

TEACHER'S STRATEGY IN TEACHING WRITING
AT THE ELEVENTH GRADE STUDENTS OF SMK PANCASILA 6
JATISRONO IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*



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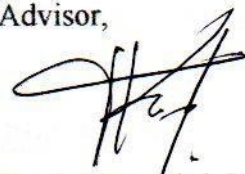
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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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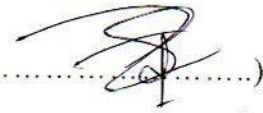


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DEDICATION

This thesis is dedicated to:

1. Myself, thank you for not giving up. I am proud of you
2. My Beloved Mother and Father, thank you very much for the endless support and love
3. My Brother, thank you for not being envy and support my education
4. My Uncle, thank you for your support
5. My Friends, (Anissa, April, Devi, Syakira) I can not mention all of your names but I am really thankful for every supports
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7. SMK Pancasila 6 Jatisrono
8. Drs. Slamet Riyanto, M.M., as The Headmaster of SMK Pancasila 6 Jatisrono
9. Mr. Nika Ariyanto, S.Pd., as the English Teacher of the Eleventh Grade Students
10. Kind People who always support me

MOTTO

“Hidup sesuai porsinya”

-Dr. Fahrudin Faiz-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Teacher’s Strategy in Teaching Writing at the Eleventh Grade Students of SMK Pancasila 6 Jatisrono in Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, April 3rd, 2023

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ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah, the single power, the Lord of the Universe, Master of the day of judgement, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Teacher’s Strategy in Teaching Writing at the Eleventh Grade Students of SMK Pancasila 6 Jatisrono in Academic Year 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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7. Nika Ariyanto, S.Pd., as the English Teacher of the Eleventh Grade Students
in SMK Pancasila 6 Jatisrono
8. The Eleventh Grade Students of OTKP 1, OTKP 2, AKL 1, AKL 3, MM 1 in
SMK Pancasila 6 Jatisrono

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, April 3rd, 2023

The researcher



Anik Adik Hartini

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ABSTRACT

Hartini, A.A. 2023. *Teacher's Strategy in Teaching Writing at the Eleventh Grade Students of SMK Pancasila 6 Jatisrono in Academic Year 2022/2023*. Thesis. English Language Education of Cultures and Languages Faculty, Raden Mas Said State University of Surakarta.

This research focuses on the teacher's strategy and the reasons to use the strategy in teaching writing at the eleventh grade students in academic year 2022/2023. The aims of this research are to know teacher's strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono and teacher's reasons to use the strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in Academic Year 2022/2023.

The type of this research is descriptive qualitative study. The researcher used three techniques to collect the data such as observation, interview, and documentation. This research used methodological triangulation to check the validity of data. There are three techniques to analyze the data: data reduction, data display, and drawing conclusion.

The result of the research showed as follows: (1) teacher's strategy in teaching writing at the eleventh grade students was collaborative writing. (2) teacher's reasons to use collaborative writing were to improve students' ability in writing skill, to assign students as in the work place, to emphasize in the process of writing, to advocate students to learn from the experiences. The researcher concluded that teacher used the strategy because he wanted to improve students' writing ability, assign students as in the work place, emphasize in the process of writing, and advocate students to learn from the experiences.

Keywords: *teacher strategy, teaching, writing*

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English at school is aimed to make students familiar with the language and to be fluent in all skills. In learning English, students must be fluent at four skills such as listening, speaking, reading, and writing (Alkodimi & Al-Ahdal, 2021). Writing is an important skill to be mastered by language learners because it will encourage students to think comprehensively to produce a good writing (Purba, Sianturi, & Siahaan, 2022). In addition, writing is important because it is related to our daily life which students will know how to make sentences better and share their thought through writing (Purba, Sianturi, & Siahaan, 2022).

Writing in language learning is related to grammar, vocabulary, sentence structure, sentence sequence, and sentence connection. Zharifah & Hamzah (2022) stated that writing is one of the difficult skills to learn because its complexity. Students have problems when they have to use an article, prepositions, pronoun, etc. Purba, Sianturi, & Siahaan (2022) stated that writing is difficult because language learners have to consider about grammar, ideas, vocabulary, etc.

In order to help students achieving their goal, teacher may use a strategy or more to encourage students improving their understanding (Yulianti, 2018). So, they will be easier writing sentences, paragraphs, and texts. Strategy is realization of certain actions in a particular time (Deak & Santoso, 2021).

Mintzberg et al., (1998:9) in Narsa (2008) stated that strategy is about 5P. Those 5P are plan, pattern, position, perspective, and ploy. Those actions can be diverse adjusting with student' needs.

Every teacher has their own strategy to reach the goal. Teachers' strategy is some ways that teachers have prepared to deliver the material to students to reach the purpose of the lesson. Hidayat & Jaenudin (2022) stated that teachers' strategies are important in the process of learning and teaching.

Based on pre-research that has been conducted in August 15th 2022, the reasons why the researcher did research there because of some factors. First, the researcher wanted to know the strategy was used by English teacher in teaching writing at the eleventh grade students and the reasons of implementing that strategy. Based on the observation in the field, teacher had collaborative writing as a strategy in teaching writing. Teacher said that he used the strategy in teaching writing to make students explore some ideas that they want to bring in. Second, the school has good accreditation and reputation. The English teacher in SMK Pancasila 6 Jatisrono has good ability in teaching English.

According to Sukirman (2016) collaborative writing is a strategy in teaching writing which encourage students to work in group or in pair to make a good written text. Collaborative writing according to Swain and Lapkin in Winarti & Cahyono (2020) is a kind of communicative assignment which is encouraging students to dive in the target language they are learning to improve their abilities. (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021))

in Anam, Kusmawan, & Saputra (2022) stated there are some processes by doing collaborative writing, such as, planning, work in group, cross review, and reflection.

First previous study entitled "*Writing Teaching Strategies in Online Learning by Junior High School English Teacher*". This journal was written by Siburian et al. (2022). The purposes of this study were to describe the strategies of English teachers in teaching writing through online learning and the process of learning itself. The result of this research was first step that teacher do is preparing the material, tools, media to deliver the material. Second, teacher explained the material by using learning strategies such as brainstorming, visualization, quick writers, and journaling. Last, teacher evaluated students' knowledge to write. The differences between first previous research and this study where the strategies were used by English teacher are quick writer, visualization, and brainstorming. The strategies were conducted for online learning. Whereas, the strategy that is used by English teacher at SMK Pancasila 6 Jatisrono is Collaborative Writing and it was for offline learning.

Second previous study was written by Hidayat & Jaenudin (2022). The title of this study is "*Teachers' Strategies to Teach Writing Explanation Texts*". The purposes of the research were to understand the teachers' strategies and techniques were used to teach writing. The results of this study were teaching strategies is important to use, various strategies are using by English teacher to help students cope their problems. The researchers also found teachers' difficulties in teaching writing such as, using suitable techniques and methods

to deliver the material, students' knowledge of explanation text and choosing their idea. The difference between second previous study and this research was technique of collecting data was questionnaire. Whereas, the researcher used observation, guided interview, and documentation as the techniques of collecting data.

According to the explanation above, the researcher took a chance to take the data about teacher's strategy in teaching writing in SMK Pancasila 6 Jatisrono. Thus, the researcher did the research entitled "Teacher's Strategy in Teaching Writing at the Eleventh Grade of SMK Pancasila 6 Jatisrono in Academic Year 2022/2023".

