Sarjan (2017). Entitled "*An Analysis On the English Teacher's Strategies in Teaching Reading Comprehension at the Second Grade Students of Junior High School 1 of Wonomulyo*". This research uses qualitative research and data collection techniques using the method of observation and interviews. The subject of this research is an English teacher in junior high school and class II D students at SMP Negeri 1 Wonomulyo, which consists of 37 students. There are two strategies used by teachers, namely (1) scaffolding strategy and (2) QARs (question and answer relationship). Through this strategy, the teacher can make understand the reading text and guide students to pay

⁴ Astrini, N. W.F, Ratminingsih, N.M, and Utami G.A. L.P, "The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools, " *Journal of Educational Research and Evaluation* 4, no. 1 (january 18, 2020): 62.
https://www.mendeley.com/catalogue/bd3f66ce-ef3f-3cb4-a5c2-e52226d6e1d9/?utm_source=desktop.

more attention to the text while helping to develop the meaning contained in the reading text, making it easier for students to understand the reading. Content How to Apply English Teacher Strategies in reading comprehension learning at SMPN 1 Wonomulyo. This strategy works well for teachers. Students will more easily master reading comprehension. By using this strategy, teachers can more easily provide material to students. This strategy can help teachers because students are more active. Students can exchange ideas with their friends.⁵

The fourth research was conducted by Nia Florentina Robert and Widi Syahtia Pane (2020). Entitled "*Teacher's Strategies in Teaching English Speaking to Young Learners*". This research uses qualitative research; researchers conducted research in a predetermined place, namely interviews through the zoom application, so researchers did not conduct research directly at school. The subject of this research is an English teacher in junior high school at SMP Purnama 1 Sendawar. From the results of this study, the oral teaching strategies used by teachers are role-playing, storytelling, social strategies, and discussion. Second, the implementation of the teacher one strategy is learning while playing, then using role-playing, storytelling and dialogue. Teacher 2 uses dialogue to achieve this. Conversations use simple sentences that are short and clear to students. The teacher chooses the strategy according to the principles of teaching spoken English. The teacher uses several

⁵ Nurmadia Sarjan, "An Analysis on the English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students Of Junior High School 1 Of Wonomulyo," *Thesis* (Alauddin State Islamic University Of Makassar, august 16, 2017): 53–54.

strategies to help students be more motivated to learn and can improve their new vocabulary.⁶

Based on the four previous studies, the researcher stated that the four previous studies had similarities and differences. The research above has similarities with research that has been conducted by researchers, because both are qualitative studies and both examine the used of teacher strategies in teaching in the classroom. the difference is the used of strategies used by teachers, students' perceptions and different school locations. The distincture features of the strategies used by the English teacher at SMPN 8 Palopo such as using pictures, using readings, using providing comprehensible input and using a dictionary, namely, getting feedback between the teacher and students, improving grammar, practicing pronunciation and increasing student vocabulary, so as to improve students' writing skills. Nurmadia Sarjan's research focuses more on teacher strategies in teaching reading comprehension and Nia Florentina Robert et al's research focuses on teacher strategies in teaching speaking. Meanwhile, this study focuses more on teacher strategies in teaching writing skills in the eighth year and students' perceptions of the strategies used by teacher in teaching. Therefore, the researcher is interested in obtaining more general data from teacher regarding the strategies used in teaching writing skills and students' perceptions of the strategies used by teachers in teaching writing skills at SMPN 8 Palopo.

⁶ Nia Florentina Robert and Widi Syahtia Pane, "Teacher's Strategies in Teaching English Speaking to Young Learners," *Borneo Educational Journal (Borju)* 02, no. 02 (august, 2020): 67, <https://doi.org/10.24903/bej.v2i2.627>.

B. Literature Review

1. The Concept of Writing Skill

a. Definition of Writing Skill

Writing is the author's way of communicating by integrating parts in the learning process because writing is one of the language skills that must be mastered by students and is a medium of intellectual communication. Writing is a developmental process that, when approached systematically, each student can successfully experience at different levels. The written product must really be accepted by the reader. In addition, it must contain meaningful values so that readers can benefit from the writing.

Writing Skill is the ability that a person has to express thoughts, opinions, and feelings communicated to other parties through written language. According to Septiani, writing is a difficult skill because writers need to master how to write words correctly and how to place and arrange these words into meaningful sentences according to grammatical rules.⁷ The accuracy of expressing ideas must be determined by language, vocabulary, and use of grammar and spelling. According to John and Cristine, repetition and linking words and phrases can help writers maintain flow and create

⁷ Puput Septiani, *Improving Students' Writing Skill By Using Four Square Writing Technique (A Collaborative Classroom Action Research)*, Thesis (State Islamic University Of Raden Intan Lampung, 2018): 1, <http://journal.stainkudus.ac.id/index.php/equilibrium/article/view/1268/1127> <http://publicacoes.cardiol.br/portal/ijcs/portugues/2018/v3103/pdf/3103009.pdf> http://www.scielo.org/co/scielo.php?script=sci_arttext&pid=S0121-75772018000200067&lng=en&tlng=.

clear connections between ideas.⁸ Writing skills include all things about knowledge and abilities related to expressing ideas through written words.

In teaching English, the teachers must prepare the best teaching concepts and is needed to create learning because some students think English is one of the most difficult subjects because of the different ways of reading and writing, making it difficult to get feedback from students. Student attitude inhibits them from learning to write English. Interesting learning is very important to arouse students' motivation to learn English.

The teacher's role is very important as an educator, being able to become a second parent and being responsible for his students who have different personalities. The teacher's role in helping students realize that writing skills are very important. According to Haerazi dan Irawan, writing is a more powerful means for students to express their thoughts, feelings, ideas, or even about what they have seen and experienced.⁹ The teacher is able to accompany students to get to know letters, understand letters, memorize them, and be able to write these letters as symbols of writing. According to Jeremi Harmer, children's spoken language is acquired naturally to direct exposure, while writing skills must be learned consciously.¹⁰ Therefore, the teacher is an important factor so that the teaching and learning process in

⁸ John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students*, 3 edition (America: Michigan ELT, 2012), 37.
[https://doi.org/10.1016/0889-4906\(95\)90003-9](https://doi.org/10.1016/0889-4906(95)90003-9).

⁹ Haerazi and Irawan, "Practicing Genre-Based Language Teaching Model to Improve Students' Achievement of Writing Skills" *Indonesian Journal of English Language Teaching and Applied Linguistics* 4, no. 1 (2019): 11,
<https://doi.org/10.21093/ijeltal.v4i1.246><https://doi.org/10.21093/ijeltal.v4i1.246>.

¹⁰ Jeremy Harmer, *How to Teach Writing*, (Harlow, Pearson Education Limited, 2004), 3.
file:///C:/Users/user/Downloads/How to Teach Writing (PDFDrive).pdf.

the classroom runs smoothly. Teachers are able to build good relationships with students. The teacher is in control of teaching so that learning is more effective and efficient.

Many students think or say they can't or don't want to write. This could be because they lack confidence, feel bored, or think they have nothing to say. According to Dyah, Ngadiso, and Sri, teachers must be creative in creating a learning environment and use appropriate strategies that make students more interested, active, and independent in writing.¹¹ Teachers need to involve them from an early age in activities that not only become a normal part of classroom life but also provide opportunities for students to succeed in the near future. When students develop this writing habit, they can see the genre of writing and engage enthusiastically in the writing process.

The use of teaching techniques in teaching writing is very much needed. Sarifah and Berlin said that creative teachers don't just use certain methods and techniques, but the teacher must apply a variety of techniques and skills to suit the needs and learning styles of each student in the classroom.¹² With the application of the correct technique or Skill, the teacher is able to improve students' writing comprehension and be more active in the classroom.

¹¹ Dyah Aminatun, Ngadiso, and Sri Marmanto, "Applying PLEASE Strategy to Teach Writing Skill on Students with Different Linguistic Intelligence," *TEKNOSASTIK* 6, no. 1 (2018): 35, <https://doi.org/10.33365/ts.v16i1.120>.

¹² Sarifah Siregar and Prof. Dr. Berlin Sibarani, M.Pd., "English Teaching Techniques Used By Teachers In Teaching Writing Descriptive Text To Students Of Smk Telkom Medan" 9, no. 2 (2020): 8, <https://jurnal.unimed.ac.id/2012/index.php/ellu/article/view/24464/15601>.

b. Aspects in Writing

There are five aspects in writing, namely:

1. Content

Content Is the essence of writing and the ideas described in writing. This element relates to the author's knowledge in writing including substance, development of main ideas, and relevance in presenting the topic.

2. Organization

The aspect of organization is the way a writer conveys ideas in a text. Organization really needs to be considered because the ideas conveyed by the author need to be understood easily by readers.

3. Grammar

Grammar is the use of grammatical forms and syntactic forms in writing. This component is usually assessed from the accuracy of sentence structures such as subject-verb agreement, tenses, word order, etc. Grammar is an aspect that is indeed crucial in writing English because grammar influences understanding of written English so that if an error occurs in applying grammar, there will be a misunderstanding of the information conveyed by the author.

4. Mechanic

The next aspect of writing is mechanics. Mechanics itself is the ability of students to write down the spelling of each word used in the text, including the use of capital letters and punctuation.

5. Vocabulary

The next aspect is Vocabulary. in choosing vocabulary has a role in determining the results of written texts. Inadequate or inappropriate vocabulary used in a context will cause a misunderstanding of the information conveyed.¹³

c. Problems in Teaching Writing

In the learning process, there are always problems in teaching writing at school. The following are some of the problems faced by teachers in the teaching writing in the classroom, namely:

1. Students have low motivation to write

One of the problems students face in teaching writing is that students are not sufficiently motivated to write. Some students are not motivated to write, but motivation is very important for students in the teaching process, especially when learning English writing skills, writing is a difficult skill, especially for beginners. Factors causing students' low motivation to write are their perceptions of writing as a difficult skill and difficult to master, so some students are too lazy to learn to write, and English teachers are also lazy to write texts for practice questions.

¹³ Puput Zuli Ekorini, "Analisis Kemampuan Menulis (Writing) Ditinjau Dari Tingkat Intelegensi Siswa" 4, no. 1 (2021): 208–209.

2. Students has different capability in receiving the material

Another problem faced by teachers in teaching is that each student has different abilities in receiving material, there are students who can learn the material, and there are students who are slow in learning it. This situation impedes the smooth process of teaching and learning. For example, when the teacher explains the material to students, some students who are slow learners do not understand what the teacher is talking about. If slow learners don't ask the teacher about their difficulties, then the teacher doesn't know and students still don't understand. Therefore, teachers must know their students better than the average student, and know their abilities.

3. Students have limited ideas

In class, some students have limited thinking, because students have limited thinking about writing topics and insufficient vocabulary, especially in grammar, which makes it difficult for students to use their thinking when writing texts.

4. Limited Time Allocation Provided

Writing skills are the end product of language skills, and it takes a long process to produce written texts that are easy to read. Teachers need more time to teach students to write essays. In addition, the large number of students makes it difficult for teachers to manage time. For example, when a teacher asked students to write a text and asked them

to finish it within 30 minutes, then their homework was collected, but due to time constraints, not all students completed the homework.

d. Types of writing Skills

There are four types of writing performance in the skills area:

1. Imitative

To produce language, students must master the following skills: Basic tasks, basic tasks of writing letters, words, punctuation marks, and short sentences. This category includes the ability to spell correctly and understand the correspondence of phonemes in the English spelling system. Students at this level struggle to master writing skills. At this stage, form is the primary—if not exclusive—concern, while context and meaning are secondary concerns.

2. Intensive

Beyond the basics of parody writing Skills in generating appropriate vocabulary in context, collocations, and idioms, and correcting grammatical features based on sentence length. Meaning and context are some important factors in determining correctness and appropriateness, but most evaluation tasks focus more on form and are tightly controlled by test design.

3. Responsive

Assessment tasks require students to perform at a limited level of discourse, link sentences into paragraphs and create sequences of two or three logically connected paragraphs. Assignments involve

instructional guides, standard lists, outlines, and other guidelines. Types of writing include short narratives and descriptions, short reports, practicum reports, summaries, brief responses to readings, and explanations of charts or graphs. Under certain conditions, the author begins to use certain freedom of choice among various forms of expression of thought. The author has mastered the basics of sentence-level grammar and is more focused on discourse conventions that achieve the goals of written texts. Focused attention on the form is primarily at the level of discourse, with particular emphasis on context and meaning.

4. Extensive

Writing broadly means successfully managing all processes and writing strategies for all purposes, right down to a long essay, Thesis, report of a major research project, or even a dissertation. The author focuses on achieving goals, organizing and developing ideas logically, using details to support or illustrate ideas, pointing out syntactic and lexical changes, and in most cases, participating in the process of creating multiple concepts to reach the final product. Attention to grammatical form is limited to the editing of drafts or occasional proof of reading.¹⁴

¹⁴ H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment Principles and Classroom Practices*, 3rd Edition (2018), 229–230.

