AN ANALYSIS OF ENGLISH TEACHERS' STRATEGIES IN TEACHING WRITING AT SMP NEGERI 3 BINTAN

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Abstract

Writing is not an easy skill to deal with or understand. As everything need strategies, also in writing an English text. The objective of this research was to know teaching writing strategies used by the teachers at SMP Negeri 3 Bintan in improving students' writing skill. This research used qualitative method and structured interview to collect the data. By the two methods, researcher presented the result by describing it into a good explanation in the form of words. The result showed that two English teachers at SMP Negeri 3 Bintan used Photography, Graphic Organizer and Story Staters as the strategies in improving students' writing skill.

Keywords: Teachers' strategies, writing, teacher strategies in teaching writing

I. Introduction

Writing is one of skill in learning English. Writing is an activity to pour out our idea, whether it is about opinions or facts. Writing is something that we always found in our daily life. Writers such as author, is the profession that specialized in writing, they would write various kinds of writing, which can be in either fiction (novels, short stories, etc.) or non-fiction (journal, articles, etc.). Writing is a behavioral activity that needs talents or intelligence because to write something we would need wide ideas and good grammar skills, which will be a challenge for some people. This opinion is supported by Widdowson in Khaerani (2015) who has written that writing is a physical productive activity. This opinion shows that writing activities produce symbols that contain information.

The previous research has been base of this research because the focus is same, strategy in teaching writing. However, there are some differences between these researches which have made this research unique. First, this research is an analysis. The research analyses facts to make the conclusion. Second, the participants of this research are Indonesians. The culture of the participant is different. Finally, the time of this research is different from the previous research.

In conclusion, this research is important and unique. It is because this research impacts teachers' strategies in teaching writing and the type of this research, time, and the participants are different. Thus, the researcher decides to do a further research entitled "Analysis of English Teacher Strategies in Teaching Writing at SMP Negeri 3 Bintan".

Concept of Teaching Strategies

Teaching strategies is a process to an achieve the teacher in teaching learning. Aswan et al, (2010) stated that teaching strategy is a teacher's plan in teaching in learning to achieve is purpose which has planned. In other word, teaching strategies are approaches to teaching students. The teacher has to applied the strategy to balance between the method which the teacher's used and way of the teacher's used to apply the material.

Concept of Teaching Writing

In research, some students' writers find it difficult to determine the topic when they want to write, they cannot finish writing paper because they run out of ideas. In this case, students need to absorb some information to understand a word, including how to combine words with other words. Therefore, the teacher must have a strategy to make students understand and overcome their problems. How teachers encourage students to achieve their goals and at other times to foster experience so students can learn to write. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable, (Harmer, 2008).

Concept of Writing

Writing is act of understanding what you write. This definition can simply state that the action is not simple to teach, learn or practice. Writing is a deliberate, active, and interactive process which happens before, during, and after someone has written something. People write for various reasons but understanding is always part of their purpose. Understanding writing is important because without writing, readers do not get any information from any text. Writing is ability to think and a process to understand meaning of any text.

Concept of English Teacher Strategies in Teaching Writing

According to Sudarsono and Arifin (2014), writing is considered as difficult skill to learn. It requires active thinking throughout a continuous productive process in which thoughts and ideas are transferred into written communication. Here are a few teaching strategies to help those struggling students and get them writing. The English Teachers' teaching steraties at SMP Negeri 3 Bintan used three strategies in learning at school.

1. Photography
   Can be used as a teaching strategy. Challenge students to look for their family photos, and look through books, novels, newspapers and essays to find a little inspiration to write.
2. Graphic organizer
   Try using historical story maps or short stories to motivate students and make them write
3. Story starters
   Give them story starters or writing (for example, making a favorite type of food, what ingredients and what is it called? Or a favorite vacation spot.
   strategies used by teachers to encourage learning

According to Nordin Mamat (2013) behaviour, pupils" behaviour and teacher"s response to inappropriate behaviour. Pupil"s behaviour observed including disruptive behaviour (responding negatively to teacher"s instruction/questions and disturbing other pupils such as discussing irrelevant matters with their friends), attentive behaviour (responding positively to teacher"s instruction/questions), initiating learning (asking the teacher a question, helping the teacher and friends in doing the given task) and uninvolved behaviour.