B. Identification of the Problems

Based on the background of study above, the problems can be formulated as follows:

1. Students have different characters and motivations in learning writing
2. Students have different problems in the process of learning writing
3. Students have difficulties in producing sentences
4. Students have difficulties at the grammar
5. Many students were still passive in the class

C. Limitation of the Problems

This study is limited to the teacher of the eleventh grade students of SMK Pancasila 6 Jatisrono in academicyear 2022/2023. This study focused to know the strategy that is used by English teacher and the reasons of the English teacher used the strategy in teaching writing to eleventh grade students in

academic year 2022/2023. The researcher also limited the theories to answer the problems of the study by using theories from (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) and Dale (1997:46) in Maharani (2018) in order to answer the first formulation about teacher's strategy and theory from Storch (2013) to answer second formulation about teacher's reasons to use the strategy.

D. Formulation of the Problems

1. What is the English teacher's strategy in teaching writing at the eleventh grade students in SMK Pancasila 6 Jatisrono in academic year 2022/2023?
2. What are the English teacher's reasons to use that strategy in teaching writing at the eleventh grade students in SMK Pancasila 6 Jatisrono in academic year 2022/2023?

E. Objectives of the Study

1. To know the English teacher's strategy in teaching writing at the eleventh grade students in SMK Pancasila 6 Jatisrono in academic year 2022/2023
2. To know the English teacher's reasons to use the strategy in teaching writing at the eleventh grade students in SMK Pancasila 6 Jatisrono in academic year 2022/2023

F. Benefits of the Study

The researcher expects that this research has two major benefits:

1. Theoretical benefit
 - a. The result of this study can be used as a reference for further research

- b. The result of this study can add some knowledges to readers about teacher strategy in teaching writing

2. Practical benefit

a. Teacher

Information from this study will help the English teacher in designing in learning process which has diverse students with their own characters. Moreover, it makes the English teaching and learning process become interesting. The result of this research can be used as an input for the English teacher of SMK Pancasila 6 Jatisrono to pay attention to their students' ability to learn writing.

b. Students

Hopefully this research will give them new insights. So, students may give feedback to the teacher about their preferences in using the strategy

c. School

The researcher is expected this research to be an evaluation in the school to improve English teaching learning process especially in writing skill

G. Definition of Key Terms

To avoid misunderstanding in reading this study the researcher should give the definition of some key terms:

1. Teacher Strategy

The way teacher preparing the strategy is based on the experience and knowledge of teacher about students through her role (Harahap, 2021)

2. Teaching Writing

Teaching writing is about producing text through a process called the writing process. There are five steps in writing such as prewriting, writing, revising, editing and publishing (Caswell & Mahler, 2004).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this section, the researcher would like to show the foundation of research theory which is related to the title that the researcher wanted to study. This section consists of teacher strategy (definition of teacher, definition of strategy, and teacher strategy), and teaching strategy (definition of teaching strategy, teaching writing, and strategy in teaching writing, reasons of using teaching strategy).

1. Teacher Strategy

a. Definition of Teacher

According to Hakim (2017) teacher is an essential unit that has impact to students' improvement. UU No. 14 Year 2005 on Teacher and Lecturer, teacher is professional educators with the primary tasks are educating, teaching, guiding, directing, training, assessing, and evaluating students since preschooler, primary school, and high school. The statement is related to the description by Ki Hajar Dewantara about three essential characteristics of professional teachers. Three characteristics are in front, teacher becomes a model, in the middle, teacher becomes a motivator, behind, teacher becomes a supporter (Hakim, 2017).

Based on the description above teacher has some roles, as follows:

1) Teacher as a learner

Teacher does not always become someone who delivers the materials, but also can be the one who learn from students. This role is encouraging teacher to listen to students' point of view and learn from other perspective. So, the goal can be achieved easier (Archana & Rani, 2017).

2) Teacher as a facilitator

As a facilitator, teacher should be able to support students, give media to students explore more information and get more understanding. It is way better rather than focusing on students' weaknesses and does not improve anything (Archana & Rani, 2017).

3) Teacher as an assessor

Assessing students' understanding can do by doing some ways. Such as quizzes, giving some assignments, and so ford. The purpose of assessing students' understanding is to know the next step that teacher should take (Archana & Rani, 2017).

4) Teacher as a manager

Teacher as a manager is an important role for teacher. It is because the succeed of a class are determined by the management. A good management comes from the role of teacher (Archana & Rani, 2017).

5) Teacher as an evaluator

Evaluating students should be fair and honest because it is related to students' career and future. As an evaluator, teacher can not pick side of students he likes or not. Teacher has to be neutral to see students' potential (Archana & Rani, 2017)

Other perception about the roles of teachers stated by (Harmer, 2019).

That there are five positions for teacher such as:

1) Controller

Teacher sometimes do a job as a controller. Teacher gives students information and tells them what to do afterwards. This role is quite important because sometimes teacher need to explain about things to students. So, they will get more understanding and does not miss action.

2) Monitor and evidence collector

When students are actively discussing about something related to the material, teacher need to take an eye on students. So, teacher will know the work is on a line or have to be corrected. It is also a consideration for teacher for the evaluation.

3) Prompter and editor

By the explanation of Harmer (2019), he said that as an editor teacher have to give them advise about the appropriate way to make the writing better.

4) Resource and tutor

Teacher also have a job as source for students. He has to facilitate students when they need more information students do not know yet.

5) Organizer/task-setter

Organizer is one of the most important roles according to Harmer (2019) because teachers have to know the most appropriate way about how to deliver the assignment to students, what should students do until they can get the information of what teacher saying.

b. Definition of Strategy

Strategy is realization of certain actions in a particular time (Deak & Santoso, 2021). Mintzberg et al., (1998:9) in Narsa (2008) stated that strategy is about 5P. Those 5P are plan, pattern, position, perspective, and ploy. Strategy must be doing by some method and people who are related to the situation. Strategy that has prepared and examined with the people connected with is a best strategy (Harahap, 2021).

c. Teacher Strategy

Strategy is related to actions of things that has prepared to achieve the goal in certain time. In academic purpose, strategy is designed to achieve the goal related to education. So, learning strategy according to Suyadi in Abdurrahman (2018) is learning activities which are doing by teacher and students to achieve the objectives of learning.

Learning strategy is a direction that focuses on strategy to support students' ability and understanding. The strategy is including of learning process to achieve a better understanding of students. Example, managing the class, evaluating students' knowledge, preparing for the tasks and quizzes.

Teacher strategy is also linked to the role of teacher. The way teacher preparing the strategy is based on the experience and knowledge of teacher about students through her role (Harahap S. E., 2021). That is one of the reasons of the importance of teachers' strategies (Hidayat & Jaenudin, 2022).

2. Teaching Strategy

a. Definition of Teaching Strategy

According to Stone & Morris in Saputra & Aziz (2014) teaching strategy is unspecific plan for learning process which consists of structure, objectives, and steps to support the strategy. Teaching strategy is teacher's activities related to the lesson plan he have made to help students achieving the goal (Muzaro'ah, Fitriyaningsih, & Rohmah, 2021). Mantra et al. (2020) stated teaching strategy as a course which committing in the process of learning.

b. Teaching Writing

Abbas & Herdi (2018) stated writing as explore ideas and provide it into texts.

1) Types of Writing

NSW Government (2022) stated there are three types of writing text, such as, factual texts, persuasive texts, and literary texts.

a) Factual texts

Factual text is a form of text which contain of information, instruction or persuasion by giving facts. There are some kinds of texts such as:

(1) Factual description

Factual description is describing a place or thing using facts.