2. Teaching Strategies in Writing

a. Definition of Teaching Strategy

The word strategy comes from the Greek "strategos" which means effort to achieve victory in a battle. Strategy was originally used in a military environment, but the term strategy is used in various fields that have a relative essence. The same thing also includes adoption in a learning context known as a learning strategy.¹⁵ Throughout history, the concept of strategy has been closely associated with the military. The military analogy became popular in a business context in the 1950s, when operational plans called for companies to attack competitors, conquer markets, win product wars, and so on. The image has changed for those who believe that business strategy is about creating competitive sustainable development.

In general, strategy has the meaning of an outline of the direction to act in an effort to achieve the goals that have been determined. Currently, the term strategy is often used in a variety of contexts to achieve success. According to Oxford Learner's Pocket Dictionary (2008), strategi is a plan intended to achieve particular purpose or planning something especially to movement of war armies in war.¹⁶ Meanwhile, according to the book Big Indonesian Language Dictionary (KBBI) (2008), strategy: (1) the science and art of using all the resources of nations to carry out certain policies in war and peace; (2) science and the art of leading armies against the enemy

¹⁵ Haudi S.Pd., .M.M., D.B.A., *Strategi Pembelajaran*, 1 edition (Tangerang: Educational Book, 2021), https://www.academia.edu/45598252/STRATEGI_PEMBELAJARAN.

¹⁶ Victoria Bull, *Oxford Learner's Pocket Dictionary*, 4 edition (Oxford: University Press, 2008), 439).

in war, for obtaining favorable conditions; (3) careful planning regarding activities to achieve specific targets; (4) good places according to tactics war.¹⁷ According to Nur Kholis and Admin (2014), strategy is a means used to achieve the ultimate goal of an organization that unites and binds all parts of the organization into one so that the strategy covers all important aspects of all organizations.¹⁸ Strategy is a plan that has been planned as well as possible to achieve the intended goals. According to Brown (2007), strategies are specific methods of approaching a problem or task, models of operation for achieving a particular end, and planned designs for controlling and manipulating certain information.¹⁹ This means that strategies are certain steps or actions used by students to improve their own learning.

Strategy in the teaching and learning process is a plan that has been carefully prepared to achieve certain learning. The strategy really needs to be used by teachers because it helps the teaching and learning process more effectively and determines the success of student learning. A learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. According to Bachruddin et al. (2020), an educator who expects good results in the learning process will also apply a strategy so that the learning outcomes of his students get the

¹⁷ Depdiknas, *Kamus Bahasa Indonesia*, 4 edition (Jakarta: Pusat Bahasa, 2008), 1376. <https://www.pdfdrive.com/kamus-besar-bahasa-indonesia-e39901265.html>.

¹⁸ Drs. H. Nur Kholis and M.Ed. Admin, *Manajemen Strategi Pendidikan: (Formulasi, Implementasi Dan Pengawasan)*, 1 edition (Surabaya: UIN Sunan Ampel Press, 2014), 6.

¹⁹ H. Douglas Brown, *Principles of Language Learning and Teaching*, 5 edition (America: Pearson Education, 2007), 119. <https://id.book.asia/book/616111/274fa9?dsouce=recommend>.

best achievements.²⁰ Teaching is closely related to needs, experiences and feelings, and makes specific interventions to help them learn something. Interventions are usually in the form of explaining certain phenomena, asking questions, demonstrating skills or processes, providing information, listening, facilitating learning activities, and testing understanding and competence.

Teaching is giving some understanding to someone in order to make it easier for someone to do or know something that they previously did not know to know. The word teach has a wide range of uses in both formal and informal settings and at all levels of education. Teaching is the process of conveying knowledge from teacher to student or from one person to another in formal or informal situations. In improving the knowledge and quality of learning for students, teachers or educators need to have some powerful learning strategies. In addition, learning strategies can also be in the form of teaching methods so that students feel comfortable during learning. Strategies in learning are needed for students. Not only so that students achieve the desired target, but educators also get goals in the form of students who are successfully educated from the strategy.

Teaching strategies, also known as instructional strategies, are methods teachers use to present topics in a way that engages students and practices

²⁰ Mukhammad Bakhrudin et al., *Strategi Belajar Mengajar "Konsep Dasar Dan Implementasinya," Engineering, Construction and Architectural Management*, 1 edition (Bojonegoro: CV. Agrapana Media, 2020), <http://dx.doi.org/10.1016/j.jss.2014.12.010><http://dx.doi.org/10.1016/j.sbspro.2013.03.034><https://www.iiste.org/Journals/index.php/JPID/article/viewFile/19288/19711><http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.678.6911&rep=rep1&type=pdf>.

different skills. Teachers can choose different teaching strategies based on the unit theme, grade level, class size, and class resources. As learning managers, teachers play a role in creating a learning climate that allows students to learn comfortably through classroom management. According to Nidawati (2020), the task of the teacher as a professional and the elaboration of the mission and functions it carries out are to educate, teach and train.²¹ The teacher's role as a model is to show students everything that will allow students to better understand the learning message conveyed. The teacher also acts as a role model or role model for students. Students should be able to develop their ability to help teachers, especially through their own experiences. The key to creating an effective learning environment, teachers must implement strategies that better balance the methods used by the teacher and the way the teacher applies the material.

Teaching and learning are two interrelated activities; teaching activities are carried out to students, while teaching refers to teaching activities. According to Bambang Warsita (2009), learning strategy is the teacher's decision in determining the implementation of various activities and the infrastructure to be used, including the type of media, materials used, and methodologies for learning activities.²² A learning strategy is a plan, method, and set of activities that are planned to achieve learning objectives.

²¹ Nidawati, "Penerapan Peran Dan Fungsi Guru Dalam Kegiatan Pembelajaran," 9, no. 2 (2020): 152, <https://jurnal.ar-raniry.ac.id/index.php/Pionir/article/view/9087/5174>.

²² Bambang Warsita, "Strategi Pembelajaran Dan Implikasinya Pada Peningkatan Efektivitas Pembelajaran," *Jurnal Teknodik* 13, no. 1 (june 1, 2009): 68, <https://doi.org/10.32550/teknodik.v13i1.440>.

Another definition of learning strategy is a plan for a series of activities that use methods and the use of all resources or strengths for the sake of learning that is structured to achieve certain goals. Teaching and Learning Strategy Means "General Form" Realizing teacher-student behavior in teaching and learning activities. Thus, teaching and learning strategies can be said to be a reflection of the model of teacher and student activities in general teaching and learning activities to achieve the goals that have been set.

b. Kinds of Teaching Strategies in Teaching Writing

In teaching writing, teachers need several strategies to improve the skills of students in writing. According to Ann Raimes, there are some strategies that can be applied by teachers in teaching writing in the classroom, namely:

1. Using Pictures

Teachers can use image media in the process of teaching writing. This strategy can be used the teacher by dividing the students into several groups, discussing with all friends, or discussing with their classmates. With the use of image media, it can provide focus that increases students' attention and idiom and adds new vocabulary. Pictures bring the outside world into the classroom in a tangible way.

2. Using Readings

Using a reading can be used to create information gaps that lead to communicative activities, such as reading short stories, advertisements, letters, a poem, or magazine articles. When reading, students are actively involved with the new language and culture. They may have

little opportunity to speak or hear the speakers. The more students read, the more familiar they become with the vocabulary, idioms, sentence patterns, and cultural assumptions of native speakers of the language.

3. Using Brainstorming

The brainstorming technique provides classroom activities to support the planning stage of writing. Teachers can use this technique as an alternative strategy for writing. The brainstorming technique provides classroom activities to support the planning phase of writing. Teachers can use this technique as an alternative strategy for writing. Students work together with their respective group mates to state as much as possible about the topic. With brainstorming activities, students can generate relevant vocabulary, make comments, ask questions, and make associations as freely as possible in a short time. After verbally brainstorming together, students can do the same on paper with as much thought as possible without worrying about grammar, spelling, or the quality of ideas.

4. Letters

Letters are one of the most widespread forms of written communication. for this reason we have to devote classroom time to teaching letter writing. But it is not only because letters are so useful that we should do this reason. teaching letter writing also give us the chance to deal with a variety of forms and functions that are an essential part of language mastery. Write letters to invite, explain, apologize,

commiserate, congratulate, complain, inquire, order, apply, acknowledge and thank. Each of these language functions has its own associated vocabulary, connotation, sentence structures and appropriate choice of words and tone to fit the audience. Within each function there are various levels of formality and informality. Letter writing tasks make students consider their audience as well as their accurate.

5. Instructions

Write instructions is such a Common writing activity that language learners need to learn how to do it. There is a variety of classroom techniques that have developed around this activity. Just as writing daily notes taps the students inner thoughts, likes and dislikes, the writing of real instructions taps the student's skills. What is he good at? what can he tell others how to do? Ski, make a table, ride amotorcycle, chance a flat tire, make a Boomerang, do a magic card trick, bake a cake, ride a horse, perform dance...? The list is endless.

6. Parallel Writing

Parallel writing is in a way, the freest kind of controlled writing, instead of making changes in a given passage or writing according to an outline or given sentences, students read and study a passage and then write their own on a similar theme, using as a guide the vocabulary, sentence structure, cohesive devices and organization of the model passage. Readings, dictations, tapes, and textbook dialogs can also be used.

7. Story-Telling

Storytelling is an activity related to telling a story to one or more listeners. The natural curiosity to know what happened in a story can be put to good use by teachers in teaching writing. The benefits of storytelling are increasing concentration, inculcating values, encouraging reading interest and improving student's writing skills.²³

8. Providing Comprehensible Input

Comprehensible input is language input that can be understood even if the listener does not understand all the words and structures in them. In the process of teaching writing, the teacher delivers material in two languages or a combination of English and Indonesian. The teacher gives instructions in English and then interprets them in Indonesian sentences, such as explaining the material, giving instructions, and asking questions to students.

9. Using a Dictionary

In the process of learning English, every student is required to bring a dictionary. The teacher always suggests that students bring a dictionary so that students are more active in looking for the meaning of unknown words and look at dictionaries more often. This strategy can help students in enriching English vocabulary.

²³ Ann Raimes, *Techniques in Teaching Writing*, 1 edition (Oxford: Oxford University Press, 1938), 27-79.

10. Using cooperative learning

Cooperative learning is a student learning activity that is carried out in groups. Cooperative learning is a broader concept encompassing all types of group work, including more teacher-led or teacher-directed forms. Cooperative learning is not the same as just learning in groups. There are basic elements of cooperative learning that distinguish it from group divisions which are carried out at random. Implementation of cooperative learning model procedures correctly will enable the teacher to manage the class more effectively. In the process of learning to write using cooperative learning, that is, the teacher asks students to pair up and discuss learning cards together. The teacher asks students to identify the general structure of the text and analyze the contents of the greeting cards.

C. Conceptual Framework

This section presents the framework that used in this research. The researcher would identify the teacher's strategies in teaching writing. Therefore, to find the teacher's strategies, the research would determine through the observation, interview and documentation process. During the teaching and learning process, the researcher would observed the way the teacher teaches. The researcher would conducted interviews with teacher and students about the strategies that teacher apply in teaching writing to improve students writing skills and student's perceptions of the strategies used by the teacher in teaching writing skills.

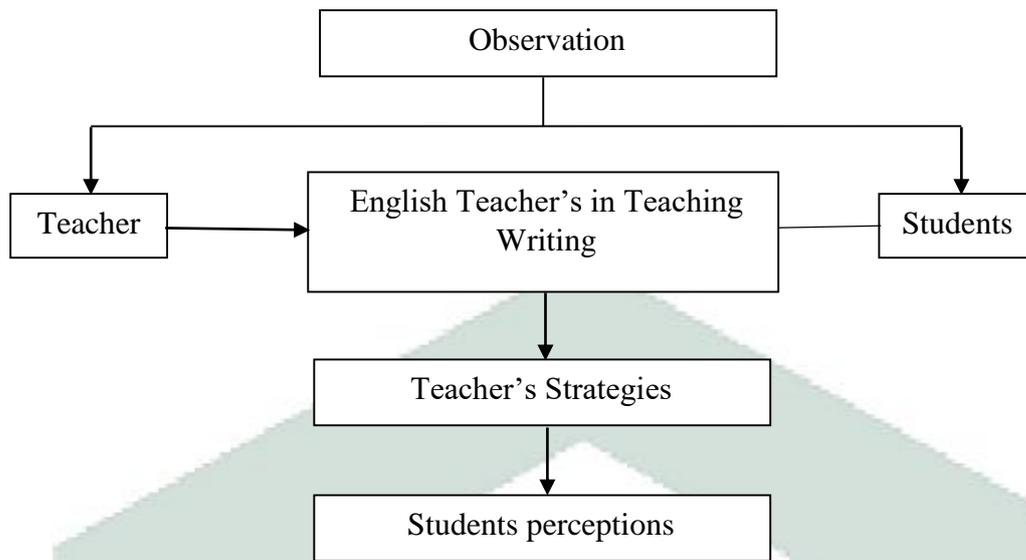


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

The research approach used in the research is descriptive qualitative because this research produces conclusions in the form of data that describes in detail, not data in the form of numbers. Qualitative research is research that produces a stage of analytical activity that does not use statistical analysis procedures or other quantitative stages. Therefore, the right design that can be used to conduct this research is descriptive research.