According Seyithan Demirdag to Wild & Trundle (2014) This teaching strategy is student-centered. By using this method, SLD can improve their skills of observing, measuring, classifying,

inferring, hypothesizing, engaging in controlled investigation, predicting, explaining, and communicating

According to Fadholi Ichsan Raharjanto (2016) Teacher Strategies in Teaching Writing Descriptive Text The strategies that teachers use in teaching writing descriptive text are make lessons visual and coorperative learning which the first teacher give photographs and then teacher divided into some group to discussion and ask to describe it. from three international journal studies that use how teachers do strategies in teaching students in the classroom.

Purpose of the Research the researcher determines the purpose of this research base on the research question. The purpose of this research is to know the strategies used by the teachers at SMP Negeri 3 Bintan in teaching writing.

II. Method

Research Design

In the case of schools is an English language teaching and learning activity. Researcher observe and describe the actual phenomenon clearly possible without manipulation in conducting research this design. Researcher do an interview with an English teacher. In this process the interview was requested by the researcher details about the strategies he used for his teaching. This researcher uses descriptive qualitative method to provide an overview of a condition in an objective method. The research method consists of, research instruments, data sources, data collection techniques, and data analysis techniques. Descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2008) . The research systematically described the fact and characteristics of teacher subjects in SMP Negeri 3 Bintan accurately.

Research Subject

The research kind of sampling in this research was cluster sampling which means how to choose research objects based on individual. In this case, the subject of this research was a teacher at SMP Negeri 3 Bintan, especially an English teacher. Researcher will interview English teachers in the form of questions and answers about teacher strategies in teaching writing. Bull (2011: 442) in the Oxford dictionary of learners who write the subject is being published.

Research Instrument

Research instruments are tools or facilities used by researcher to collect data obtained. The research results are better, more accurate, complete and systematic and easy to do in an instrument can be a questionnaire, observation, interview guidelines, and tests. In this study, the researcher used interviews is a conversation between two or more people and takes place between the interviewee and interviewer. Meanwhile, according to the definition of interview is a form of oral communication that is structured by two or more people in taking the topic discussed. The researcher's goal of the interview is to get the right information from the teacher who is the source to get the data. Interviews were conducted by conveying a number of questions from the researcher to the teacher. Sugiono, (2008:231) stated that interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.

Technique of Collecting Data

In collecting data, the researcher directly collected data from teachers from seventh grade students at SMP Negeri 3 Bintan. The data source is an interview of the English teacher strategies in teaching writing. In this study, researcher used qualitative data analysis techniques.

Technique of Analyzing Data

In this research, the researcher used a qualitative data analysis technique. The researcher used data analysis to know what the result of the analysis, because the researcher collecting data with interview guidance. Moleong (2010) states that " Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit".

According to Miles and Huberman in Sugiyono (2010), there are three major phrases of the data analysis: data reduction, data display and conclusion drawing.

1. Reduction of the data

According to Miles and Huberman (1994) in data reduction, mass data must be regulated and regulated completely or rearranged. This step is the process of reducing data which means summarizing chooses the main thing, focus on the things that are important. The researcher will choose the data that contains the interview. After that the researcher will discuss the data by analyzing the results of the English teacher interview.

1. Display of the data

According to Miles and Huberman (1994) on the screen, higher additional categories or themes can emerge from data reduction. In the next step, the researcher analyzes the data and presents it which shows the results of an English teacher interview at SMP Negeri 3 Bintan.

2. Drawing conclusion

According to Miles and Huberman (1994) drawing conclusions or interesting verification on the process of being able to answer research questions and test objectives. In this final step the data analysis is a conclusion. Here, researcher start to see what the data is. The researcher accesses and combines all of the categories found. Then analyze the results of the cloud conclusions.

III. Finding and Discussion

In this chapter, researcher begin to analysis data. The findings cover the analysis English teacher strategies in teaching writing and the results of interviews about strategies in teaching and learning process of writing. Researcher conducted the interviews techniques, and documentation to obtain data Analysis English Teacher Strategies in Teaching Writing.

Tables 4.1.1 (Teacher Interview)

No	Interviews question	Teacher 1 Meidya Ningsih, S.Pd.I	Teacher 2 Tri Wahyuni, S.S.
1	What do you think about writing?	I think writing is the activity of teaching learning process in the class that have to do many strategies to help students in writing.	Writing is the expertise of students in the learning process.
2	What do you know about teaching writing?	Writing is activities that will help students to be able to speak English well.	An activity to help the student in improve English skill.