Example: beach description

(2) Factual recount

Factual recount is about direction to do or make something.

Example: recipes

(3) Information report

Information report contains of valid information related to biotic and occurrence. Example: fact about fish

(4) Procedure

Procedure is about direction to do or make something.

Example: recipes

(5) Procedural recount

Explain how things have done in order of time. Example: documentary of World War II

(6) Explanation

Describing thing could be happened. Example: the life cycle of frog

b) Persuasive texts

Persuasive text is factual text which contain of argumentation. It is used to persuade others.

(1) Exposition

Providing some reasons of different perspectives and persuade people of it. Example: English debate

(2) Discussion

Providing some ideas to get a conclusion. Example: should the capital city of Jakarta move to Kalimantan?

c) Literary texts

Literary text is a text that is built by using a language to make a branding.

(1) Literary description

Describing things in creative style. Example: description of Beast in Beauty and the Beast movie

(2) Literary recount

Repeat story of novels, movies, to amuse other people.

Example: A recount of folklore, e.g. *Bawang Merah dan Bawang Putih*

(3) Personal response

Reviewing based on personal opinion on novels, movies, etc. Example: describe why do you like Beauty and the Beast movie.

(4) Review

Elaborate, analyze, and evaluate about novels, movies, etc. to wider market. Example: commentary on a book.

(5) Narrative

Expressing story uses a series of events. Example: fables

2) The Writing Process

The writing process is about set of activities in writing texts (Caswell & Mahler, 2004). There are five steps in producing text, such as:

a) Prewriting

It is the first process in writing. Students are doing this stage to find the topic that the writers want to bring. There are some strategies that students can do in prewriting process such as, brainstorming, plot, etc.

b) Writing

After finding the topic and producing ideas related to the topic, students can start the next process by following the draft that have done in prewriting.

c) Revising

Students are allowing to improve the draft to make it better.

They can put more reference related to the topic.

d) Editing

Then, the revising draft are overviewing to check before publishing the text. The editing process is to clarify the text is easier to read and ready to publish.

e) Publishing

This are final steps in writing process. Students can share the result in this stage.

c. Strategy in Teaching Writing

There many types of teaching strategies, one of the examples is collaborative writing. According to Sukirman (2016) collaborative writing is a strategy in teaching writing which encourage students to work in group or in pair to make a good written text. Collaborative writing according to Swain and Lapkin in Winarti & Cahyono (2020) is a kind of communicative assignment which is encouraging students to dive in the target language they are learning to improve their abilities. Another definition is stated by Bosley in Wahyuni (2014) that collaborative writing is serving an option to every students in a group to work together and not competing.

Rosdiana (2015) stated there are benefits and drawbacks of collaborative writing. Benefits of collaborative writing are more

perspectives will grow the result of writing, the idea from a participant will get broader by the team work, it is better to work together rather than alone. Drawbacks of collaborative writing are the various perspectives from members of the group will be a problem when they can handle it, there will be an unfair job when some members do not want to participate in making the work, unmatched schedule will influence the group.

According to (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) there are some processes by doing collaborative writing. Those processes were simplification from several researchers such as Li, et al. (2021), Pham (2021), and Rahimi & Fathi (2021). The explanation below:

a) Planning

Planning is the first step students have to do because in this way students should prepare the topic dan do brainstorming. It can be described into several ways such as:

- i) Teacher explains the material to students
- ii) Teacher explains about collaborative writing, so students will follow the learning process effectively

b) Work in group

In the second step of collaborative writing, students start to make a draft. There are several activities such as:

- i) teacher helps students to make group plan and do their work
 - ii) teacher monitors the learning process
 - iii) teacher facilitates students in making the draft
- c) Cross review

Cross review means sharing the knowledge with other groups. Here are some activities:

- i) Students share knowledges and suggestions to the presented group
 - ii) Presented group is revising the result of the feedback from teacher and other groups
 - iii) Presented group is evaluating their work
- d) Reflection

Last step is containing of questions and answers, finalization the text based on suggestion students have gotten, and make an adjustment to the next assignments.

According to Dale (1997:46) in Maharani (2018) described there are four procedures of teaching writing by using collaborative writing such as:

- a) Make Groups

Teacher divide students into heterogenous groups which encourage students to build the connections with other participants in the group

b) Providing Time

Teacher should afford the schedule to students. So, students will have time to prepare and do the writing promptly

c) Primary-Writer System

Teacher make particular assignments which will encourage students to be active and has a role in the group

d) Assignments

Providing students various topics for each group. So, they will find their way to solve the problems by their own work.

e) Focus on Process

Teacher assists students in making text. For instance, teacher is monitoring students and helping them when they do not know about the information related to the topic or material.

d. Reasons of Using Teaching Strategy

According to Storch (2013) there are several reasons why teacher may use strategy such as collaborative writing in teaching writing to the students. The explanation below:

a) Collaborative writing is improving students' writing skill

The reason is related to the process of writing where students had to follow the instructions of collaborative writing and done it collectively. Based on the activities students will learn how to write and revise the text.

- b) Collaborative writing is assigning students as in the work place
Students will learn how to work collectively and cooperatively and had the capability to handle projects together as a team work. Those things are important in the work place.
- c) Collaborative writing is emphasizing in the process of writing
By emphasizing the processes, students will consider what's matter for the writing, what will affect the result of the writing, and what are information students have to put in the text and not.
- d) Collaborative writing is providing associate feedback group
In the writing, students do not only have a role as a member of the group but also can be a reviewer for other groups. Students may have feedback for other groups writing product.
- e) Collaborative writing is advocating students to learn from the experiences
The emphasizing of the process will grow students' ability from their experiences of making text

B. Previous Related Studies

The researcher presented some previous studies that related to this study. First previous study entitled "*Writing Teaching Strategies in Online Learning by Junior High School English Teacher*". This journal was written by Siburian et al. (2022). The purposes of this study were to describe the strategies of English teachers in teaching writing through online learning and the process of learning itself. The result of this research was first step that teacher do is

preparing the material, tools, media to deliver the material. Second, teacher explained the material by using learning strategies such as brainstorming, visualization, quick writers, and journaling. Last, teacher evaluated students' knowledge to write.

Second previous study was written by Bancin & Hartoyo (2022). The title of the study is "*Teacher's Strategy in Teaching Writing Descriptive Text Using Whatsapp Application at SMP N 3 Medan*". The purpose of the research was to find out about teacher's strategies to teach writing through Whatsapp at SMP N 3 Medan. The result of the study is teacher used two strategies in teaching writing descriptive text to 7th grade students in SMP N 3 Medan to help students understand more about the material. The strategies are imagination strategies and scaffolding strategy. By using those strategies students are allowed to make their own creativity. It helps students to be independent, creative, and testing the capability in understanding descriptive text.

Third previous study was written by Muzaro'ah, Fitriainingsih, & Rohmah (2021). The title of the research is "*An Analysis of Teachers' Strategies in Teaching Writing of Descriptive Text at MTs Assalam Bangilan*". The purposes of this study were to know teacher's strategies and the problems faced by the English teacher. The result of this research was each English teacher has their own strategies in teaching writing of descriptive text. Examples, first teacher is used memorizing, showing picture, and playing word, second teacher is used imaginary, describing something, and QAR, and third teacher is used

QAR and scaffolding. The problems that teachers found are limited writing skills and students' physical condition.