The design of this research is descriptive qualitative, which is done by direct observation. According to Sony and Bagua, the purpose of descriptive research is to describe facts about a population systematically and accurately, presenting the results of the research as they are.²⁴ This qualitative research begins with a process or an event which, in the end, can be drawn as a conclusion that has been obtained from a process or event.

This type of research is taking samples or also called cluster sampling, which means how researcher choose research subjects based on individuals. Participants must provide complete and diverse data needed for research. The researcher would conduct research on certain phenomena in the school environment to obtain information on symptom status at the time of research; field studies conducted at

²⁴ Sony Faisal Rinaldy and Bagya Mudianto, *Metodologi Penelitian Dan Statistik*, 1 edition (Jakarta: Kementerian Kesehatan Republik Indonesia, 2017), https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civilwars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625.

SMPN 8 Palopo, Jl. Dr. Ratulangi No. 66, Balandai, Bara, Palopo City. Researcher observe and explain phenomena as clearly as possible.

B. Location and Time of Research

The research location that used as a place for conducting research is at SMPN 8 Palopo, Jl. Dr. Ratulangi No. 66, Balandai, Bara, Palopo City. The implementation of this research was carried out from November 14 to December 14, 2022.

C. Definition of Key Terms

Based on the title, "**Teacher's Strategies in Teaching Writing Skill at Eighth Year Students of SMPN 8 Palopo**", the researcher gives two definitions as follows:

1. Teacher's Strategies

Strategy comes from the Greek word strategy, which means an attempt to achieve victory in a battle. The strategy was originally used in the military environment, but the term strategy is used in various fields that have a relative essence. The same includes adoption in the context of learning, known as learning strategies.²⁵ Teacher strategy is the ability of teachers to optimize teaching and learning activities in the classroom.

2. Writing Skill

Writing Skill is one of the language skills used by many people to train thinking and solve a problem.

²⁵ Haudi S.Pd., .M.M., D.B.A., *Strategi Pembelajaran*, 1 edition (Tangerang: Educational Book, 2021), https://www.academia.edu/45598252/STRATEGI_PEMBELAJARAN.

D. Research Design

This research used descriptive qualitative research. Researcher are required to observe the object and subject of research, as well as facts that occur during research activities, accurately and systematically. Therefore, it can be concluded that qualitative descriptive research is a research activity that can obtain data according to what is happening in the field or research location, so this study seeks to describe events or phenomena that occur when research activities take place verbally as well as in writing.

E. Data and Data Sources

1. Data

The data use qualitative research in the form of data obtained from the field or research location, usually in the form of recording and writing. Data the data is still in the form of raw data, which is an important element in the analysis process data.

2. Data Sources

a. Primary Data

Primary data is the type and source of research data obtained directly from the first source (not through intermediaries), both individuals as well as groups. The researcher conducted the interview and direct observation of English teachers who teach in class VIII. The subjects in this research are English teachers and students. There is one English teacher and five students at eighth year of SMPN 8 Palopo. The primary data source in this research was obtained by conducting direct observation and interviews.

b. Secondary Data

Secondary data, namely data collected by the researcher in the form of documents official from government institutions, scientific works in the form of theses and journals which is relevant to the research title obtained from the library of IAIN Palopo, E-books, and other references related to this research.

F. Research Instrument

A research instrument is a tool used by a researcher to collect data to produce better, more accurate, complete, and systematic research results. The researcher used observations, interviews and documentations in this study.

G. The technique of data collection

The procedures for collecting data in this research, namely:

1. Observation

Observation or field research requires researcher to be involved, face to face and interact directly with the object of research. this is very important in trying to get valid and accurate data. There are several reasons why observation or observation techniques are used in this study. First, observation is based on direct experience. Second, observation allows researchers to see and take for themselves, then use free or unstructured notes on events and behaviors as they occur in actual situations in the classroom. As for the objects in this observation, namely English teacher, students and teacher teaching strategies. This observation was used to collect data about teacher's strategies in teaching writing skills and students' perceptions in class VIII/7 of SMPN 8 Palopo by

seeing or directly observing the situation in the field so that the researcher obtained a broader picture of the problem under study which was carried out during four meetings. The purpose of the statement above is that the researcher went to the school field to observe how the description or condition of the teacher and students at SMPN 8 Palopo, especially in learning English at SMPN 8 Palopo.

2. Interview

In this case, the researcher used a structured interview. This interview conducted with one English teacher and five students at eighth year of SMPN 8 Palopo. Interviews conducted after the teaching and learning process. This interview was designed to elicit verbal responses from the participants. The role of the interview in this research is to cross-check the data to ensure that the observed data is correct and valid.

3. Documentation

Documentation obtained from various sources, written sources, or existing documents. The documentation is in the form of documentation photos that are relevant to the theme raised in this study. In short, interviews, observations and documentations are sources of data.

H. Data Validity Check

Data validity checks are carried out to provide an overview of the truth of the data that the author found in the field. In this research, the writers used the triangulation method. This method is validity check data that utilizes something other than data for comparison purposes and checking data. Regarding data

triangulation in this study, there are two methods used: source triangulation and method triangulation. Triangulation with data sources is done by checking the data through interviews with two or more sources of informants with the same question. The method triangulation is done by: comparing the data that has been obtained through interviews with the results of observation.

I. The technique of data analysis

The researcher used qualitative data analysis techniques in this study. Data analysis is a time-consuming and difficult process in qualitative research. Data analysis techniques consist of three streams of activities that occur simultaneously: data reduction, data presentation and drawing conclusion/verification. More specifically, the three streams are as follows:

1. Data Reduction

Data reduction, namely choosing the main thing that is in accordance with the research focus. At this stage, the researcher collects and summarizes all the data from the research results through observation, interview and documentation. The data obtained from the field were directly written in detail and carried out systematically after each data collection was completed. The reduced data will provide a more specific picture making it easier for the researcher to collect further data and look for additional data if needed.

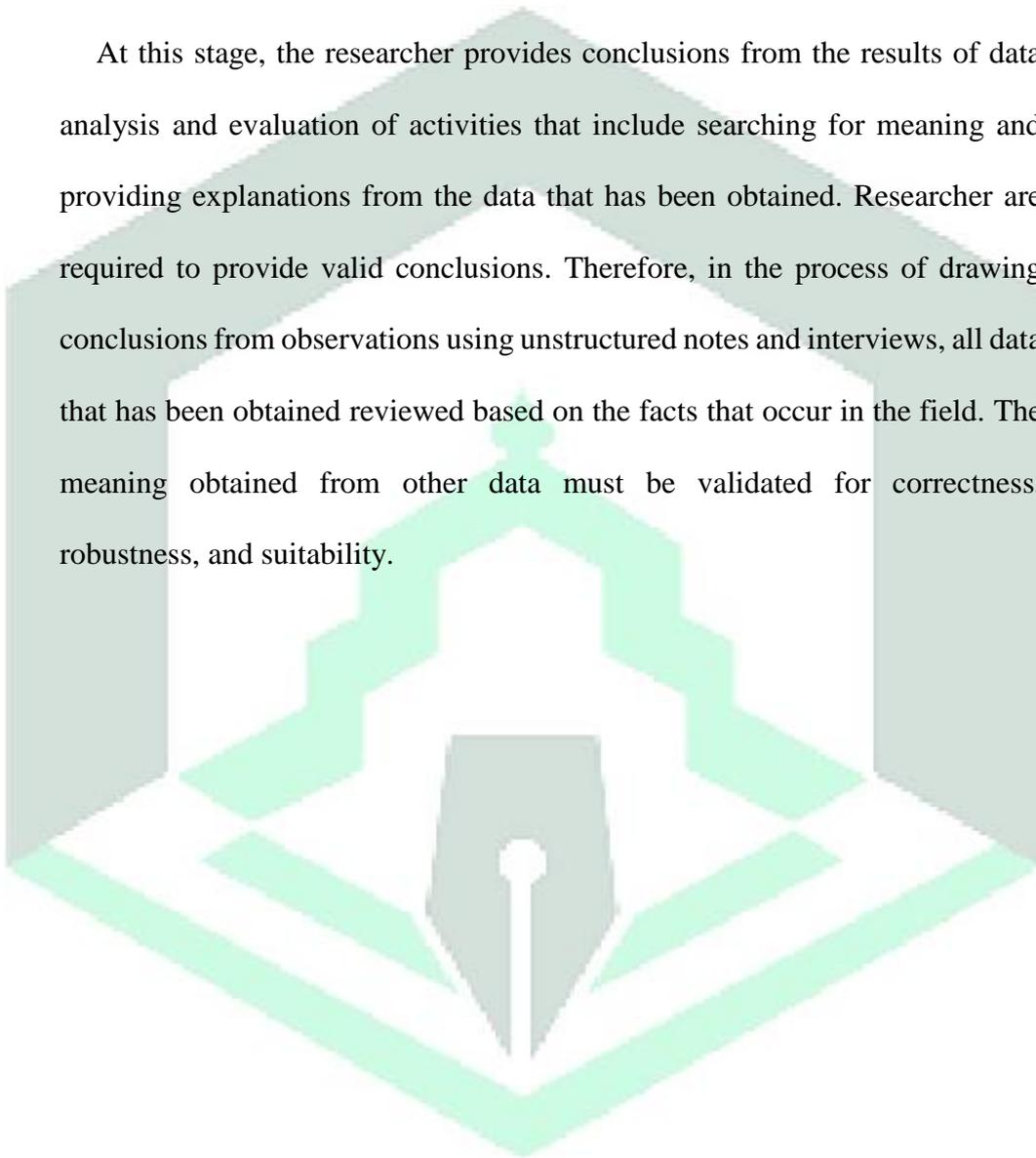
2. Data Presentation

Data presentation is the process of compiling information in order to obtain conclusions as a result of research and taking action. The data are presented for a collection of information taken from the results of data reduction and form a

narrative text to draw conclusions. In presenting this data, it is equipped with data analysis which includes analysis of observation results, analysis of documentation results, and analysis of interview results.

3. Drawing Conclusion

At this stage, the researcher provides conclusions from the results of data analysis and evaluation of activities that include searching for meaning and providing explanations from the data that has been obtained. Researcher are required to provide valid conclusions. Therefore, in the process of drawing conclusions from observations using unstructured notes and interviews, all data that has been obtained reviewed based on the facts that occur in the field. The meaning obtained from other data must be validated for correctness, robustness, and suitability.



CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. The Strategies Used by the English Teacher in Teaching Writing Skills at Eighth Year Students of SMPN 8 Palopo.

Based on the results of observations for teacher performance in teaching at eighth year of SMPN 8 Palopo namely Mrs. Y, has skills that can motivate or advise, attract student's interest in learning and be able to improve student's abilities in English. Seeing the important role of instructional writing strategies, the purpose of this study is to explore the teaching writing strategies used by teacher. However, by using several strategies used by teacher such as using pictures, using readings, using providing comprehensible input and using a dictionary can help improve student's writing skills. Related to observation for teacher, the researcher identified that every time the teacher started class, the teacher always started by greeting. Then say hello, ask news and review or ask about previous material and simulate new material. then start the material by applying strategies, namely:

a). Using Pictures

The way to apply **using pictures** in teaching writing is that after the teacher explains the material, the first thing the teacher does is students are divided into several groups and then distribute question sheets containing several pictures related to the material that has been explained by the teacher, then students can

discuss with their group mates and answer the question sheet given. The advantage of **using pictures** is that students are trained to think logically, systematically and motivate students to learn and develop more. The downside is that it takes a lot of time because not all students have the same understanding.

b). **Using Readings**

The way to apply **using readings** in teaching writing skills is that after working on the questions given, the teacher appoints students one by one to read out their answers. The advantage of **using readings** is that it is easier for students to absorb and easier for students to understand information and helps improve student's English pronunciation. The drawback is that it still takes a lot of time because not all students have the same understanding.

c). **Using Providing Comprehensible Input**

The way to apply **using providing comprehensible input** in teaching writing skills is when the teacher explains that the teacher uses two languages, namely English and Indonesian. The teacher gives instructions in English and then interprets them into Indonesian so that students understand what the teacher conveys, such as explaining, giving instructions, and asking questions students. The advantage of **using providing comprehensible input**, namely where students are trained to be more active in learning English and where we can get feedback in class. As for the drawbacks, where students are sometimes not confident to be active, to appear when asked in class.

d). **Using a Dictionary**

The way to apply **using a dictionary** in teaching writing skills is that the teacher always instructs students to bring a dictionary every time there is an English lesson. The advantage of **using a dictionary** is that it makes it easier for students to find vocabulary they don't know, where students can find out the meaning of the new vocabulary they know in the dictionary. The drawback is that not all students have dictionaries, making it difficult for students to find the meaning of vocabulary. Then, there are some students who don't know how to use a dictionary, so the English teacher teaches students how to use a dictionary. Then, the English teacher asked the students to bring a dictionary every time they studied English, but did not bring a dictionary even though the students had a dictionary. So the four strategies used by the teacher in order to help students understand the material provided so as to achieve optimal results.

