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## An Analysis Of Writing Teaching Strategies by English Teacher In Junior High School

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### Article History:

Received: 20 Januari 2022

Revised: 31 Januari 2022

Accepted: 01 Februari 2022

**Keywords:** Skills, Teacher, Writing Teaching Strategies

***Abstract:** The purpose of this study was to analyze how writing teaching strategies by teacher in junior high school students. Based on some observations it is difficult to write texts because they have mastery of words and confidence in expressing ideas in written form. Using qualitative descriptive methods and tending to use student writing analysis and identify teacher difficulties in teaching writing in junior high school. The results of this study found that the teacher's ability to improve students' writing skills was more or less below average. This means that the writing skills of junior high school students are included in the poor category. In addition, the limited vocabulary mastery for students is one of the teacher's difficulties in teaching writing. Overall, this research was quite challenging to do because it not only had to understand teaching writing strategies but also because the epidemic situation made data collection difficult.*

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## INTRODUCTION

English is an international language which extensively used by many people around the arena to communicate with each other. English has a massive contribution in Acco people to enhance their understanding and capabilities in diverse fields, such as education, tourism, religion, generation, and global financial system. with the aid of those reasons, Indonesia, as a growing u. s. a . determined English as the first foreign language and placed it as one of the obligatory topics within the formal faculty from the junior excessive college to university tiers. it can be concluded that writing is a language talent this is used as a communicate device that serves to pour out normal mind and feelings through graphic symbols so that it can be understood by way of others. through writing, we will explicit ourselves definitely.

Writing is a creative process of putting ideas in the form of written language for the cause of, as an instance, telling, convincing, or exciting. The result of this creative technique is generally referred to as essay or writing. both terms discuss with the same outcomes even though

there may be an opinion announcing the 2 terms have extraordinary meanings. Writing is a basic language skill that requires most of the help from the teacher to develop it (Vakili & Ebadi, 2019; Xie, 2017).

A few human beings locate writing hard and to do it requires special talent. truly no! Writing it is easy and maybe executed through everybody. best, on the way to preserve to develop writing competencies, one needs to have the desire and exercise of writing itself. without a sturdy will and area to maintain training, sincerely you cannot triumph over the obstacles that regularly arise in writing.

Writing is an opportunity manner to speak with others in written form. Harmer (2004:79) states that writing is a form of communicate to deliver an idea or to specific feeling thru written form. It means that writing can emerge as a device of self expression, by writing we will specify and proportion our feeling to the reader.

In English mainly writing, many troubles that want to be expected include vocabulary mastery, potential to apply tenses, the capacity to understand the sorts of tenses, and most importantly motivate themselves to no longer be lazy to put in writing in technique text reveals that writing is a graphic symbol that represents language that can be understood by other Lado in Elina Syarif, Zulkarnaini, Sumarno (2009: 5).

in accordance Mark and Kathy Anderson (1998:28) to We normally locate many kinds of textual content in our day by day lifestyles. One of these texts is manner text which is an instructional text that describes a way to make something or how a collection of sequenced steps or phases. Mark and Kathy Anderson via their ebook text types in English 3 defined a system text as a place of text that tells the readers or listener a way to do something, for making something, doing something, or getting someplace.

Among the four language skills, namely "reading", "listening", "speaking" and "writing". The most difficult skills for second or foreign learners to master" is "writing" (Richards & Renandya, 2002: 303). The trouble of writing especially writing in English taught to be overcome. mistakes or omissions in gaining knowledge of writing abilities at the junior stage will affect them in the future. the writer seeks to provide answers to triumph over the issues confronted via students by using providing a studying method that is with the aid of the usage of the picture collection.

Based totally on the historical past take a look at the above, the troubles diagnosed are a few human beings discover writing hard and to do it calls for unique talent. clearly no! Writing it is straightforward and may be performed by everybody. simplest, a good way to continue to expand writing competencies, one should have the desire and practice of writing itself. without a robust will and subject to preserve working towards, truly you can not triumph over the barriers that frequently rise up in writing.