Fourth previous study was written by Astrini, Ratminingsih, & Utami (2020). The title of the research is "*The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools*". The purposes of the study were to find out teachers' strategies in teaching writing, the variations of teaching and difficulty faced by English teacher. The results of the research were teacher from different schools such as Bintang Mandiri and Widyatmika Junior High School are using different strategies. There are creative writing and the one was not. From the research, the researchers found some problems according to the English teacher. Example, limited writing skills. Based on the situation, the researchers conclude that the implementation of teaching writing strategies have to think over students' ability as new learner in English learning based on Indonesian curriculum.

Fifth previous study was written by Hidayat & Jaenudin (2022). The title of this study is "*Teachers' Strategies to Teach Writing Explanation Texts*". The purposes of the research were to understand the teachers' strategies and techniques were used to teach writing. The results of this study were teaching strategies is important to use, various strategies are using by English teacher to help students cope their problems. The researchers also found teachers' difficulties in teaching writing such as, using suitable techniques and methods to deliver the material, students' knowledge of explanation text and choosing their idea.

Sixth previous study was written by Aulia (2019). The title of the study is *“The English Teacher Strategies to Teach the Second Grade of SMPN 44 Muaro Jambi”*. The purpose of this study was to find out the strategy applied by teacher to teach writing. This study used qualitative method and used several techniques to collect the data such as, observation, interview, and documentation. The researcher conducted the research in SMPN 44 Muaro Jambi. The results of this research were teachers used some strategies in teaching and learning processes such as, group discussion, mind mapping, and look dictionary.

Seventh previous study was written by Harahap (2021). The title of the research was *“An Analysis of Teachers’ Strategies in Teaching Writing at Grade VIII SMP Negeri 8 Padangsidimpuan”*. The purposes of this research were to know what are the teachers’ strategies in teaching writing and to know teachers’ reason to use that strategies in teaching writing at grade VIII SMP N 8 Padangsidimpuan. The researcher used descriptive qualitative study. The research conducted in SMP N 8 Padangsidimpuan. The results of this research were teachers’ strategies in teaching writing were free writing and work in group strategy and the reasons were free writing is effective strategy to improve students’ interest in writing and logically thinking, and work in group can use to change of students’ mind.

The results showed that there are some strategies that is used by English teachers in teaching writing. The strategies are applying based on students

need. Here are the similarities and differences between the previous studies and this research.

NO	Titles	Similarities	Differences
1	<i>Writing Teaching Strategies in Online Learning by Junior High School English Teacher</i>	The method is descriptive qualitative	The strategies were used by English teacher are quick writer, visualization, and brainstorming. Whereas, the strategy that is used by English teacher at SMK Pancasila 6 Jatisrono is Collaborative Writing
2	<i>Teacher's Strategy in Teaching Writing Descriptive Text Using Whatsapp Application at SMP N 3 Medan</i>	The method is descriptive qualitative	Online learning and strategies are imagination and scaffolding. Whereas, this research is an offline learning and the strategy is collaborative writing
3	<i>An Analysis of Teachers' Strategies in Teaching Writing of Descriptive Text at MTs Assalam Bangilan</i>	The method is descriptive qualitative and the aim is to understand teachers'	The strategies were used by three English teachers are different. While, this research found that English teacher uses collaborative writing as the strategy to teach writing

		strategies in teaching writing	for all majors at the eleventh grade students.
4	<i>The Model of Strategies Employed by English Teachers in Teaching Writing Skill in National Plus Schools</i>	The method is descriptive qualitative	The strategy was used by English teacher is creative writing. While, the strategy is used by English teacher in SMK Pancasila 6 Jatisrono is collaborative writing.
5	<i>Teachers' Strategies to Teach Writing Explanation Texts</i>	The method is descriptive qualitative	Technique of collecting data was questionnaire. Whereas, the researcher used observation, guided interview, and documentation as the techniques of collecting data.
6	<i>The English Teacher Strategies to Teach the Second Grade of SMPN 44 Muaro Jambi</i>	The method is qualitative study	This thesis only has one formulation of the problem and one objective. The results of teachers' strategies were group discussion, mind mapping, and look dictionary. Whereas, in this research the researcher provided two

			<p>formulation of the problems and two objectives of the study. The researcher found that the teacher of SMK Pancasila 6 Jatisrono only used one strategy to teach writing at the eleventh grade students.</p>
7	<p><i>An Analysis of Teachers' Strategies in Teaching Writing at Grade VIII SMP Negeri 8 Padangsidempuan</i></p>	<p>The method used by the researcher. That is descriptive qualitative study</p>	<p>The strategies used by several teachers were free writing and work in group. Whereas, in this research the researcher found that the teacher of SMK Pancasila 6 Jatisrono only used one strategy which was collaborative writing.</p>

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Sugiyono (2013) research method is scientific way to collect data in a certain purpose. Sugiyono (2013) mention in his book entitle “*Metode Penelitian Kuantitatif Kualitatif dan R&D*” there are two types of research method such as, research method based on the objectives of the research and the natural setting. Research method based on the objectives are including three researches such as, basic research, research and development, and applied research. Research method based on the natural setting is including experiment research, survey research, and naturalistic research. Based on the description quantitative research is experiment and survey research. Whereas, qualitative research is naturalistic research.

Sugiyono (2013) describes quantitative method as a research method which is aimed to investigate population or sample based on hypothesis. Then, qualitative method is a research method based on natural field and the analysis is qualitative.

In this study, the researcher used qualitative descriptive research to present the results of the study. Based on the characteristics of qualitative research, this study is aimed to know more about a phenomenon that happen in the field (Zhafirah & Hamzah, 2022). One of the strengths of qualitative research according to Mack et al. (2005) is the capability in stating multiple explanation about human experience in providing research issue.

B. Research Setting

1. Place

The location of the research to collect the data in order to figure out teacher's strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023. It is located on Jl. Garuda Pancasila, Gunungsari, Jatisrono, Wonogiri, Central Java.

The high school has good accreditation which is "A". The curriculum is used by the school is 2013 Curriculum. There are three majors such as, office administration, accountancy, and design, communication and visual.

2. Time

The research carried from August 2022 to March 2023 at SMK Pancasila 6 Jatisrono. The schedule of the research is made in form of time table

No	Activities	2022-2023				
		Aug-Sept	Sept-Oct	Nov	Dec-Feb	Mar
1	Pre-Research					
2	Proposal Draft Seminar					
3	Proposal Examination					
4	Research					
5	Thesis Draft					
6	Munaqosah					

C. Research Subject and Informant

This researcher discusses teacher's strategy in teaching writing. The researcher conducted a research in SMK Pancasila 6 Jatisrono. Teacher's strategy was specifically talking about teacher and the strategy in teaching and the reasons why teacher used the strategy.

There are eight classes of 11th grade students and taught by an English teacher. In this research, the researcher was focusing on an English teacher of SMK Pancasila 6 Jatisrono, because every grade has their own English teacher. Example, eleventh grade students are especially teaching by Mr. Nika Ariyanto, S.Pd. for all majors. The English teacher has been teaching in SMK Pancasila 6 Jatisrono for more than five years and having a responsibility to teach all of the class of 11th grade students.

D. Data and Source of the Data

Arikunto in Rahmadi (2011) data are the result of the researcher's notes in numerical or description of facts. Data according to Idrus in Rahmadi (2011) are every information related to objectives of the study. Source of data is a subject where the data are collected (Rahmadi, 2011). It also can be defined as a thing or person which the researcher can observe, read, ask about the information related to formulations of the study (Rahmadi, 2011). Data source according to Ajayi (2017) include of two sources. There are primary and secondary sources which come from different places. Primary sources are data that is collected by researcher herself. It can be form of observation, interview,

survey, and questionnaire. Whereas, secondary sources are data that comes from other people. It can be form of journal, article, book, etc.