In relation with the results of the interviews conducted by researcher with informants related to the strategies of the english teacher in teaching writing skills at eighth year students at SMPN 8 Palopo which were conducted in schools, the results were obtained as will be presented below.

Based on the results of research conducted in class VIII.7 at SMPN 8 Palopo, the researcher found that there were several strategies used by the teacher as the results of the researcher's interview with Mrs. Nurmayanti J Tamrin, S.Pd said:

"The skills that I use in teaching writing in that class are first using pictures, using readings, using providing comprehensible input, using a dictionary."²⁶

²⁶ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on December 01, 2022.

Related to the results of the observations and interviews, the researcher can conclude that there are four strategies used by the teacher in teaching writing Skills, namely **using pictures, using readings, using comprehensible input, and using a dictionary.**

As for how to apply the strategies used by the teacher in teaching writing skills, as expressed by Mrs. Nurmayanti J Tamrin, S.Pd, namely:

"As for the application of strategies in teaching writing skills, there are four that I use, and the first is **using pictures**. As for the application, that is where I explain the material. Secondly, I divide the students into several groups and then divide the sheets in the form of several pictures of the questions. Then students discuss with their group mates where they write answers from the question sheets distributed about the material that has been taught. Where this method can help students train, especially in their writing skills. As for these skills, they can increase their focus on grammar and idioms and add to their new vocabulary."²⁷

Related to the results of the observations and interviews, the researcher can conclude that the way to apply **using pictures** in teaching writing is that after the teacher explains the material, the first thing the teacher does is students are divided into several groups and then distribute question sheets containing several pictures related to the material that has been explained by the teacher, then students can discuss with their group mates and answer the question sheet given. This method can improve students' focus, grammar, and idioms and add new vocabulary.

Besides that, the teacher also **using readings** in teaching writing, as Mrs. Nurmayanti J Tamrin, S.Pd, said:

²⁷ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on December 01, 2022.

"The second strategy that I use is **using readings**. Where the application is that I, as a teacher, appoint a number of students, then, one by one, the students read out the results of the answers to the assignments I have given. Where this method helps them improve their skills, especially in their writing and reading, where their vocabulary can increase and practice their pronunciation in English."²⁸

Based on the results of observations and interviews, the researcher can conclude that the way to apply **using readings** in teaching writing skills is that after working on the questions given, the teacher appoints students one by one to read out their answers. This method is also able to help students improve their writing and reading skills, increase vocabulary, and practice students pronunciation in English.

Besides that, the teacher also **using providing comprehensible input** in teaching writing, as Mrs. Nurmayanti J Tamrin, S.Pd, said:

"As for the third Skill, namely **using providing comprehensible input**, namely where I, as a teacher, use two languages in implementing my material, namely trying between English and Indonesian. Where I, as a teacher, give instructions in English and then return to using Indonesian so that students understand what I explain, what I instruct them so that I, as a teacher, can get feedback from them."²⁹

Related to results of the observations and interviews, the researcher can conclude that the way to apply **using providing comprehensible input** in teaching writing skills is when the teacher explains that the teacher uses two languages, namely English and Indonesian. The teacher gives instructions in English and then interprets them into Indonesian so that students understand what the teacher conveys, such as explaining, giving instructions, and asking

²⁸ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on December 01, 2022.

²⁹ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on December 01, 2022.

questions students. This method is used by the teacher to get feedback from students and active students in the class.

Besides that, teachers also **use a dictionary** in teaching writing, as Mrs. Nurmayanti J Tamrin, S.Pd, said:

"As for the fourth strategy, namely **using a dictionary**, in which the application is that I, as a teacher always and always instruct students to bring a dictionary every time they learn English which makes it easier for them to find English vocabulary or words that they just know."³⁰

In relation with the results of the observations and interviews, the researcher can conclude that the way to apply **using a dictionary** in teaching writing skills is that the teacher always instructs students to bring a dictionary every time there is an English lesson. The dictionary is very useful for students. If there is unknown vocabulary, students can use the dictionary to find vocabulary they do not know. This can help students to improve their new vocabulary.

Related to the results of the interviews, the reasons for the teacher's use of these strategies or methods namely using pictures, using readings, using provide comprehensible input and using a dictionary in teaching English in class, as stated by Ms. Nurmayanti J Tamrin, S.Pd, said:

"The reason I use all of these strategies is because firstly, I use the **using pictures** strategy because this strategy can help students practice their writing skills, improve their focus, their grammar and idioms and can help more new vocabulary for them. Secondly, I use the **using readings** strategy where this strategy can help student's reading skills, which can help them acquire new vocabulary and practice their pronunciation in English to make it even more fluent and better. Next, why I use **using providing comprehensible input** is because to get feedback from students so that these students are more active in class, especially in learning writing. Next

³⁰ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on November 30, 2022.

is the **using a dictionary** strategy, because it makes it easier for students to find English words and add new vocabulary to them.”³¹

Based on the results of observations and interviews, researcher can conclude that the reason for using the first four strategies, **using pictures**, is because these strategies can help students practice writing skills, improve focus and student grammar in increasing new vocabulary. secondly, **using readings** where the strategy can help students' skills in readings, increase new vocabulary and train student's pronunciation in English. Furthermore, **using providing comprehensible** input is due to get feedback from students so that students are more active in class, especially in learning writing. next, **using a dictionary**, because it makes it easier for students to find English words and add new vocabulary to students.

Related to the results of the interview, regarding the reasons teacher don't used other strategies such as brainstorming or story-telling, as said by Mrs. Nurmayanti J Tamrin, S.Pd, namely:

“Because teaching time is limited or not sufficient so I don't used the strategies.”

Based on the results of observations and interviews, the researcher can conclude that the reason teachers don't use other strategies is because the use of strategies uses a lot of time, while the teacher's teaching time is limited or insufficient and the use of these strategies has not reached the material being taught so the teacher does not use these strategies.

³¹ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on December 01, 2022.

In relation with the interview, as for the advantages and disadvantages regarding the strategies used by the teacher, as said by Mrs. Nurmayanti J Tamrin, S.Pd, namely:

“As for the advantages and disadvantages of this strategy, the advantage of **using pictures** is that students are trained to think logically, systematically and motivate them to learn and develop more. The disadvantage is that it takes a lot of time because not all students have the same understanding. Next, the advantages of **using readings** are easier for students to absorb and easier for students to understand information and help them improve their English pronunciation. The drawback is that it still takes a lot of time because not all students have the same understanding. Furthermore, there are advantages of **using providing comprehensive input**, namely, where students are trained to be more active in learning English and where we can get feedback in class. As for the drawbacks, where students are sometimes not confident to be active, to appear when they are asked to in class. The last advantage is the advantage of **using a dictionary**, which makes it easier for students to find vocabulary they don't know, where they can find out the meaning of new vocabulary they are familiar with. told or taught to them seek. in the dictionary. The drawback is that not all students have dictionaries, making it difficult for students to find the meaning of vocabulary. Then, there are some students who don't know how to use a dictionary, so we as English teachers teach them how to use a dictionary. Then, I, as an English teacher, have asked students to bring a dictionary every time they learn English, they have a dictionary but don't bring it to school.”³²

Based on the results of observations and interviews, the advantages and disadvantages regarding the strategies used by the teacher are (1) the advantage of **using pictures** is that students are trained to think logically, systematically and motivate students to learn and develop more. The downside is that it takes a lot of time because not all students have the same understanding. (2) the advantage of **using readings** is that it is easier for students to absorb and easier for students to understand information and helps improve student's English

³² Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on December 01, 2022.

pronunciation. The drawback is that it still takes a lot of time because not all students have the same understanding. (3) the advantage of **using providing comprehensible input**, namely where students are trained to be more active in learning English and where we can get feedback in class. As for the drawbacks, where students are sometimes not confident to be active, to appear when asked in class. (4) the advantage of **using a dictionary** is that it makes it easier for students to find vocabulary they don't know, where they can find out the meaning of the new vocabulary they know in the dictionary. The drawback is that not all students have dictionaries, making it difficult for students to find the meaning of vocabulary. Then, there are some students who don't know how to use a dictionary, so the English teacher teaches students how to use a dictionary. Then, the English teacher asked the students to bring a dictionary every time they studied English, but did not bring a dictionary even though the students had a dictionary.

Related to the results of the interview, there are several combinations used by an English teacher in teaching writing in class, as said by Mrs. Nurmayanti J Tamrin, S.Pd, namely:

"So there are several combinations that I use. Namely, I use the **LCD** every time I teach because it makes it easier for them to absorb the material provided. So, we as teachers have prepared learning media to make it into Power Point, reflecting the lesson or material **using the LCD**, so it makes it easier for me to teach or explain. Then the next strategy is to **make groups**. So I divided them into several groups and then gave them **writing tasks** so that students were more active."³³

³³ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, interview on December 01, 2022.

Based on the results of observations and interviews, the researcher can conclude that teacher used several combinations in teaching, namely, **using LCD media, making groups, and writing tasks**. As for how to apply it, namely, the teacher **uses the LCD** when explaining the material to be taught. Then after explaining, the teacher gives a writing task about the material that has been taught and then divides students into several **groups**.

In relation with the interview, the teacher's strategy in preparing to teach writing skills, as stated by Mrs. Nurmayanti J Tamrin, S.Pd, said:

"In my opinion, there are two strategies in teaching writing skills that I use. The first is where a teacher must have good communication skills or abilities so that what is conveyed to students or taught can achieve the desired results. The second strategy is where the teacher can facilitate students with the media to write."³⁴

Based on the results of observations and interviews, the researcher can conclude that there are two teacher strategies in preparing to teach writing skills; namely, a teacher must have good communication skills with students so that what is conveyed or taught by the teacher can achieve the desired results. Then the teacher facilitates students with media to teach writing.

In relation with the interview, the teacher's preparation in teaching before implementing the strategy, as stated by Ms. Nurmayanti J Tamrin, S.Pd, said:

"Yes, of course, as a teacher, before teaching, you definitely need some preparation before teaching so that learning objectives can be achieved optimally, such as making lesson plans for learning devices, making learning media, and reviewing the material to be taught."³⁵

³⁴ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, *interview*, on December 01, 2022.

³⁵ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, *interview*, on December 01, 2022.

Related to the results of observations and interviews, the researcher can conclude that the teacher makes several preparations before teaching so that learning objectives can be achieved optimally, such as making lesson plans, making learning media (PPT), and reviewing the material to be taught. Teacher readiness in the teaching and learning process is also needed in carrying out the teaching and learning process in schools. Teachers must convey material in an interesting, creative, innovative, and fun way and accompanied by a variety of learning methods. Accompanied by good preparation, the teacher will be active in learning activities, especially in achieving success in the teaching and learning process.

Based on the results of the interviews, the students' abilities after using or implementing these strategies, as stated by Ms. Nurmayanti J Tamrin, S.Pd, said:

"Alhamdulillah, after using these strategies, it makes it easier for students to understand the material provided and makes it easier for them to do assignments related to writing."³⁶

In relation with the interview the observations and interviews, the researcher can conclude that the ability after the teacher uses several of these strategies greatly facilitates students in understanding the material provided, makes students more active and makes it easier for them to do assignments related to writing.

³⁶ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, *interview*, on December 01, 2022.

Related to the results of the interviews, the teacher gave homework at the end of learning writing activities, as stated by Ms. Nurmayanti J Tamrin, S.Pd, said:

"Yes, I give assignments at the end of each writing lesson where students can familiarize themselves with them and practice their skills and return to review the material provided at school."³⁷

Based on the results of observations and interviews, the researcher can conclude that the teacher gives homework at the end of the learning activity. Assignments are given so that students can get used to practicing writing skills at their homes and reviewing the material that has been given.

In relation with the results of interviews, the obstacles faced by teachers in teaching writing in class, as stated by Ms. Nurmayanti J Tamrin, S.Pd, said:

"So the problem is that in teaching writing, there are actually a lot of them. The first is the lack of students' vocabulary, especially in grammar, to improve their writing skills."³⁸

Related to the results of observations and interviews, the researcher can conclude that there are several obstacles faced by teachers in teaching writing, namely the lack of vocabulary and grammar mastery in improving students' writing.