In English specifically writing, many problems that want to be anticipated encompass vocabulary mastery, potential to use tenses, the ability to understand the forms of tenses, and most significantly motivate themselves to now not lazy to write. writing is a complex thing the process of writing is putting ideas on paper to turn thoughts into words. Poem ideas or mind is an abstract thing that comes from our mind, and it is not easy to turn it into understandable or readable form. Brown (2001:336)

From all of the above statistics then the writer is very fascinated to behavior and academic studies by way of raising the identity " Analysis Of Writing Teaching Strategies by English Teacher In Junior High School".

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## METHOD

The research methodology or strategy is determined by the nature of the research and the subject being sought (Denzin and Lincoln 2005). The results of the research format used in the investigation should be seen as a tool for answering the research question. This thesis aims to explore and understand the meanings constructed by the participants. The method of data collection is by the teacher filling out a questionnaire that has been given to the teacher regarding the Analysis of Teaching Writing Strategies by English Teachers in Junior High Schools. This research is not aimed at the ultimate truth about the research topic but rather to assess a certain way of looking at and obtaining meaning for the phenomenon under study. The qualitative research approach is a methodology because this approach strengthens the understanding and interpretation of the meaning and intention of human interaction.

The purpose of this study was to analyze the strategy of teaching writing by English teachers in junior high schools. Various methods can be applied in solving the problem. It is very important to describe the methods to be used when conducting the research. A research method is defined as a way to achieve research objectives. Based on the research objectives, the method applied here must be relevant to the research problem. Population and Sample

- a. Population-Based on the above definition, the population of this study are teachers in different junior high schools.
- b. Sample In this study, the researcher selected 10 junior high school teachers.

## FINDINGS AND DISCUSSION

The data that has been collected using online survey techniques are described in this section. The findings of this study are about the teacher's strategies in teaching English that improve students' writing skills.

### Finding

After knowing the data collected through an online survey, the researcher found out what strategies most junior high school teachers used to teach writing. Before teaching and learning, the teacher prepares lesson plans, especially the strategy. The strategies used by the teacher are:

#### A. Discussion groups

The first strategy used by the teacher to teach writing is group discussion. In this strategy, the teacher first instructs the students to make groups, one group consists of 3 to 4 people, after that the teacher explains to the students. After finishing the explanation, the teacher instructs the students to write. All members work together to make English writing.

#### B. Look Dictionary

In this strategy, every student must bring a dictionary, the teacher always advises students to bring a dictionary, because the teacher wants students to be active, look for unknown meanings and look at the dictionary more often. When the teacher gives writing assignments such as making paragraphs, students can look up in the dictionary what knowledge means. This strategy can help students to enrich their dictionaries.

#### C. Writing Diary

In the last strategy, the teacher asks students to prepare an interesting notebook or can be decorated in such a way, then in the book they can write about what activities they have been through in one day in English.

**Discussion**

The teacher has a lesson plan before teaching, in the lesson plan there is a strategy in learning, "The learning strategy determines the approach chosen by the teacher to achieve the learning objectives" (Abdullah Sani, Ridwan: 2019)

**a. Discussion group**

In this strategy, the teacher instructs students to create discussion groups, and then the teacher explains to students the material about descriptive text, the teacher explains in front of the class the definition of descriptive text, generic structure, characteristics, and provides examples of descriptive text. After the explanation is finished, the teacher gives the task to the students to write a descriptive text in the group discussion. In group discussions, students understand what descriptive text is, with all the rules and characteristics of writing descriptive text with a generic structure, in group discussions students work together and help each other, if one of their friends doesn't understand yet, the other friend will try to explain back and the teacher will give directions to the students. In group discussions, students look more active and enthusiastic, they feel the tasks given are easier because they are done together and they are easier to understand the lesson.

