

**TEACHERS' STRATEGY IN TEACHING WRITING BY ONLINE
APPLICATION AT MTS N 2 MEDAN**

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ABSTRACT

This study discusses the strategies that teachers use when learning through online applications. This investigation raises the main problem, namely "what strategy is used by the teacher". The purpose of this study was investigate what types of strategies used by teachers in learning to write through online applications at MTs N 2 Medan. This research was conducted in class eight and nine grade at MTs N 2 Medan. This study used a qualitative descriptive method and collected data through documentation and interviews. The framework proposed by Hamruni (2011). The Analyze data in four steps: 1). Data Collection, 2) Data Condensation, 3) Data Display, 4) Conclusion and Drawing / Verification. Applications carried out by researchers at school use the Whatsapp application. Based on the findings, there are three strategies used by the two teachers when teaching online at MTs N 2 Medan. Namely, direct teaching strategies, cooperative learning strategies and problem-based strategies. Although not very specific, with theory, it can be said that the two teachers used three of the four theories. Although not very specific, with theory, it can be said that the two teachers used three of the four theories. In addition, the researcher also found that teachers at MTs N 2 Medan taught using descriptive text, where there were 4 types of teaching processes used by teachers through online applications, namely namely, Planning, Drafting, Editing and Final Version for teacher A, and Planning, Compilation, Editing, Final Version.

Keywords: *Teacher, Strategy, Teaching, Writing, application.*

*Graduate Status

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1. INTRODUCTION

Strategy is a way of processing how something done. The term strategy is frequently used by the educators, practitioners and language pedagogy as the way of teaching. Commonly, strategy can be defined as various important parameters of the language teaching process or general approaches to instruction that apply in variety of content areas and are used to meet and a range of learning objectives (Eggen and Kauchak, 2012). Strategy also opens priority to a student-centered teaching process and an engagement for both teacher and students as well. The word strategy comes from two ancient Greek roots: Stratos which has meaning “multitude” or “that which is spread out,” and again which has mean “to lead” or we might say, “to bring together”. According to Brown (2000:113), strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information.

According to Mintzberg (1994) in Nickols (2016: 3), strategy in several different ways, the most common being these four (pp.23-27):

1. Strategy is a plan (how), a means of getting from here to there.
2. Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.
3. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.

4. Strategy is perspective, that is, vision and direction.

In teaching learning process, strategy are necessary to be used by teachers, because it can help the teaching learning process more effective, and determine the students' success in learning. Silver, et al (2007:2) state that strategy works like a kind of open-ended script that helps teachers and students move thoughtfully toward their goal. Strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends Nickols (2016:7).

Teaching strategies is some strategies which are used by the teacher in teaching-learning. According to David (1976) as cited in Sanjaya, (2008), strategy in teaching learning is a plan, method, or series of activities designed to achieves a particular educational goal. Kistner, (2015: 176) state that teaching learning strategies is one important aspect of the consistently claimed promotion of self-regulated learning in classrooms. Teacher's strategies is one of the important way to motivate students to learn, guiding them into creative thinking, solve their problem and to improve active participation and interaction in teaching learning process.

According to Brown (2007), teaching strategies are divided into 3 categories:

- Metacognitive is a term used in information – processing theory to indicate an “executive” function, strategies that involve planning for learning, thinking about learning process as it is taking place,

monitoring of one's production of comprehension and evaluating learning after an activity is completed.

- Cognitive strategy are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.
- Socioaffective strategy / communication strategy: have to do with social- meeting activity and interacting with other.

However, based on observations of teacher strategies in learning to written text at MTs Negeri 2 Medan during the pandemic, the teacher taught using on online application, the teachers also said there were several strategies used when learning online classes, besides that the teachers also gave instructions and explanations to students how to and steps to write text correctly.

2. Teaching Strategy

Strategies are steps or actiona taken for the purpose of winning a war, other definition of strategy is an effort to achieve of succes goal. In education context, Hamruni (2011) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal.

Hamruni (2009) Mentioned the components of teaching strategy are consisting of: Teacher is teaching agent so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy cannot manipulate the teacher; Student is component that does study program to improve ability to reach study purposes; Purpose is base to determine strategy, material, media and teaching evaluation. So that, in

teaching strategy, determining purpose is the first thing that must choose by the teacher; Teaching material is media to reach teaching purpose

3. Writing

Brown (2001) states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. Besides, writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages Urquhart (2005).

Harmer (2001) states, “Writing is a process when we write is often heavily influenced by the constraints of genres, then these elements have to be presented in learning activities.” From this definition, we can know that in creating written text, we should follow some rules to make good writing.