Based on the results of the interviews, the strategies applied in the learning process affect student learning outcomes and values, as stated by Ms. Nurmayanti J Tamrin, S.Pd, namely:

"Yes, after I, as an English teacher, implemented this strategy, Alhamdulillah, it really had an effect on the students and made it easier for

³⁷ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, *interview*, on December 01, 2022.

³⁸ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, *interview*, on December 01, 2022.

them to complete each writing assignment given. So, Alhamdulillah, everything was accommodated."³⁹

In relation with the results of observations and interviews, the researcher can conclude that as long as the teacher applies some of these strategies in the learning process, it can affect student learning outcomes and grades.

2. Students' Perceptions of the Strategies Used by the Teacher in Teaching Writing Skills at Eighth Year Students of SMPN 8 Palopo.

The researcher interviewed five grade VIII/7 students of SMPN 8 Palopo. The interview was conducted on Wednesday, November 23, 2022. Based on the interview, the researcher found students' perceptions of the strategies used by teacher in teaching writing skills at eighth year of SMPN 8 Palopo. Each of the findings will be explained in the following explanation.

Based on the results of research conducted in class VIII.7 of SMPN 8 Palopo, the researcher found that there were some student's difficulties in learning to write, as the results of the researcher interview with Ramadhan as a class VIII.7 student said:

"Sometimes there are words that are not understood."⁴⁰

The same thing was also stated by Nurul as a class VIII.7 student regarding difficulties in learning to write, namely:

"Poor vocabulary and a somewhat poorly understood way of writing."⁴¹

³⁹ Mrs. Nurmayanti J Tamrin, S.Pd, English teacher for grades VII and VIII at SMPN 8 Palopo, *interview*, on December 01, 2022.

⁴⁰ Ramadhan, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

⁴¹ Nurul, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

In relation with the results of these interview, the researcher can conclude that students' difficulties in learning writing are students who are still not good at writing due to a lack of vocabulary and writing that is not understood by students, so that this causes students to become unmotivated in learning to write.

Related to the results of the researcher's interview with Faith, a class VIII.7 student regarding his feelings while studying when the teacher used strategies in teaching, said:

"I feel happy because the strategy used is so clear."⁴²

The same thing was also expressed by Ramadhan as a class VIII.7 student, his feelings when learning when the teacher used strategies in teaching said:

"Happy because the teaching strategy is very easy to understand."⁴³

Based on the results of these interview, the researcher can conclude that students feel when learning when the teacher uses strategies to teach students to feel happy because some of the strategies used by the teacher are very clear and help students improve students writing skills.

In relation with the results of the researcher's interview with Nurul, a class VIII.7 student regarding the use of the strategy used by the teacher is appropriate in teaching writing, said:

"Yes, because the explanation is easy to understand and clear."⁴⁴

⁴² Faith, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

⁴³ Ramadhan, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

⁴⁴ Nurul, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

The same thing was also expressed by Evelin as a class VIII.7 student, about her feelings when learning when the teacher used strategies in teaching, saying:

"Yes, of course."⁴⁵

Based on the results of observations and interview, the researcher can conclude that the use of the strategies used by the teacher is appropriate in teaching writing because the explanations conveyed by the teacher are very easy for students to understand so that the teaching and learning process becomes effective.

Related to the results of the researcher's interview with Nurul, a class VIII.7 student regarding whether teachers use various methods in teaching, said:

"Yes, the teacher uses varied methods like **LCD**."⁴⁶

The same thing was also expressed by Evelin as a class VIII.7 student regarding whether the teacher used a variety of methods in teaching, saying:

"Sometimes the teacher uses a variety of methods."⁴⁷

In relation with the results of observations and interviews, researchers can conclude that teachers use various methods in the class, such as using **LCD media, making groups, and writing tasks**.

⁴⁵ Evelin, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

⁴⁶ Nurul, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

⁴⁷ Evelin, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

Based on the results of the researcher's interview with Ramadhan, a class VIII.7 student regarding whether the strategies used by the teacher can affect your achievement, said:

"Yes, because the method used by the teacher is very easy to understand."⁴⁸

The same thing was also expressed by Alif, a class VIII.7 student, regarding whether the strategies used by the teacher can affect your achievement, saying:

"Yes, affect."⁴⁹

Related to the results of observations and interviews, the researcher can conclude that the strategies used by teacher affect student achievement.

B. Discussion

A discussion strategy is an overall approach that relates to implementing ideas, planning, and executing an activity within a certain period. The researcher described the strategies used by English teacher teaching writing Skills at SMPN 8 Palopo as recorded in observation, interview and documentation studies. The teacher uses various strategies to teach writing skills based on observation and interviews. The teacher's very creative in handling their classes, and they made the students actively involved in the teaching and learning of English writing skills.

From a theoretical perspective, all the strategies found in this study are in accordance with the strategies proposed by Ann Raimess. According to Ann Raimess, there are seven strategies and three additional strategies that are commonly used by teacher in teaching writing. As for the results of research that

⁴⁸ Ramadhan, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

⁴⁹ Alif, class VIII.7 student at SMPN 8 Palopo, *interview*, on November 23, 2022.

has been carried out by the researcher through observation and interview to find out the teacher's strategy in teaching writing skills, the researcher only found four strategies used by the teacher in teaching writing skills, namely **using pictures**, **using readings**, **using providing comprehensible input** and **using dictionary**.

As for the application of strategies in teaching writing skills the reasons teacher used strategies, namely; 1) the way to apply **using pictures** in teaching writing is that after the teacher explains the material, the first thing the teacher does is students are divided into several groups and then distribute question sheets containing several pictures related to the material that has been explained by the teacher, then students can discuss with their group mates and answer the question sheet given. This strategy can improve students' focus, grammar, idioms and add new vocabulary. 2) the way to apply **using readings** in teaching writing skills is that after working on the questions given, the teacher appoints students one by one to read out their answers. This method is also able to help students improve their writing and reading skills, increase vocabulary, and practice students pronunciation in English. 3) the way to apply **using providing comprehensible input** in teaching writing skills is when the teacher explains that the teacher uses two languages, namely English and Indonesian. The teacher gives instructions in English and then interprets them into Indonesian so that students understand what the teacher conveys, such as explaining, giving instructions, and asking questions students. This method is used by the teacher to get feedback from students and active students in the class. 4) the way to apply **using a dictionary** in teaching writing skills is that the teacher always instructs

students to bring a dictionary every time there is an English lesson. The dictionary is very useful for students. If there is unknown vocabulary, students can use the dictionary to find vocabulary they do not know. This can help students to improve their new vocabulary.

but in connection with that, the several strategies used by the teacher have advantages and disadvantages. (1) the advantage of **using pictures** is that students are trained to think logically, systematically and motivate students to learn and develop more. The downside is that it takes a lot of time because not all students have the same understanding. (2) the advantage of **using readings** is that it is easier for students to absorb and easier for students to understand information and helps improve student's English pronunciation. The drawback is that it still takes a lot of time because not all students have the same understanding. (3) the advantage of **using providing comprehensible input**, namely where students are trained to be more active in learning English and where we can get feedback in class. As for the drawbacks, where students are sometimes not confident to be active, to appear when asked in class. (4) the advantage of **using a dictionary** is that it makes it easier for students to find vocabulary they don't know, where students can find out the meaning of the new vocabulary they know in the dictionary. The drawback is that not all students have dictionaries, making it difficult for students to find the meaning of vocabulary. Then, there are some students who don't know how to use a dictionary, so the English teacher teaches students how to use a dictionary. Then, the English teacher asked the students to bring a dictionary every time they

studied English, but did not bring a dictionary even though the students had a dictionary. So the four strategies used by the teacher in order to help students understand the material provided so as to achieve optimal results.

Besides that, the reason teachers don't used other strategies such as using brainstorming or story-telling is because teaching time is limited or insufficient so the teacher don't used other strategies. In addition, sometimes the learning strategies are not in accordance with the subject matter provided by the teacher. In that case, not all learning strategies or media are suitable for use.

In addition, there are combination of other strategies used by the teacher in teaching writing, namely **making groups, giving writing tasks** and **using LCD media**. As for how to apply it, namely, the teacher **uses the LCD** when explaining the material to be taught. Then after explaining, the teacher gives a **writing task** about the material that has been taught and then divides students into several **groups**. The use of this strategies is also supported by previous research from Lia Karunia Aulia "The English Teacher Strategies to Teach Writing the Second Grade of SMPN 44 Muaro Jambi" (2019), in her research that teachers use several strategies in teaching, namely creating discussion groups and using a dictionary.⁵⁰

In implementing the teaching strategies of writing skills the teacher also has preparation, namely the teacher must have good communication skills so that what is conveyed to students can achieve the desired results and facilitate

⁵⁰ Aulia, "The English Teacher Strategies to Teach Writing the Second Grade of SMPN 44 Muaro Jambi", *Skripsi* (University Of Sulthan Thaha Saifuddin Jambi, July 1, 2019): 33.

students with media for writing, so that learning can be achieved optimally, the teacher also prepares learning tools such as a lesson plan, making learning media, designing assessments, reviewing learning materials so that students have good learning outcomes. From several strategies implemented by teacher at SMPN 8 Palopo, especially in learning writing skills, the teacher said that the use of this strategies greatly influenced student learning outcomes. Makes it easier for students to understand each learning material and students are also easy to do assignments related to learning writing.

Aside from that, to the convenience obtained from implementing the teacher's strategy in teaching writing skills, there are also obstacles experienced by the teacher, such as students who are still lacking in vocabulary, so students cannot express all ideas in writing because grammar is still not good and sentence preparation is not yet complete. according to grammar. This is supported by previous research from Astrini, et al "The Model Of Strategies Implemented By English Teacher In Teaching Writing Skills In National Plus Schools" (2020), the lack of vocabulary, grammar, and student motivation makes it difficult for them to express their thoughts in English.⁵¹

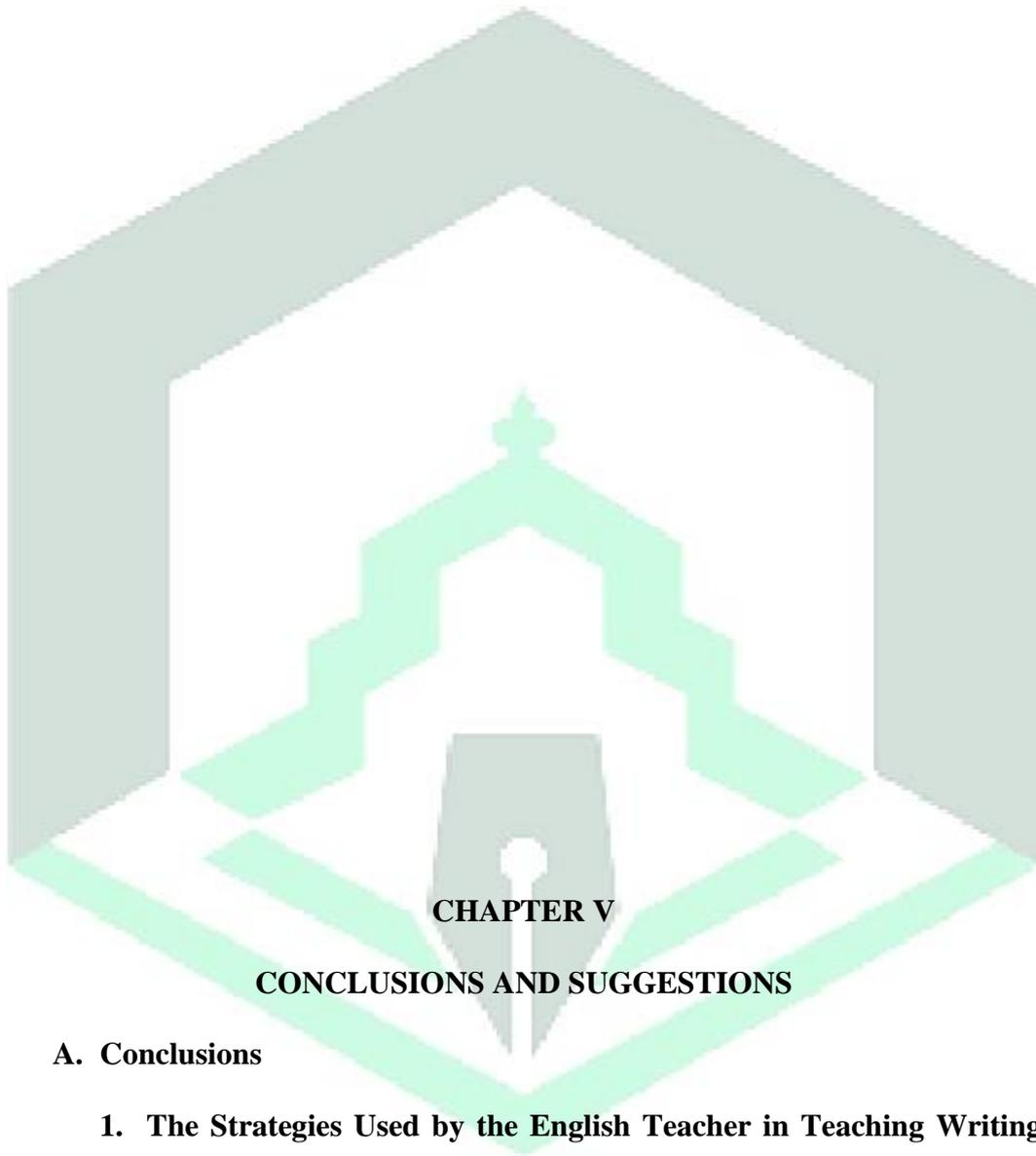
Students' perceptions of the application of the teacher's strategies in teaching writing skills are interpreted as learning outcomes obtained by students after carrying out learning activities. Based on the results of observations and interviews conducted with students, the researcher concluded that the difficulties or obstacles

⁵¹ Astrini, N. W.F, Ratminingsih, N.M, and Utami G.A. L.P, "The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools," *Journal of Educational Research and Evaluation* 4, no. 1 (january 18, 2020): 62.

experienced by students in implementing the teacher's strategy in learning writing skills were that students said that, “use and knowledge of vocabulary was lacking, how to write in English, English was not well understood, sentence structure error, grammatikal rules, improper use of punctuation marks and taking a very long time to write the text.” Student's perceptions are supported by theoretical perceptions, according to Septiani (2018), writing is a difficult skill because writers need to master how to write words correctly, how to place and arrange these words into meaningful sentences according to grammatical rules.⁵² The use of teacher techniques in teaching writing is very much needed.