The data in this research is collected in form of information about an analysis of teacher's strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono. Source of the data in this study includes primary and secondary source. Primary source in this study is observing the offline learning process, online interview with the English teacher through *whatsapp* application, and documenting the lesson plan is used by the English teacher. Secondary source is from e-journal, books, and articles from valid website.

E. Research Instrument

Research instrument was the researcher herself helped by interview sheets. The researcher had a role as an observant which observing the situation and condition in the field to make sure with the topic that has been taking up by the researcher. Whereas, interview was one of tools in the data collection before analysis. The researcher limited the theories by only using theories from (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) and Dale (1997:46) in Maharani (2018) described that teacher's strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono. In addition, theories by Storch (2013) in order to strengthening the results of teacher's reasons to use the strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono.

F. Techniques of Collecting the Data

In collecting the data, the researcher collected the data directly from the English teacher of the eleventh grade student in SMK Pancasila 6 Jatisrono. These were some techniques of how the researcher obtain the data according to research questions:

1. Observation

Observation is produced before data reduction. This process is aimed to see the situation and condition in the field, to verify that the phenomenon brings by the researcher truly happen. According to Adler & Adler in Hadi, Asrori, & Rusman (2021) stated that observation is one of the basic methods of collecting data in qualitative research especially related to social and human behavior.

The researcher conducted observations for five times to see the real situations and conditions happened in the class. The observation conducted on November 21st, 2022 to November 23th, 2022 the researcher came to some classes such as 11AKL1, 11AKL3, 11OTKP2, 11OTKP1, and 11MM1. In this technique of collecting data, the researcher attended the class without participating in the teaching and learning process. The researcher observed teaching writing processes in offline learning class and documented them into notes and pictures.

2. Interview

Sugiyono (2013) stated interview is a technique of collecting data if the researcher wants to do pre-research to find some problems that have to be

searched for and to know more information about the detail. (Sugiyono, 2013) stated that one of the types of interviews is guided interview.

Guided interview is a well-known technique to collect the data in qualitative research (Rossman & Rallis, 2003). The same statement was mentioned by Ullrich (2022). According to Lichtman (2010) guided interview is establishing the outline of the questions and applying it to all participants. The researchers may modify the questions based on their requirement (Lichtman, 2010). Another definition stated by Olson (2011) that guided interview is usually used to question the source in the beginning of the study. It was also mentioned in the book that researchers generally prepare some lists of the framework of the interview for the participant (Olson, 2011).

The use of guideline or the outline of the questions is to elicit more detail information related with the researcher's demand (Ullrich, 2022). That reason sometimes become a consideration for researcher to implement this technique to obtain the data. (Lichtman, 2010) stated that some researchers prefer to use guideline because it is more comfortable and used as the guidance for more questions.

Rossman & Rallis (2003) stated the purpose of using the guided interview is to obtain source's perspective. The steps of the guided interview stated by Rossman & Rallis (2003) are the researcher make an outline related to the research questions, the researcher make broader questions but in the line with the answer and frame from the source, then the researcher

provides open ended questions followed by requirement for the enhancement and the source or participant answers the question in long narrative.

Based on the description above the researcher used guided interview as a technique of collecting data, because the researcher wanted to explore all the situations to state in research finding. This type of interview was a formal and rigid. The interview process had to follow the interview guideline that has been prepared (Hadi, Asrori, & Rusman, 2021).

3. Documentation

Arikunto in Hadi, Asrori, & Rusman (2021) documentation is investigating the written text such as, books, magazines, documents, ordinances, journals, etc. Louis Gottschalk in Hadi, Asrori, & Rusman, 2021 explained documentation as several things such as:

- a. Document is written source as an exhibit
- b. Document is destined to government letters
- c. Document in general is proofing process according to written, verbal, or archaeological sources.

Based on the description above documentation could be in various forms and functions. In this research, the result of the documentation is made in written source as an exhibit. The documentation of this study is lesson plan and teacher's handbook.

G. Trustworthiness of the Data

Triangulation is technique of collecting data by combining various data collection and data source that already exists. It can be done by participative observation, in-depth interview, and documentation of all data source at a time. Susan Stainback (1988) in Sugiyono (2013) described that the purpose is not to get the truth of a social phenomenon, but improving someones' understanding of what ever is searched. Mathinson (1988) in Sugiyono (2013) the worth of triangulation is to understand the data which will be gathered by the researcher is convergent and do not contradiction. So, through triangulation it will get more consistant, complete, and certain.

Patton in Hadi, Asrori, & Rusman (2021) determined triangulation into four, as follow:

a. Data triangulation

Process of collecting data by the researcher has to use various source of data

b. Methodological triangulation

The way of the researcher verifies validity of the data by collecting similar data but using different techniques

c. Investigator triangulation

the result of the research has to be validated by some researchers

d. Theory triangulation

Verifying the validity of data by using more than one theory to discuss about the phenomenon the researcher wants to explain.

Based on the explanation above, the researcher used methodological triangulation to check the validity of data because this study only has one research subject. Moreover, this study used three different techniques of collecting data such as observation, interview, and documentation.

In the research, the researcher observed the teacher of the eleventh grade students to know the teacher's strategy in teaching writing at the eleventh grade students at SMK Pancasila 6 Jatisrono in academic year 2022/2023. Then, the researcher would be confirmed by comparing the result of interview and documentation.

H. Techniques of Analyzing the Data

Data analysis techniques of this study was by Interactive model by Miles and Huberman (1994) in Sugiyono (2013) that consists of three steps such as, data reduction, data display, and drawing conclusion or verification.

a. Data reduction

Process of data reduction include as summarizing the information, collecting the essential information, focusing on the important thing, searching for the theme. Data reduction can be helped by electronic tools such as computer. Through this stage, researcher will be easy on compiling next data and finding it if it is needed.

In this way, the researcher was collecting data from observation, interview, and documentation. Then, taking the essential information and elaborate the data into solid information.

b. Data display

In qualitative research, data display is done by brief explanation, diagram, category relations, flowchart, etc. Miles and Huberman (1984) in Sugiyono (2013) stated that data display often in narrative text. After that statement, they suggested to make it into graphic, matrix, network, and chart. It is aimed to make an easy understanding for next job. The result of the data reduction will organize and arrange to help the readers in understanding the content of the research.

In this process, the researcher reduced the information and summarized the important and necessary data to be part of this research. The elaboration has to be correlated with the problems of the study.

c. Drawing conclusion/verification

Drawing conclusion in qualitative research may answer research question and maybe not, because it is still temporary. Conclusion in qualitative research is new insight we do not know before. Findings can be description or representation of a vague object into somethings' clear to know and understand.

At last, in the chapter five the researcher made conclusions for this research related to the problems of this study. Example: teacher's strategy in teaching writing is collaborative writing. The reasons of teacher using collaborative writing is to improve students' writing ability, emphasize in the process of writing, and assign students as in the work place.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter presents the result of analysis teacher's strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023. As it mentioned in chapter three, the research subject in this study in an English teacher of the eleventh grade students which has been teaching for more than five years at SMK Pancasila 6 Jatisrono. There is only an informant because eleventh grade is especially taught by Mr. NA for all majors.

As it mentioned in the previous chapter this research used observation, interview, and documentation for collecting the data. Observation was used to get the data based on the situation in the field. This technique was conducted in offline learning at different classes. Interview was conducted through *Whatsapp* application to collect the data from the English teacher. Documentation is collected from lesson plan and teacher's handbook.