3	How did you think about the class that you teach in terms of understanding in understand the material ?	I think, the students can understand the material by using the media in teaching and also strategy to deliver our materials for example: collaboration, demonstrations, etc	I Think we must make the class is to be condusif fun, and happy.
4	What do you think the techniques and the strategies are different?	I think, it is different. In the techniques of our teaching, it will be the strategies to help teacher to motivate and make the students understand the material. The technique is the way of teaching, besides the strategy is the trick to teach for helping students to understand our material.	Techniques are part of strategies.
5	What do you ever feel difficulties when tecahing writing ? If yes, explain your opinion.	When the students start to write, the students do not understand the structure of sentence and they also lack of vocabulary.	I ever strategies because less vocabulary that students have.
6	From the opinion of peha (2010) there are nine strategies teachers in writing, what do you use of the nine strategies?	I ever use some of the strategies. They are photography, Graphic organizer (in Past events), and Story starters	I use strategies Photography, Story Starters, Create a Name. Because I must also to class condition and material.
7	What do you these strategies are very potential for students in writing?	Yes. The strategies are very potential for helping students to start writing. It will open their mind to inspire their writing.	Because with strategies we will get to the goals of the study.
8	What strategy do you use when teaching writing?	Sometimes, I use the strategies to observe something, we do it out of the class. The strategy will help students to explore whatever the students see in their writing. The observation can do in a team or individually.	I use Photography, Story Starters, Create a Name.
9	What do you have a spesific strategy to build students' motivation to write?	Yes, I do. One of my strategies to build the students'' motivation that is using cards in teaching learning process. The card contains some words that	I use the strategy of giving a gift to a student success

10	What strategies do you often use when teaching writing?	Playing or arranging words in some cards. Teacher will give the cards at random. The students will find their friends that get some words to be going to arrange into a good sentence.	Play while Studying
11	What strategies that you use is effective to use in the classroom?	Yes, They are. The strategies is effective in the class. The students enjoy to follow the activity in the class	I can be seen from the results of students learning.
12	What tips do you to make your students like to write and like to learn some new vocabulary?	in the writing learning, we make the students enjoy with our explanation by brain storming. It can help students to be easy for writing what they want to write. For learning vocabulary, we can ask for students to observe and find something that they will try to find the words to add their vocabulary by themselves. It will help them to remind it easily.	I use learning model that appropriate or right with the material and learning objectives in using the media interesting.

Discussion

Researcher describe and discuss information collected in the results of previous studies based on an analysis of English teacher strategies in teaching writing. In an effort to make the teaching and learning process successful, especially in writing teaching, the teacher must consider several factors. Gowder (2016), says that teacher behavior has a strong influence on student improvement.

The first teacher teaching writing with several strategies. Researcher found that there are three strategies in teaching writing that the teacher uses "Photography, Graphic organizer, Create a Name. The first strategy is photography. The first teacher said that photography can help students to write. The second teacher said that the pottery strategies was used by the teacher when students had difficulty writing. The teacher needs to provide special assistance to students. n the process of learning to write, many teachers do strategies that make students like to have discussions using correct English.

The second strategies is the beginning of the story the first teacher uses the story starters strategies for students to write learning in class. In the strategies used by the teacher, the teacher

uses strategies in helping students to motivate in writing, the teacher does some games that make students want to write. This strategies is used by teachers to see whether students can really write what they like. The second teacher said the story staters strategies was effective for writing because the teacher gave a game to make a story that students liked. The teacher uses this strategies because students must understand how to write correctly and students are guided to focus more on writing.

The third strategy is the graphic organizer. The first teacher uses a graphic organizer strategy to help students to write. Graphic organizer strategies are considered more effective because graphic organizers are strategies that help students think about the text they want to write. Often categorized as a learning strategy, graphic organizers help students get it the first time the teacher events about writing short stories. The second teacher also used a graphic organizer because the teacher thought that this was easier for students to understand and more detailed because it included students' interest in writing stories.

Based on the results of research that has been done before, obtained by the teachers strategies in teaching writing related to students in learning to write . Istiqomah (2019), with title Analysis of English Teacher Strategy in Teaching Writing Description of Teachers in class two junior high school. Conduct research relating to interactions with students in writing. Then the way researchers obtain data by conducting interviews with teachers.

Based on the results of the research above, the teacher is very important to do some strategies in teaching writing. Because by doing strategies students can understand writing and really help students to develop their interests and talents in writing.

IV. Conclusion

The strategies used that the teacher in teaching writing at SMP Negeri 3 Bintan are three strategies in teaching writing, (1) strategy photography, (2) story starters and (3) create a name, the teachers use that strategies to make students understand how to write correctly and students are guided to focus more on the text and also the teacher can help students develop the meaning of the talents contained in writing so that students more easily understand writing.

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