Based on the results of the study it can be concluded that the application of strategies in learning writing skills such as using pictures, using readings, using providing comprehensive input and using a dictionary, students' perceptions as said by students "I feel happy because the teaching strategy is very easy to understand." The teacher explains very well so that students easily understand the material being taught. The used and implementation of the teacher's strategy used in teaching writing skills is very appropriate to be able to understand the material, it's just that a good explanation is needed from the teacher so that students can easily understand the material provided, especially in learning writing skills. The use of various strategies in the learning process is one of the supports so that students can easily understand the material and improve student learning outcomes and greatly influence student achievement in the learning process.

⁵² Puput Septiani, *Improving Students' Writing Skill By Using Four Square Writing Technique (A Collaborative Classroom Action Research)*, Thesis (State Islamic University Of Raden Intan Lampung, 2018): 1.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. The Strategies Used by the English Teacher in Teaching Writing Skills at Eighth Year Students of SMPN 8 Palopo.

The teacher applied several strategies for teaching second grade students' writing skills at SMPN 8 Palopo, namely; **1) using pictures 2)**

using readings 3) **using providing comprehensible input** and 4) **using a dictionary**. As for the application of strategies in teaching writing skills, namely; 1) the way to apply **using pictures** in teaching writing is that after the teacher explains the material, the first thing the teacher does is students are divided into several groups and then distribute question sheets containing several pictures related to the material that has been explained by the teacher, then students can discuss with their group mates and answer the question sheet given. This method can improve students' focus, grammar, and idioms and add new vocabulary. 2) the way to apply **using readings** in teaching writing skills is that after working on the questions given, the teacher appoints students one by one to read out their answers. This method is also able to help students improve their writing and reading skills, increase vocabulary, and practice students pronunciation in English. 3) the way to apply **using providing comprehensible input** in teaching writing skills is when the teacher explains that the teacher uses two languages, namely English and Indonesian. The teacher gives instructions in English and then interprets them into Indonesian so that students understand what the teacher conveys, such as explaining, giving instructions, and asking questions students. This method is used by the teacher to get feedback from students and active students in the class. 4) the way to apply **using a dictionary** in teaching writing skills is that the teacher always instructs students to bring a dictionary every time there is an English lesson. The dictionary is very useful for students. If there is unknown

vocabulary, students can use the dictionary to find vocabulary they do not know. This can help students to improve their new vocabulary.

Besides them, there are combination of other strategies used by the teacher in teaching writing, namely; **making groups, giving writing tasks** and **using LCD media**. As for how to apply it, namely, the teacher **uses the LCD** when explaining the material to be taught. Then after explaining, the teacher gives a **writing task** about the material that has been taught and then divides students into several **groups**.

2. Students' Perceptions of the Strategies Used by the Teacher in Teaching Writing Skills to Eighth Year Students of SMPN 8 Palopo.

According to students, the use and implementation of the teacher's strategy used in teaching writing skills is very appropriate to be able to understand the material, it's just that a good explanation is needed from the teacher so that students can easily understand the material provided, especially in learning writing skills. The use of various strategies in the learning process is one of the supports so that students can easily understand the material and improve student learning outcomes and greatly influence student achievement in the learning process.

B. Suggestions

1. For teachers, it is suggested that they apply more different, effective, creative strategies and provide continuous motivation to students so that students can easily understand every material provided in teaching

writing. Strategy must be conveyed by various techniques, such as brainstorming or story-telling.

2. For students, For students, students have different abilities, creativity and characteristics. So teachers have to understand what students need based on their differences and with the strategies used by the teachers, the teacher's hoped the students should add their vocabulary, should be active in process learning and should try their ability to write in English.
3. For other researchers, In this study, the next researcher is expected to conduct research to find other significant and effective strategies for applying teachers in the process of teaching and learning other English skills or it can be improved to identity the improving of students' write skill by used the strategies applied by the teacher.

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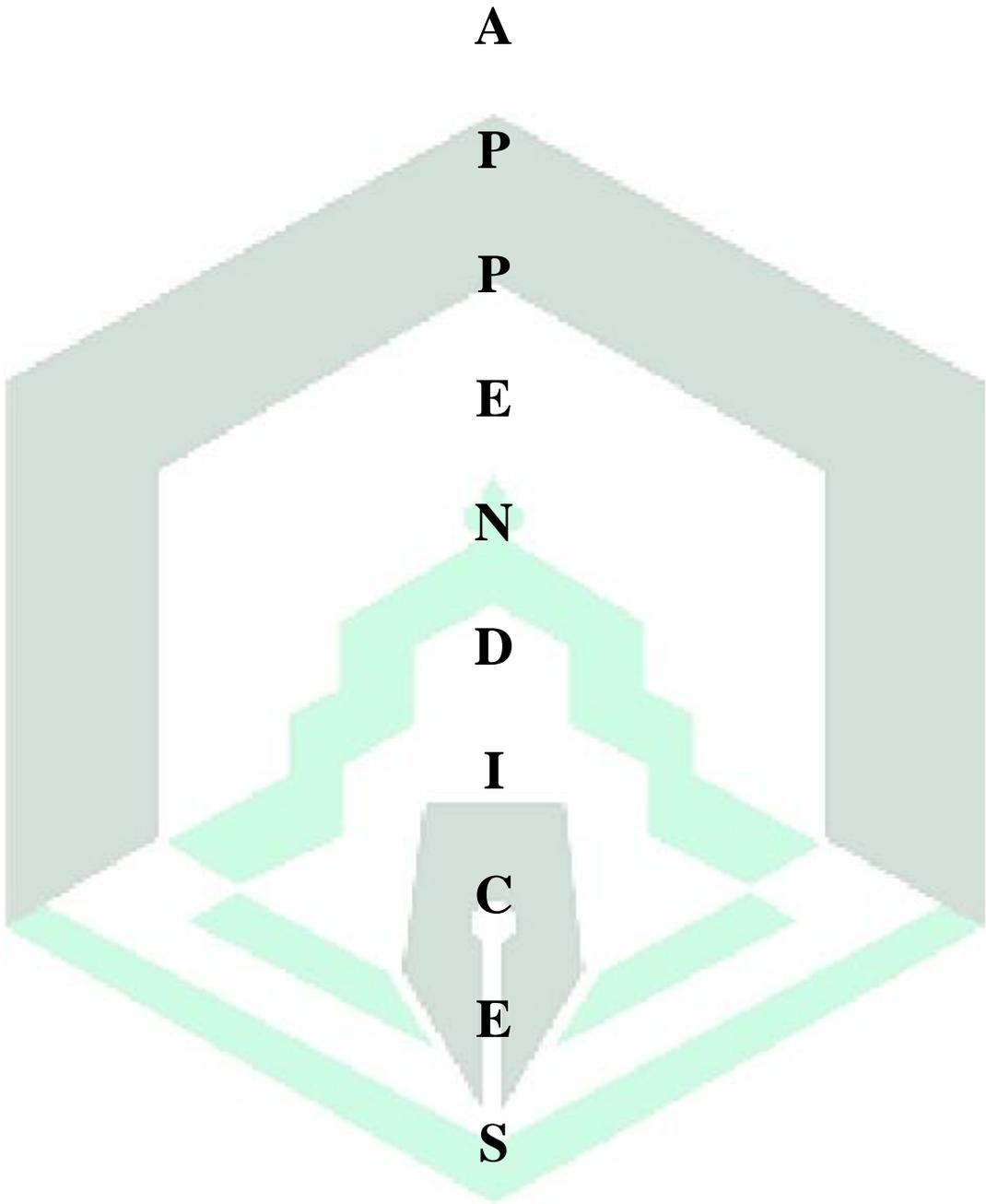
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APPENDIX I

PEDOMAN WAWANCARA

Nama Lengkap :
NIP :
Guru Mata Pelajaran :
Kelas :
Tempat Bertugas :

"TEACHER'S STRATEGIES IN TEACHING WRITING SKILL AT EIGHTH YEAR STUDENTS OF SMPN 8 PALOPO"

1. Strategi apa saja yang digunakan guru dalam mengajar writing di dalam kelas?
2. Mengapa guru bahasa Inggris menggunakan strategi tersebut?
3. Mengapa guru tidak menggunakan strategi lain?
4. Bagaimana strategi guru bahasa Inggris dalam mengajarkan keterampilan menulis di kelas?
5. Bagaimana guru bahasa Inggris menerapkan/mengaplikasikan strategi dalam mengajarkan keterampilan menulis?
6. Apa kelebihan dan kekurangan dari strategi yang digunakan?
7. Apakah guru bahasa Inggris melakukan persiapan mengajar sebelum menerapkan strategi?
8. Apakah paten guru bahasa Inggris menggunakan strategi ini?
9. Apakah ada kombinasi strategi lain yang digunakan guru dalam mengajar writing?
Jika ada, strategi apa yang digunakan?
10. Menurut Ibu, bagaimana kemampuan siswa setelah menggunakan strategi tersebut?
11. Apakah Ibu, memberikan tugas rumah pada kegiatan akhir pembelajaran writing?

12. Menurut Ibu guru, kendala apa saja yang dihadapi dalam mengajar menulis di kelas?
13. Apakah selama strategi ini diterapkan dalam proses pembelajaran, mempengaruhi nilai dan hasil belajar siswa?

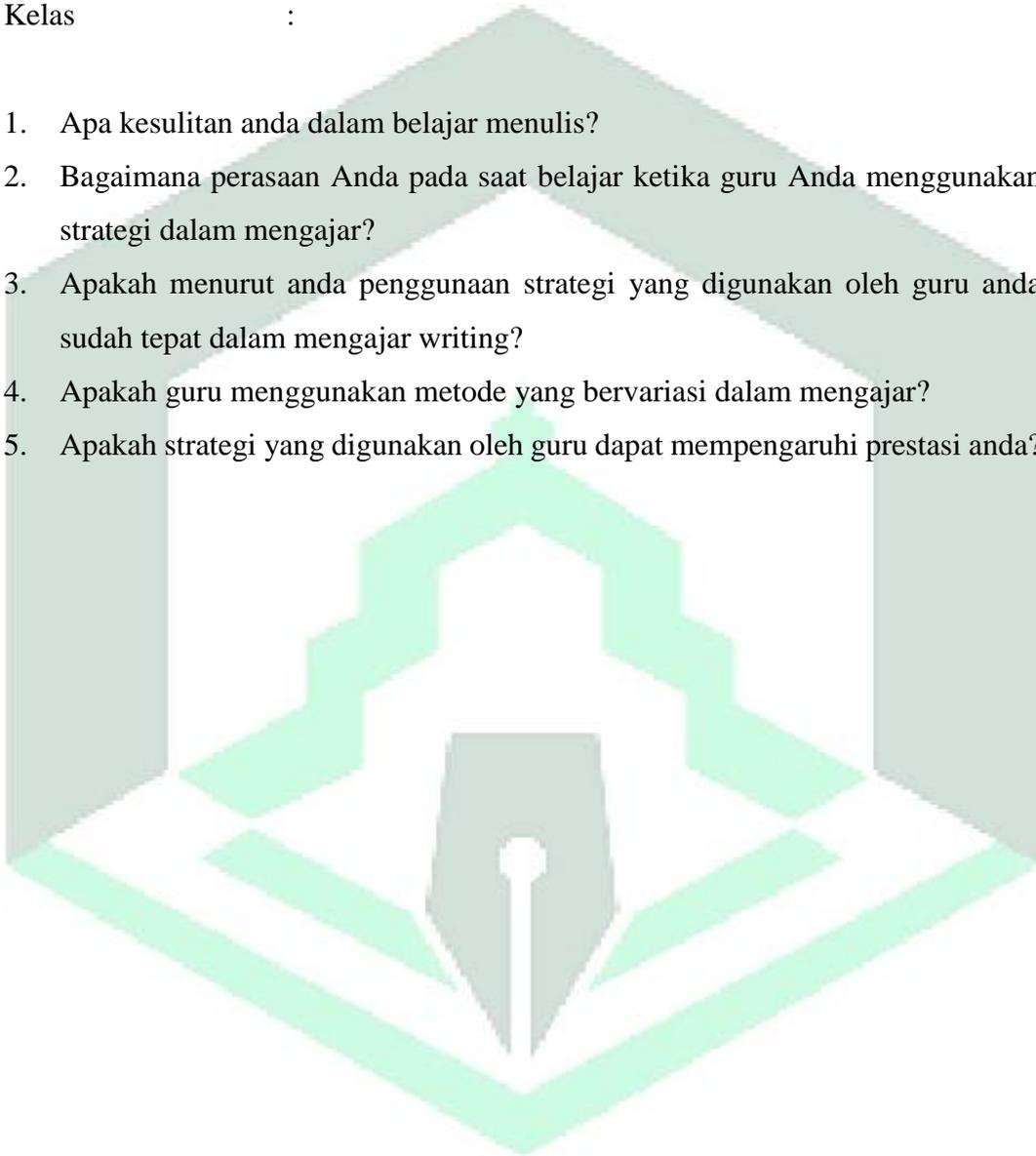


APPENDIX II**PERTANYAAN WAWANCARA UNTUK SISWA**

Nama Lengkap :