Based on the results of the techniques of collecting data, it explained the formulation of the study in this research. There are English teacher's strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023 and the reasons of the English teacher uses the strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023. Each finding to be

described and provided with supporting data. The following section presented detail of the research findings.

1. The Teacher's Strategy in Teaching Writing

Based on the observation, interview, and documentation, the researcher found that the English teacher only use one strategy. That is collaborative writing. Here are the explanations:

In the observation on November 21st, 2022 to November 23th, 2022 the researcher came to some classes such as 11AKL1, 11AKL3, 11OTKP2, 11OTKP1, and 11MM1. At those classes the researcher observed the process of teaching writing of Formal invitation and Personal letter.

First observation was conducted on November 21st, 2022 in the class of XI AK 1.

a. Planning

The teacher explained about formal invitation and personal letter in the previous meeting. He provided a learning video from Youtube about formal invitation to be watched by the students. Then, teacher asked them to see at the social function of the formal invitation, structures of formal invitation, and language features of formal invitation. In addition, the English teacher also explained about definition of personal letter, social function, structures of the personal letter, and language feature of personal text.

b. Work in group

Teacher helped students making groups and gave students an assignment to make PowerPoint about the material they have discussed to be presented. He divided students into seven groups which consist of 5 to 6 students each group. Besides helping students in making groups, teacher also monitored the students' activities while making the presentation in the previous meeting.

c. Cross review

Teacher asked three groups to come forward presenting their work. Whereas, other groups were invited for giving questions or other feedback for the speakers.

d. Reflection

The evaluation from the teacher and suggestion based on students' performance in presenting the material, how they answer the questions, and the comprehensiveness of the material.

Second observation was conducted on November 21st, 2022 in the class of XI AK 3

a. Planning

The teacher explained about formal invitation and personal letter in the previous meeting. He provided a learning video from Youtube about formal invitation to be watched by the students. Then, teacher asked them to see at the social function of the formal invitation, structures of formal invitation, and language features of formal

invitation. In addition, the English teacher also explained about definition of personal letter, social function, structures of the personal letter, and language feature of personal text.

b. Work in group

Teacher helped students making groups and gave students an assignment to make PowerPoint about the material they have discussed to be presented. He divided students into seven groups which consist of 5 to 6 students each group. Besides helping students in making groups, teacher also monitored the students' activities while making the presentation in the previous meeting.

c. Cross review

Teacher asked four groups to come forward presenting their work. Whereas, other groups were invited for giving questions or other feedback for the speakers.

d. Reflection

The evaluation from the teacher and suggestion based on students' performance in presenting the material, how they answer the questions, and the comprehensiveness of the material.

Third observation was conducted on November 22nd, 2022 in the class of XI OTKP 2

a. Planning

The teacher explained about formal invitation and personal letter in the previous meeting. He provided a learning video from Youtube

about formal invitation to be watched by the students. Then, teacher asked them to see at the social function of the formal invitation, structures of formal invitation, and language features of formal invitation. In addition, the English teacher also explained about definition of personal letter, social function, structures of the personal letter, and language feature of personal text.

b. Work in group

Teacher helped students making groups and gave students an assignment to make PowerPoint about the material they have discussed to be presented. He divided students into seven groups which consist of 5 to 6 students each group. Besides helping students in making groups, teacher also monitored the students' activities while making the presentation in the previous meeting.

c. Cross review

Teacher asked two groups to come forward presenting their work. Whereas, other groups were invited for giving questions or other feedback for the speakers.

d. Reflection

The evaluation from the teacher and suggestion based on students' performance in presenting the material, how they answer the questions, and the comprehensiveness of the material.

Forth observation was conducted on November 22nd, 2022 in the class of XI OTKP 1

a. Planning

The teacher explained about formal invitation and personal letter in the previous meeting. He provided a learning video from Youtube about formal invitation to be watched by the students. Then, teacher asked them to see at the social function of the formal invitation, structures of formal invitation, and language features of formal invitation. In addition, the English teacher also explained about definition of personal letter, social function, structures of the personal letter, and language feature of personal text.

b. Work in group

Teacher helped students making groups and gave students an assignment to make PowerPoint about the material they have discussed to be presented. He divided students into seven groups which consist of 5 to 6 students each group. Besides helping students in making groups, teacher also monitored the students' activities while making the presentation in the previous meeting.

c. Cross review

Teacher asked two groups to come forward presenting their work. Whereas, other groups were invited for giving questions or other feedback for the speakers.

d. Reflection

The evaluation from the teacher and suggestion based on students' performance in presenting the material, how they answer the questions, and the comprehensiveness of the material.

Fifth observation was conducted on November 23rd, 2022 in the class of XI MM 1

a. Make Groups

The teacher divided students into eight groups which consist of 3 to 4 students each group

b. Providing Time

Based on the subject, formal invitation and personal letter, students were given eighty minutes to make the text

c. Primary-Writer System

Teacher was asking to every student participating and having role in the group. Example, one secretary, one researcher, and one leader

d. Assignments

Teacher provided formal letter and some types of personal letter. Then, teacher asked students to choose the text they will write.

e. Focus on Process

Teacher assisted students who did not know about the material yet and explained it for them before submitted it.

Based on the observation result above the learning process was relevant with the theories from (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) and Dale (1997:46) in Maharani (2018). Those processes indicated that teacher used collaborative writing in teaching writing especially in Formal Invitation and Personal Letter subject.

In emphasizing the result of observation, it was supported by the interview result. Based on the result of the interview it has been confirmed that teacher used collaborative writing in the subject of formal invitation and personal letter for all classes which consisted of 11AKL1, 11AKL3, 11OTKP2, 11OTKP1, and 11MM1. It was proven by the result of interview below:

The Researcher : Do you have any strategies to teach writing?

Teacher NA : Yes, I have

The Researcher : What is your strategy?

Teacher NA : The teaching writing strategy that I've used is collaborative writing

The Researcher : What is your consideration for the difference of the use of collaborative writing in teaching process between (AKL & OTKP) and MM?

Teacher NA : It is because MM was related with Multimedia things such as, video, editing, etc. So, in SMK the teaching learning

process have to be relevant with their major for preparing students in the work place.

Teacher confirmed that he used collaborative writing in the subject of formal invitation and personal letter, he only used collaborative writing.