Based on several respondents, namely, Maam Adelina Ginting S.S, Nova Helida Sagala, S.Pd and Wina Maria Simbolon, S.Pd: "Group discussions make learning more fun and easy because students find it easy to do assignments and can ask their friends over and over again without being embarrassed". Sometimes some students feel embarrassed to ask the teacher, they do not understand what the teacher is explaining but they are shy to ask questions, in group discussions students will not feel ashamed to ask their fellow students. Group discussions make students more active and enthusiastic because the atmosphere created will be comfortable and the work done together makes them motivated.

Based on the results of a survey with Sir Alexander Manullang, S.Pd stated: "some students who I teach in learning with group discussion strategies, they feel happier and the burden of learning becomes less pronounced". The group discussion strategy has a positive impact on learning, students become more enthusiastic in the teaching and learning process and students understand the lesson more easily because they can discuss each other without feeling shy to ask questions. When students feel comfortable in the learning and teaching process, the material will be easily accepted. In group discussions students will be motivated by the enthusiasm of their other friends to learn, so they will feel the same energy in the teaching process.

**b. Look Dictionary**

The strategy of looking at this dictionary, most teachers definitely do this, including several other respondents from the online research survey that we have done, namely Miss Mikha Tambunan, S.Pd, Esterina Sipahutar, S.Pd, and Margaret Siahaan, S.Pd always reminding their students to always carry a dictionary for each subject, Miss Esterina Sipahutar, S.Pd said in a review contained in an online research survey: "I always ask students to bring a dictionary for each English subject, because with a dictionary students can be trained to look for unknown meanings and make them more active in learning. looking for a dictionary".

**c. Writing Diary**

This strategy writing Diary has been carried out by Shinta Laoly, S.Pd, Monalisa Simajuntak, S.Pd, and Ramauli Sinaga, S.Pd. They said that using this strategy attracts

students' attention more in writing, especially with the media of books that have been decorated in such away.

Based on the results of interviews and observations, the researchers discussed. The research objects are second-year students and second-year English teachers. The research only focused on the second grade. Writing is an important skill for learning English as a foreign language. Bello (1997) pointed out that when learners try to use words, sentences, and other writing elements to effectively convey their ideas and reinforce the grammar and vocabulary they learn in class, writing can improve language acquisition.

According to an interview with Ms. Wina Maria Simbolon, S.Pd, she said: "Writing is an important skill. Writing teaching requires lesson plans. Strategies are needed to make students more focused, distracting, and focus on understanding writing courses and writing. Strategies to make students active". Researchers use online research survey techniques to collect data. Researchers act as observers (writing) in English subjects. The first teacher strategy is the discussion group. The discussion group strategy makes students enthusiastic about learning and actively participate in their activities. In the discussion strategy, students can ask other friends instead of being embarrassed by the teacher. Sometimes students will be embarrassed to ask what they don't know in their studies. Discussing strategies keeps students enthusiastic because they can work with friends. The last strategy is to look at the dictionary, which can be applied to group discussion strategies.

Students are more active with this strategy because they are keen to search for unknown meanings. But sometimes students do not bring dictionaries. This strategy enables students to check the dictionary more frequently. The strategies used by the teacher are very useful in learning writing and teaching. This strategy is included in 2 teaching strategies, namely: group discussion and dictionary lookup.

## **CONCLUSION**

Based on the research results, the researchers came to the following conclusions:

When teaching English subjects (writing), the teacher will use each strategy (group discussion, look dictionary and diary writing). This strategy makes the teaching and learning process less boring, more active, and enthusiastic, thereby attracting students' interest in writing.

Based on the research results, the researcher will give Ssme suggestions are as follows:

1. To the teacher
  - a. The Schools should provide every teacher with opportunities and support, and let them use various teaching media that help teachers and the learning and teaching process. Teachers should choose effective strategies that suit the materials.
  - b. The teacher should choose the effective variety of strategies that is appropriate to the material
  - c. Students have different abilities, creativity, and characteristics. So the teacher should understand what they need according to the difference of the students.
2. For students  
Students want to be more active in the learning and teaching process and be more creative

in writing English

3. For other researchers

The results of the research can be used as an additional reference for further research, different discussion areas of teaching strategies.

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