4. Descriptive Text

The focus of this research is Descriptive text. It is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The tense that used in descriptive text is simple present tense. As Pardiyo (2007:34) states that description is a type of written text which has specific function to give description about an object (human or non-human). Descriptive is kind of genre which has been taught in senior high school. The senior high school students are required to understand the characteristic of descriptive text genre, those are: social function, generic structure and linguistic features.

5. Online Learning

Stacey and Wilson (2004) outline the functions of the online educator as content and process facilitator, technologist, designer, manager, administrator, advisor, counselor, assessor, and researcher in online learning especially educator. Some institutions employ the use of competency frameworks to provide staff support for courseware use and designing course materials it was mean the online learning will be success too. The Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom.

6. Whatsapp

Whatsapp is an application designed to make things easier communication in the midst of today's technological developments. Whatsapp represents the part of social media that makes it easy and enables all its users can share information. The use of Whatsapp has been used by various circles of society because of its use easy. In accordance with the opinion of Jumiat moko (2016:53) that Whatsapp is an internet-based application that makes it easy for its users communicate with the features

available as well as a social media most popularly used in communication. 83% of 171 million users the internet is a Whatsapp user (Astini, 2020: 19).

Suryadi (2018: 5) states that "Whatsapp is an internal means communicate by exchanging information both text messages, pictures, videos even the phone. " This opinion can be seen that Whatsapp provides ease in conveying information. Afnibar Opinion (2020: 73) which states that using WhatsApp will make it easier for users to convey information more quickly and effectively. So Whatsapp can provide effectiveness in communicating, interacting with easy and fast, especially in delivering learning information.

7. METHODOLOGY

This research was conducted by using descriptive qualitative research by Cresswell (2009). The source of data was two English teachers' and the students. This data were taken from two English teachers and students in teaching learning process by Whatsapp application at MTs N 2 Medan. There are two classes involved in thesis study eight and ninth grades. The data were teachers' chats referred as instruction of writing to students. All the observation data were recorded, transcribed and analysed. This study is focused on investigating teachers strategy in teaching writing text by online application.

8. FINDINGS

After analyzing the data of this study, the following findings were obtained:

Based on the data analysis, about the researcher's objective to investigate teaching strategies in teaching used by the English teachers at MTs Negeri 2 Medan. It was found teacher A, and teacher B used Direct Teaching Strategy, Cooperative teaching strategy and Problem based strategy. This research data were collected using a smartphone by making observations on whatsapp group, the aim was to analyze what kind of strategy the teachers used in grades eight and nine at MTs N 2 Medan. This research data were also collected from the WhatsApp application on our smartphone. In this WhatsApp application the researcher examined what the teacher had instructed students during the teaching and learning process. And There were steps in teaching writing by online application which used by the two English teachers at MTs Negeri 2 Medan, there are Planning, Drafting, Editing, Final Version, for teacher A and (Planning, Drafting, Editing, Final Version), for teacher B.

9. DISCUSSION

Based on the research results that have been obtained the first researcher question, the researcher aims to find out what strategy the teachers use at school when learning online. In this discussion, researchers took samples

from previous researchers, namely Sarjan (2017), Teacher Strategies between teachers and students in the learning process. Findings The strategies used by the teacher in learning reading comprehension at SMPN 1 Wonomulyo were two strategies, namely the Scaffolding strategy (1) and the QARs strategy (Question Answer Relationship) (2). Further findings by Ginanjar (2013) He found that the speaking teaching strategies used by the teacher were role playing and drilling. Paris (2003) conducted or the research about cognitive writing strategies, he took the result of his research to examine the effectiveness of cognitive strategy instruction in teaching writing. Writing is a process that results in a product. The learning that takes place will be continually developing and changing. Our goal as teachers of writing is to have our students produce quality written product. The results of this study are different from the results of research conducted by previous researchers, because the results of previous studies using different strategies can be seen from the three relevant previous studies. After analyzing the three previous studies, there were different strategies used from the three schools with different focus on skills and procedures. There are also differences in the number of strategies used due to student factors and teacher experience

10. CONCLUSION

Based on the findings of the researchers the following conclusion was obtained:

There are three strategies used by teachers at MTs N 2 Medan, namely the Direct Teaching Strategy, cooperative teaching strategy and problem based strategy used during the teaching and learning process used by English teachers at MTs Negeri 2 Medan. Although it is not very specific, with theori, but it can be said that the two teachers use three of the four theories. And there are 4 The Teaching Process in Writing used by Teacher A and teacher B at MTs Negeri 2 Medan has four stages, namely Planning, Drafting, Editing and Final Version for teacher A, and Planning, Composing, Editing, Final Version for teachers for teacher B.

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