In strengthening the result of the interview, it was supported by documentation from the lesson plan of formal invitation and personal letter. Based on the documentation the researcher found that the steps of Mr. NA while teaching writing in the formal invitation and personal letter subject was same with the literature that the researcher has presented in chapter two:

a. Planning

d. Peserta didik disajikan pemaparan undangan resmi melalui tayangan video

<https://www.google.co.id/search?q=video+formal+invitation&oq=video+formal+invitation&aqs=chrome..69i57j0.10589j0j4&client>.

e. Peserta didik memperhatikan struktur teks, fungsi sosial, dan unsur kebahasaan dari teks undangan resmi (formal invitation).

f. Peserta didik diberi kesempatan untuk mengajukan pertanyaan yang terkait dengan materi undangan resmi (formal invitation).

g. Peserta didik diarahkan untuk mengajukan pertanyaan tentang hal yang belum diketahui dari materi yang dipelajari

h. Peserta didik diarahkan untuk membuka cakrawala tentang undangan resmi (formal invitation).
i. Peserta didik membaca teks yang berkaitan dengan undangan resmi dari berbagai sumber termasuk contoh teks, dengan memperhatikan dan menelaah fungsi sosial, unsur kebahasaan dan struktur teks dan format penulisannya.
f. Peserta didik <i>membaca</i> contoh teks surat pribadi yang ditayangkan melalui <i>slide</i>
g. Peserta didik menirukan guru mengucapkan setiap kalimat dari teks surat pribadi yang disajikan.
h. Peserta didik mengamati contoh teks surat pribadi.
k. Peserta didik diberi kesempatan untuk <i>mengajukan pertanyaan</i> yang terkait dengan materi surat pribadi;
l. Peserta didik diarahkan untuk mengajukan pertanyaan tentang hal yang belum diketahui dari materi yang dipelajari;
Peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks dan unsur kebahasaan) dalam teks surat pribadi sederhana dengan bimbingan dan arahan guru;

Based on the lesson plan above teacher provided the material through a learning video from Youtube than gave them opportunity to asked to the teacher related to the material students did not know yet. It indicated that teacher and students planned their writing process. It

was suitable with the collaborative writing strategy in the process of making text as the first steps.

b. Work in group

“Dalam kerja kelompok terbimbing, peserta didik mempelajari bagian bagian dari teks tentang undangan resmi, dengan membuat undangan resmi kegiatan sekolah/tempat kerja”.

“Dalam kerja kelompok terbimbing, peserta didik mempelajari teks surat pribadi yang berbeda dan mengidentifikasi ciri-ciri surat pribadi sederhana”

It can be concluded that teacher asked students to work collectively. That was suitable with process of writing using collaborative strategy.

c. Cross review

“f. Peserta didik mempresentasikan hasil dari pekerjaanya sedangkan kelompok lain merespon/ menanggapi dan bersama-sama melakukan verification (pembuktian) dengan cara memeriksa secara cermat dan mengaitkannya dengan kehidupan sehari- hari.

g. Peserta didik mendapat feedback dari guru dan teman “

It can be concluded that teacher encouraged students to give responses to the speaker in form of questions or suggestions. The explanation showed that students did cross review. That was related to the writing process of collaborative writing strategy.

d. Reflection

“Evaluasi/Penugasan secara tertulis dalam diskusi bersama

Guru memberikan tugas individu untuk membuat undangan resmi/formal invitation dengan memperhatikan hasil belajar siswa.

Usaha Tindak lanjut

Guru menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.”

“Simpulan

Peserta didik dan guru menyimpulkan hasil belajar yang telah dilakukan. Refleksi

Peserta didik melakukan refleksi dari kegiatan yang sudah dilakukan.”

It can be concluded that teacher gave students feedback or evaluation related to their performances. That was suitable with the last writing process of collaborative writing strategy which was reflection.

As it has mentioned in the result of the observation 11AKL1, 11AKL3, 11OTKP2, 11OTKP1, and 11MM1 they have the same procedures but have different assignment between (11AKL1, 11AKL3, 11OTKP 2, 11OTKP1) and 11MM1. Even though the 11MM1 has different assignment but the steps are suitable with the description by Dale (1997:46) in (Maharani, 2018). The procedures were similar with

other classes, the difference was only on the assignment. In other classes the groups were presenting their work but in the 11MM1 they were asked to more concern about the process then submitted the task to teacher.

Based on the result of the interview with the teacher, he said that it was different because the concentration for each major had to be synchronized with job industry. So, the teaching and learning processes were directed students to prepare them for work. Example: XI MM 1 was related with Multimedia things such as, video, editing, etc. Those types of things became deliberation in making the lesson plan for students.

2. The English teacher's reasons to use the strategy in teaching writing

In the observation on November 21st, 2022 to November 23th, 2022 the researcher came to some classes such as 11AKL1, 11AKL3, 11OTKP2, 11OTKP1, and 11MM1. At those classes the researcher observed the process of teaching writing of Formal invitation and Personal letter.

Based on observation in the field in the five classes, the English teacher used collaborative writing in teaching writing in the subject of formal invitation and personal letter because most of students were passive in the class. It was supported by the teaching learning process which represented the cycle of collaborative writing by (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) which included of simplification from several researcher like Li, et

al. (2021), Pham (2021), and Rahimi & Fathi (2021). It was showed by the steps such as:

a. Planning

Teacher delivered the material to students and make sure they understood about the subject.

b. Work in group

Teacher asked students to work collectively into seven groups which consisted of five to six students each group.

c. Cross review

Teacher asked several groups to come forward and presented their work and others groups suggested to give some feedback in form of questions or suggestions.

d. Reflection

Teacher gave them evaluation based on their performances.

Furthermore, the teacher also used collaborative writing with different processes. It represented in the class of XI MM 1 which relevant with the theory by Dale (1997:46) in Maharani (2018). The steps were:

a. Make Groups

The teacher divided students into eight groups which consist of 3 to 4 students each group

b. Providing Time

Based on the subject, formal invitation and personal letter, students were given eighty minutes to make the text

c. Primary-Writer System

Teacher was asking to every student participating and having role in the group. Example, one secretary, one researcher, and one leader

d. Assignments

Teacher provided formal letter and some types of personal letter. Then, teacher asked students to choose the text they will write.

e. Focus on Process

Teacher assisted students who did not know about the material yet and explained it for them before submitted it.

So, to encourage their writing ability, teacher asked students to do the assignment based on the procedures of collaborative writing. Based on the activities students learnt how to write and revise the text (Storch, 2013). On the other hand, the teaching processes related with the second theory from Dale (1997:46) in Maharani (2018) used to emphasize in the process of writing.

Here were some results from the interview that had conducted by the researcher with the English teacher Mr. NA.

The Researcher : Why do you use that strategy?

Teacher NA : I used that strategy to make all of my students can write easily. They can improve their ideas to write a paragraph or a sentence.

The Researcher : Is there any special case by using that strategy?

Teacher NA : Yes, it is

The Researcher : Is there any problem by using that strategy?

Teacher NA : Yes, it is

The Researcher : As far as that strategy us practiced. Does it success?

Teacher NA : Not yet

The Researcher : What if your strategy does not run well. What will you do to handle that?

Teacher NA : If my strategies didn't run well, I changed my strategies in that class. I used the other strategies which is match in that class

Teacher has strategy in teaching writing. He used collaborative writing. It was aimed to help students improving their ideas in writing sentences or paragraphs. So, they can write sentences or a text easier. He also mentioned when the strategy did not run well, he will change the strategy according to students' needs. It was relevant with theory from Storch (2013) that collaborative writing is advocating students to learn from the experiences.

Based on the documentation from the lesson plan, it was found that the objectives of learning formal invitation and personal letter were:

“a. Menguraikan struktur teks interaksi transaksional dalam tindakan memberi dan meminta informasi terkait undangan resmi

b. Setelah berdiskusi siswa dan menggali informasi, peserta didik akan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur

kebahasaan teks pribadi sederhana dengan bekerja sama kelompok

“

As it stated by Storch (2013) that collaborative writing is assigning students as in the work place. It was because students how to learn how to work collectively and cooperatively and handle the project together as a team.

B. Discussions

After the research findings have presented, the researcher discussed in more detail about it. The formulation of the problems were “what is the English teacher strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023?” and “what are the English teacher reasons to use the strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023?”.

The researcher used theory from (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) and Dale (1997:46) in Maharani (2018) about processes of doing collaborative writing. In addition, the researcher used the theory from Storch (2013) about the teacher’s reasons by using collaborative writing.