Kelas :

1. Apa kesulitan anda dalam belajar menulis?
2. Bagaimana perasaan Anda pada saat belajar ketika guru Anda menggunakan strategi dalam mengajar?
3. Apakah menurut anda penggunaan strategi yang digunakan oleh guru anda sudah tepat dalam mengajar writing?
4. Apakah guru menggunakan metode yang bervariasi dalam mengajar?
5. Apakah strategi yang digunakan oleh guru dapat mempengaruhi prestasi anda?



APPENDIX III

Transkrip Hasil Wawancara Guru Kelas VIII/7 SMPN 8 Palopo

- Tanggal : Kamis, 01 Desember 2022.
- Informan : Nurmayanti J. Tamrin, S.Pd.
- Tempat : Ruang Kelas VIII/7 SMPN 8 Palopo
- Uraian : Dalam wawancara ini peneliti secara khusus menghadap guru kelas VIII. Wawancara difokuskan pada seputar strategi mengajar guru, cara pengaplikasian strategi dan masalah yang dihadapi dalam pembelajaran materi writing.
- Peneliti : Selamat pagi ibu, saya mahasiswa dari IAIN Palopo. Sebelumnya perkenalkan nama saya Dwi Lestari dari Prodi Pendidikan bahasa Inggris semester IX. Saya ingin melakukan penelitian skripsi di SMPN 8 Palopo, khususnya di Kelas VIII. Tujuan saya bertemu ibu, ingin menanyakan beberapa hal kepada Ibu. Apakah ibu bersedia untuk di wawancarai?
- Guru : iya.
- Peneliti : Terimakasih ibu. Baiklah saya mulai dengan pertanyaan pertama. Pertanyaannya yaitu keterampilan apa yang ibu gunakan dalam mengajar writing dalam kelas?
- Guru : Ee.. keterampilan yang saya gunakan dalam mengajar writing dalam kelas itu ee.. yang pertama menggunakan gambar atau using pictures, ee.. using readings, ee.. using providing comprehensible input, dan using dictionary. Jadi... ada satu, dua, empat, ada empat macam keterampilan yang saya gunakan dalam mengajar.
- Peneliti : Ee... kemudian mengapa ibu menggunakan strategi tersebut, ee... seperti using pictures, using readings, using providing comprehensible input dan using a dictionary?
- Guru : Ee... karena mengapa saya menggunakan strategi using picture atau ee.. kenapa saya menggunakan ee... semua strategi tersebut ee... dikarenakan yang pertama, saya menggunakan using pictures karena strategi tersebut dapat membantu siswa dalam melatih writing skillnya mereka, meningkatkan fokusnya mereka, grammarnya mereka dan idiomnya serta dapat membantu lebih banyak kosakata baru buat mereka. Yang kedua, em.. adapun saya menggunakan ee.. strategi using readings ee.. dimana strategi tersebut dapat membantu skillnya siswa dalam reading. Dimana bisa membantu mereka mendapatkan kosakata

baru dan melatih pengucapan atau pronunciation mereka atau siswa tersebut ee.. dalam bahasa Inggris. Biar lebih fasih, lebih lebih bagus lagi begitu. Ee.. yang berikut ee.. mengapa saya menggunakan ee.. using providing comprehensible input, ee.. dikarenakan ee.. untuk mendapatkan feedback atau biasa kita sebut dengan ee.. umpan balik dari siswa agar ee... siswa tersebut lebih aktif dalam kelas, lebih aktif lagi dalam ee... pelajaran writing tersebut yah. Next, adapun saya menggunakan ee.. strategi using a dictionary dimana memudahkan ee.. tersebut mencari ee.. kata bahasa Inggris atau kosakata bahasa Inggris e.. serta menambah ee.. kosakata baru buat mereka. Ee... jadi, ee.. dikeempat strategi tersebut saya menggunakan semua strategi tersebut ee.. agar membantu siswa dalam memahami materi ee.. yang diberikan sehingga ee.. dapat mencapai hasil yang lebih optimal, terimakasih.

Peneliti : Pertanyaan selanjutnya, selain menggunakan strategi seperti using pictures, using readings, using providing comprehensible input dan using a dictionary, mengapa tidak menggunakan strategi lain seperti misalnya brainstorming atau story-telling pada writing skill?

Guru : Ee... mengapa saya tidak menggunakannya ee... dikarenakan waktu mengajar yang terbatas atau ee.. waktu yang tidak mencukupi atau cukup sehingga tidak digunakan strategi tersebut.

Peneliti : Kemudian, bagaimana strategi ibu dalam melakukan persiapan mengajarkan ee... keterampilan menulis?

Guru : Ee... strategi dalam mengajar keterampilan menulis itu, ee... menurut saya itu ee... ada dua yang saya gunakan yang pertama itu em... dimana seorang guru harus memiliki skill atau kemampuan komunikasi yang baik sehingga apa yang disampaikan kepada siswa atau diajarkan ee.. dapat mencapai hasil yang diinginkan. Adapun strategi kedua yaitu ee.. dimana guru bisa memfasilitasi siswa dengan media untuk menulis.

Peneliti : Kemudian, bagaimana ibu menerapkan atau mengaplikasikan strategi tersebut dalam mengajarkan keterampilan menulis?

Guru : Ee... adapun pengaplikasian strategi dalam mengajarkan keterampilan menulis itu, seperti tadi saya sudah sebutkan ada empat yang saya gunakan yang pertama yaitu using pictures/menggunakan gambar, adapun penerapannya itu dimana ee.. saya menjelaskan materinya. Yang kedua, saya membagi siswanya dalam beberapa kelompok kemudian membagi lembarannya ee.. berupa beberapa gambar soal kemudian ee.. siswa berdiskusi dengan teman kelompoknya, dimana mereka ee.. menulis jawab dari lembar pertanyaan yang dibagikan mengenai materi yang telah diajarkan, dimana cara ini bisa membantu siswa melatih ee khususnya dalam skill writingnya mereka. Adapun skill tersebut bisa ini ya bisa meningkatkan ee.. fokusnya mereka dalam grammar, idiom, dan ee.. menambahnya atau bertambahnya kosakata baru mereka. Yang keua, keterampilan atau strategi yang saya gunakan itu adalah ee.. menggunakan

bacaan yah. Ee.. dimana penerapannya itu ee.. itu saya sebagai guru menunjuk beberapa siswa kemudian ee.. satu persatu siswa itu membacakan hasil jawaban dan tugas yang saya berikan dimana cara ini membantu mereka meningkatkan skillnya mereka khususnya dalam writing dan readingnya mereka dimana ee.. kosakata mereka itu bisa bertambah serta ee.. melatih pengucapannya mereka dalam bahasa Inggris. Adapun ee.. keterampilan yang saya gunakan yaitu ee.. menggunakan atau using providing comprehensible input yaitu dimana saya sebagai guru menggunakan dua bahasa dalam menerapkan materi saya yaitu mengcombine antara bahasa Inggris dan bahasa Indonesia. Dimana saya sebagai guru memberikan instruksi dalam bahasa Inggris kemudian kembali lagi menggunakan bahasa Indonesia agar siswa mengerti apa yang saya jelaskan, apa yang saya instruksikan kepada mereka sehingga saya sebagai guru bisa mendapatkan feedback dari mereka. Adapun strategi keempat yang saya gunakan yaitu ee.. using a dictionary/menggunakan kamus yang mana penerapannya itu ee.. saya sebagai guru selalu dan selalu dan selalu menyuruh siswa agar membawa kamus setiap pembelajaran bahasa Inggris. Dimana memudahkan mereka ee.. mencari kosakata atau kata bahasa Inggris yang baru mereka ketahui ee.. seperti itu.

Peneliti : Pertanyaan selanjutnya, apa saja kelebihan dan kekurangan strategi seperti ee.. using pictures, using readings, using providing comprehensible input and using dictionary selama mengajar ee.. writing skill?

Guru : Ee.. adapun ee.. kelebihan dan kekurangan dari strategi tersebut yaitu kelebihan dari ee.. using pictures atau menggunakan gambar yaitu dimana siswa dilatih untuk berpikir secara logis, sistematis serta memotivasi mereka untuk belajar dan lebih berkembang. Adapun kekurangannya yaitu ee.. memakan ee.. banyak waktu yah ee.. karena tidak semua siswa memiliki pemahaman yang sama, begitu. Yang berikut ee.. kelebihan dari using readings atau membaca yaitu kelebihanannya yah, kelebihan using readings yaitu lebih mudah diserap oleh siswa dan lebih mudah siswa memahami informasi dan membantu ee mereka dalam ee.. meningkatkan pengucapan atau pronunciation bahasa Inggrisnya mereka. Ee.. adapun kekurangannya, yaitu ee.. masih memakan waktu banyak yah karena tidak semua siswa memiliki pemahaman yang sama, yah itu. Ee.. next, adapun kelebihan dari using providing comprehensible input ee.. yaitu dimana dilatih lebih aktif dalam ee.. pembelajaran bahasa Inggris dan dimana kita bisa mendapatkan ee... feedback atau umpan balik dala kelas. Ee.. adapun kekurangannya, dimana siswa itu terkadang tidak percaya diri untuk aktif untuk tampil ee.. apabila mereka disuruh yah ee... dalam kelas begitu, seperti itu. Next kelebihan yang terakhir yaitu, ee.. kelebihan dalam menggunakan kamus atau using a dictionary ee.. dimana ee.. memudahkan siswa dalam mencari kosakata yang mereka tidak ketahui ee... dimana mereka ee.. bisa mengetahui arti kosakata baru yang disuruh atau diajarkan untuk mereka cari dalam kamus tersebut. Adapun kekurangannya yaitu, dimana tidak semua siswa memiliki kamus sehingga ee.. menyulitkan siswa menemukan arti kosakata ee... adapun

juga itu siswa, ada beberapa siswa ya yang belum tahu cara menggunakan kamus ya, jadi kita sebagai guru bahasa Inggris mengajar mereka untuk cara menggunakan kamus begitu. Adapun lagi itu, saya selaku guru selalu ee.. mengajak siswa untuk setiap pembelajaran bahasa Inggris bawa kamus, bawa kamus. Mereka punya kamus tapi tidak dibawa ke sekolah. Jadi itulah kelebihan dan kekurangannya dari penggunaan kamus, ya seperti itu ya dek yah terimakasih.

Peneliti : Pertanyaan selanjutnya ee.. apakah ibu melakukan persiapan mengajar sebelum menerapkan strategi tersebut?

Guru : Iya ee.. pastinya sebagai guru itu ee.. sebelum mengajar pasti membutuhkan beberapa persiapan sebelum mengajar. Agar tujuan pembelajaran dapat secara optimal seperti ee.. pembuatan rpp, perangkat pembelajaran, membuat media pembelajaran, mendesain penilaian dan mereview materi-materi yang akan diajarkan, iya mungkin seperti itu.

Peneliti : Ee.. apakah guru paten menggunakan ee.. strategi tersebut?

Guru : Iya, saya paten dan saya selalu menggunakan metode tersebut dalam ee.. dalam meningkatkan writing skillnya siswa.

Peneliti : Iya, pertanyaan selanjutnya. Apakah ada kombinasi lain yang digunakan guru dalam mengajarkan writing? Jika ada, strategi apa yang digunakan?

Guru : Ee.. jadi, ee.. ada ya. Adapun ee.. beberapa kombinasi yang saya gunakan yaitu ee.. saya menggunakan LCD setiap saya mengajar ee.. dimana itu memudahkan juga mereka menyerap materi yang diberikan. Jadi kita sebagai guru itu sudah menyusun media pembelajaran, membuat kedalam power point, memantulkan mi ee.. pelajaran atau materi saya itu menggunakan LCD, jadi memudahkan saya juga untuk ee.. mengajar menerangkan ya. Terus ee.. adapun strategi yang saya gunakan yaitu saya membuat mereka berkelompok/making groups, jadi saya buat mereka kedalam beberapa kelompok ee.. lalu saya memberikan mereka beberapa tugas/writing tasks ya kayak gitu. Ee.. cara penerapannya, seperti tadi yang sudah dijelaskan yah ee... inimi menggunakan LCD kah, baru sa kasihmi materiku, sa jelaskan mi, sa bagi mi kedalam beberapa kelompok sehingga ee.. siswa aktif.

Peneliti : Kemudian, ee... menurut ibu, bagaimana kemampuan siswa setelah menggunakan strategi tersebut?

Guru : Oh, alhamdulillah setelah menggunakan ee.. beberapa strategi tersebut memudahkan siswa ya pastinya dalam memahami materi yang diberikan, memudahkan mereka juga dalam ee.. mengerjakan tugas terkait writing, kayak gitu.

Peneliti : Kemudian, ee.. apakah ibu memberikan tugas rumah pada kegiatan akhir pembelajaran writing?

Guru : Ya tugas ee.. yah saya memberikan tugas yah ee.. setiap akhir pembelajaran writing, dimana siswa bisa membiasakan dirinya mereka dan melatih writing skillnya mereka dan ee.. kembali mereview materi yang diberikan di sekolah, seperti itu.

Peneliti : Kemudian ee.. apa kendala yang ibu hadapidalam mengajar menulis dikelas?

Guru : Kendalanya itu dalam mengajar menulis itu, ada banyak sih sebenarnya. Yang pertama itu ee.. kurangnya kosakata siswa, terutama dalam grammar dalam meningkatkan skill writingnya mereka.

Peneliti : Kemudian, apakah selama strategi yang diterapkan dalam proses pembelajaran mempengaruhi nilai dan hasil belajar siswa?

Guru : Ya setelah saya sebagai guru bahasa Inggris menerapkan strategi tersebut, alhamdulillah sangat berpengaruh yah ke siswa dan ee.. memudahkan mereka menyelesaikan setiap tugas writing yang diberikan. Jadi, alhamdulillah terakomodir semua begitu.

Peneliti : Terimakasih atas partisipasinya ibu dalam penelitian saya. Terimakasih ibu.

Guru : Iya, sama-sama.



Transkrip Hasil Wawancara Siswa Kelas VIII/7 SMPN 8 Palopo

- Tanggal : Rabu, 23 November 2022.
- Informan : Eveline.
- Tempat : Ruang Kelas VIII/7 SMPN 8 Palopo.
- Uraian : Dalam wawancara ini peneliti secara khusus mewawancarai langsung siswa kelas VIII/7.
- Peneliti : Siapa namata?
- Siswa : Eveline.
- Peneliti : Apakah anda bersedia untuk diwawancarai?
- Siswa : Iye.
- Peneliti : Baiklah, saya memulai dengan pertanyaan pertama. Pertanyaannya yaitu, apa kesulitan anda dalam belajar menulis?
- Siswa : Ee.. kadang kalu misalnya terlalu cepat guru menulis dipapan tulis kadang kayak kesulitan dalam mengejar.
- Peneliti : Kemudian, bagaimana perasaan anda pada saat belajar ketika guru anda menggunakan strategi dalam menulis?
- Siswa : emm.. senang karena strategi yang digunakan guru memudahkan saya memahami materi yang diberikan.
- Peneliti : Apakah menurut anda, penggunaan strategi yang digunakan guru anda seperti sudah tepat dalam mengajar writing?
- Siswa : Tentu sudah.
- Peneliti : Apakah guru menggunakan metode yang bervariasi dalam mengajar?
- Siswa : ee.. kadang guru biasa melakukan metode yang bervariasi seperti menggunakan LCD.
- Peneliti : Apakah strategi yang digunakan guru dapat mempengaruhi prestasi atau nilai anda?
- Siswa : Iya, tentu.
- Peneliti : Oke, thank you.
- Siswa : Iya kak.

APPENDIX IV

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 4(1)

Sekolah : SMP Negeri 8 Palopo
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ Ganjil
 Materi Pokok : *Teks Interaksi Interpersonal*; Menyuruh, mengajak, meminta ijin, serta menanggapi
 Alokasi Waktu : 2 x 40 Menit

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi ungkapan yang digunakan untuk ungkapan menyuruh dalam bahasa Inggris
 - Mengidentifikasi ungkapan yang digunakan untuk mengajak
 - Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam bahasa Inggris

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan:** Penggaris, spidol, papan tulis, Laptop & infocus
- ❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Palopo, 11 Juli 2022

Mengetahui
Kepala Sekolah SMPN 8 Palopo

HL SITTI HADJAH, S.Pd.,M.Pd
NIP 19700101 199702 2 008

Guru Mata Pelajaran

NURMAYANTI J TAMRIN, S.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) 3(1)**

Sekolah : SMP Negeri 8 Palopo
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ Ganjil
 Materi Pokok : *Teks Interaksi Transaksional*, Memberi dan meminta informasi terkait keharusan, larangan, dan himbauan
 Alokasi Waktu : 2 x 40 Menit

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan himbauan
 - Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan
 - Mengidentifikasi unsur kebahasaan dalam teks

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan:** Penggaris, spidol, papan tulis, Laptop & infocus
- ❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris *When English Rings a Bell*, Kelas VIII, Kemendikbud, Revisi Tahun 2017

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan.</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan.</i>
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan.</i>
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Palopo, 11 Juli 2022

Mengetahui
 Kepala Sekolah SMPN 8 Palopo

Hj. SITI HADIJAH, S.Pd., M.Pd
 NIP. 19700101 199702 2 008

Guru Mata Pelajaran

NURMAYANTI J. TAMRIN, S.Pd

APPENDIX V

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum.
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN (Institut Agama Islam Negeri) Palopo

Telah membaca instrumen penilaian berupa pedoman wawancara untuk wawancara yang akan digunakan dalam penelitian skripsi dengan judul "*Teachers Strategies in Teaching Writing Skill at Eighth Year Students Of SMPN 8 Palopo*" oleh peneliti:

Nama : Dwi Lestari
Program Studi : Pendidikan Bahasa Inggris
NIM : 18 0202 0065

Setelah memperhatikan instrumen yang telah dibuat, maka adapun saran dan masukan untuk instrumen tersebut adalah:

Layak digunakan dengan revisi kecil

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan:

Palopo,

Validator,



Dr. Masruddin, S.S., M.Hum.
NIP. 19800613 200501 1 005

*coret yang tidak perlu

**LEMBAR VALIDASI INSTRUMEN PEDOMAN
WAWANCARA UNTUK GURU**

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Tujuan lembar pedoman wawancara dinyatakan dengan jelas					✓
	c. Penyampaian isi pedoman wawancara mudah dipahami				✓	
II	Aspek Cakupan (Isi)					
	a. Butir-butir pedoman wawancara mencakup data yang berhubungan dengan tujuan penelitian.				✓	
	b. Butir-butir pertanyaan pedoman wawancara mencakup data yang berhubungan dengan strategi guru dalam pembelajaran writing skill materi sesuai dengan benar.				✓	

c. Butir-butir pertanyaan pedoman wawancara mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.				✓	
III	Aspek Bahasa				
a. Butir-butir pertanyaan pedoman wawancara dirumuskan dalam bahasa Indonesia yang baik dan benar.				✓	
b. Butir-butir pertanyaan pedoman wawancara dirumuskan dalam bahasa Indonesia yang efektif.				✓	
c. Butir-butir pertanyaan pedoman wawancara dirumuskan dalam bahasa Indonesia yang efisien.				✓	
d. Butir-butir pertanyaan pedoman wawancara dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden (guru).				✓	

C. Komentar

.....

.....

.....

.....

.....

D. Saran

.....

.....

.....

.....

E. Kesimpulan

instrumen pedoman wawancara ini (lingkari salah satu pilihan)

1. tidak dapat digunakan
- ② dapat digunakan
3. dapat digunakan dengan perbaikan sebagai berikut:

.....

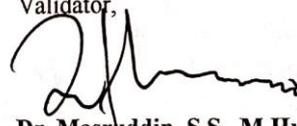
.....

.....

.....

Palopo,

Validator,



Dr. Masruddin, S.S., M.Hum.

NIP. 19800613 200501 1 005

APPENDIX V



1 2 0 2 2 1 9 0 0 9 1 3 4 5

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1345/IP/DPMPSTP/XI/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : DWI LESTARI
Jenis Kelamin : Perempuan
Alamat : Jl. Bitti Kota Palopo
Pekerjaan : Mahasiswa
NIM : 18 0202 0065

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

TEACHER'S STRATEGIES IN TEACHING WRITING SKILL AT EIGHT YEAR STUDENT OF SMPN 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO
Lamanya Penelitian : 14 November 2022 s.d. 14 Desember 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 14 November 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK, K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan

1. Kepala Bidang Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

APPENDIX VI



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO
Alamat : Jl. Dr. Ratulangi No. 66 Balandai Palopo ☎ (0471) 22921



SURAT KETERANGAN PENELITIAN

Nomor: 421.3/021/SMPN.8/1/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : DWILESTARI
Tempat / Tgl Lahir : Kasuumeto, 6 Agustus 1999
NIM : 1802020065
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Bitti

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 14 November S.D 14 Desember 2022, untuk kepentingan penulisan Skripsi dengan judul "TEACHER'S STRATEGIES IN TEACHING WRITING SKILL AT EIGHT YEAR STUDENTS OF SMPN 8 PALOPO".

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 3 Januari 2023



MADJAH, S.Pd.,M.Pd

NIP. 19700101 199702 2 008

APPENDIX VIII

DOCUMENTATION

Wednesday, 16 november, 2022



Figure 1: The teacher gives an explanation of the material.



Figure 2: The teacher explain the tasks.



Figure 3: The teacher controlled class.



Figure 4: The teacher using readings.

Thursday, 17 november, 2022



Figure 6: The teacher gives an explanation of the material and controlled class.



Figure 7: The students do the tasks given.



Figure 8: The teacher using readings.

Wednesday, November 23, 2022



Figure 9: The teacher gives an explanation of the material.



Figure 10: The teacher explain the tasks and controlled class.



Figure 11: The students do the tasks given.

The following table is an example of asking permission, giving permission and refusing to give permission.

Asking Permission	Giving Permission	Refusing to Give Permission
<p><i>Asking permission</i> merupakan kalimat meminta izin, dan <i>giving permission</i> yaitu kalimat memberi izin.</p> <p>Contoh:</p> <ul style="list-style-type: none"> • Could I ...? (Bolehkah saya ...?) • Would you mind if ...? (Apa Anda keberatan jika ...?) 	<p><i>Giving permission</i> adalah pemberian izin atas permintaan izin dari orang lain.</p> <p>Contoh:</p> <ul style="list-style-type: none"> • No problem. (Tidak masalah) • It doesn't bother me any. (Aku tidak merasa keberatan) 	<p><i>Refusing to give permission</i> adalah bentuk penolakan dari permintaan izin.</p> <p>Contoh:</p> <ul style="list-style-type: none"> • That's not a good idea • I'm afraid, but you can't

Task 8

Match the conversation asking permission and giving permission and denying permission request below with the picture.

A: Can I take your eraser?
B: Of course.

A: Can I borrow your hijab?
B: Of course.

A: May turn off the lights?
B: Of course.

A: Can I take photographs?
B: Sorry you may not.

1
2
3
4
Picture

7

Task 9

Match the correct sentences when you asking permission, giving permission, and refusing to give permission

You want to go with your friends

You ask your friend to take a picture

You don't mind people sitting next to you

You want to go home with your friends

You don't want to go out with your friends

I don't mind, it's okay

May I go with my friends?

Can you take a picture of me on my birthday?

Unfortunately, I have to say no

Would you mind if I go home with you?

Task 10

Make a sentence asking for permission according to the picture below.

1. You want to use the toilet.

TOILET

2. You want to use the computer.

3. You want to sit.

4. You want to ask a question.

8

Figure 22: The tasks.

Wednesday, November 23, 2022



Figure 14: The researcher interviewed students

Thursday, December 01, 2022



Figure 13: The researcher interviewed teacher.