The result of this research showed us that English teacher who taught in SMK Pancasila 6 Jatisrono took a strategy in teaching writing. The researcher analyzed teacher’s strategy in teaching writing by doing observation in the classroom and online interview through *Whatsapp*, and documentation of teacher’s handbook and lesson plan.

1. The English teacher's strategy in teaching writing

Based on the observation on November 21st, 2022 in the class of 11AKL1 teacher used collaborative writing in teaching writing in the subject of formal invitation and personal letter. It was proven from the procedures of their learning process. Teacher did the learning process as same as the explanation by (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022). It contained of planning, work in group, cross review, and reflection.

Based on the observation on November 21st, 2022 in the class of 11AKL3 teacher used collaborative writing in teaching writing in the subject of formal invitation and personal letter. It was proven from the procedures of their learning process. Teacher did the learning process as same as the explanation by (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022). It contained of planning, work in group, cross review, and reflection.

Based on the observation on November 22nd, 2022 in the class of 11OTKP2 teacher used collaborative writing in teaching writing in the subject of formal invitation and personal letter. It was proven from the procedures of their learning process. Teacher did the learning process as same as the explanation by (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022). It contained of planning, work in group, cross review, and reflection.

Based on the observation on November 22nd, 2022 in the class of 11OTKP1 teacher used collaborative writing in teaching writing in the subject of formal invitation and personal letter. It was proven from the procedures of their learning process. Teacher did the learning process as same as the explanation by (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022). It contained of planning, work in group, cross review, and reflection.

Based on the observation on November 23rd, 2022 in the class of 11MM1 teacher used collaborative writing in teaching writing in the subject of formal invitation and personal letter. It was proven from the procedures of their learning process which suitable with the explanation from Dale (1997:46) in (Maharani, 2018). Teacher helped students to make groups, providing the schedule, primary-writer system, and focus on the process.

The conclusion was teacher used collaborative writing as a strategy in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023. The teaching processes related with theories from (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) and Dale (1997:46) in (Maharani, 2018). The distinction of teaching process between AKL & OTKP and MM was because the school has aimed to make the curriculum relevant to the skills based on the major. So, the consideration of that variation is to lead them to prepare students in the job industry based on the skills they have. Example, MM related with multimedia things which correlated with video, editing, etc.

Based on that, teacher planned the learning process which encourage students ability through English lesson.

In strengthening the observation result, it was supported by the interview result. Based on the interview result did in online way by Whatsapp application. Teacher said that he used collaborative writing in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono in academic year 2022/2023. It was proven by the conversation between the researcher and the teacher below:

The Researcher : Do you have any strategies to teach writing?

Teacher NA : Yes, I have

The Researcher : What is your strategy?

Teacher NA : The teaching writing strategy is collaborative writing

The Researcher : What is your consideration for the difference of the use of collaborative writing in teaching process between (AKL & OTKP) and MM?

Teacher NA : It is because MM was related with Multimedia things such as, video, editing, etc. So, in SMK the teaching learning process have to be relevant with their major for preparing students in the work place.

Even though, the strategy was applicated in every class is same, the teacher gave different assignment to students based on the major. XI AK 1, XI AK 3, XI OTKP 2, and XI OTKP 1 had similar assignment which asking them to present the group work in front of the class. On the other side, XI MM 1 had an assignment to make a text without presenting it. The reason of

that difference came from last assignment was given for XI MM 1 before middle test was making a video which other majors did not.

Another reason of that difference was because teaching learning process had to be adjusted with their skills according to their major. The purpose of the consideration was because the school wanted to prepare students for work. It can be seen from the result of the interview between the researcher and the teacher above.

2. The English teacher reasons to use the strategy

Answering the second formulation of the problems in this research, the researcher used the theory from Storch (2013) which consisted of improving students' ability, assigning students as in the work place, emphasizing in the process of writing, providing associate feedback group, and advocating students to learn from experiences. Based on the research findings the teacher used collaborative writing because he wanted students improving their writing ability, assigning students as in the work place, emphasizing in the process of writing, and advocating students to learn from the experiences. The researcher described the data below:

a. Improving students' writing ability

According to Storch (2013) teacher uses collaborative writing because it can be encouraging students to be more active in the group. The researcher found that reason because from the data gathered through observation, teacher asked students according to his instruction in making text through collaborative writing process. It represented from the

organization of the steps such as planning, work in group, cross review, and reflecting. Those processes were related with the theory from (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) which simplification from several experties and researcher.

b. Assigning students as in the work place

Based on the finding of the lesson plan, the researcher found that teacher wanted to make students positioning themselves as in the work place. The explanation of the lesson plan below:

“a. Menguraikan struktur teks interaksi transaksional dalam tindakan memberi dan meminta informasi terkait undangan resmi

b. Setelah berdiskusi siswa dan menggali informasi, peserta didik akan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks pribadi sederhana dengan bekerja sama kelompok “

From the explanation above, the researcher concluded that the assigning as in the work places can be seen from how students do the work as a team.

c. Emphasizing in the process of writing

Based on the result of the observation in November 23rd, 2022 in the class of XI MM 1. Teacher used writing process from Dale (1997:46) in Maharani (2018), the teaching learning process were more focus on how students producing the text rather than the product of the text. It supported by the description of Harmer (2019) that one of the reasons collaborative

writing would run well if students focused on the process of writing. From the research finding was proven by the writing processes which consisted of made groups, provided schedule to students, primary-writer system, assignments, and focus on process. Dale did not mention about how teacher gave evaluation to the students but more focused on the process itself.

d. Advocating students to learn from the experiences

This reason represented on the research finding in the interview result. As it said by the teacher that he wanted students easier in writing text and improve their idea of writing. Those purposes would be happened if students were diligently trying some or more exercises.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this part, the researcher makes the conclusions of the study. Based on the observation, interview, and documentation, the research findings and discussions can be concluded that the strategy was used by the English teacher in teaching writing at the eleventh grade students of SMK Pancasila 6 Jatisrono was collaborative writing for all majors. It can be proven from the observation in the five classes and different majors. Teacher delivered the material of formal invitation and personal letter based on the collaborative writing procedures. That is also supported from the result of the interview that teacher used collaborative writing based on the material. Moreover, the lesson plan of formal invitation and personal letter is suitable with the explanation by several experts such as, (Li et al. (2021); Pham (2021); Rahimi & Fathi (2021)) in Anam, Kusmawan, & Saputra (2022) and Dale (1997:46) in (Maharani, 2018).

The second formulation of the problem was the reasons to use the strategy. Based on the observation in the field, interview with the English teacher, and documentation from the lesson plan and teacher's handbook were to improve students' ability in writing, assign students as in the work place, emphasize in the process of writing, and advocate students to learn from the experiences. It is supported by the description from Storch (2013) that collaborative writing was improving students' writing ability, assigning students as in the work

place, emphasizing in the process of writing, providing associate feedback group, and advocating students to learn from the experiences.

B. Suggestions

Based on the conclusion, the researcher offers some suggestion for the English teachers, students, and other researcher:

1. For the teacher

Every student has difference motivation, character, and ability. It will be easier both of teacher and students to understand each other. So, teacher will know students' needs and the way teacher should do.

2. For the students

The students are hoped to be more active in learning writing and improving the learning motivation. So, there will be easier for teacher in delivering the materials and improving students' ability.

3. For the other researchers

The researcher is hoped to state more relatives references to support this research in a better way.

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APPENDIX 1

Transcript of Interview

Date : October 15th, 2022

Place : Online (via Whatsapp)

Interviewee : The English Teacher of the Eleventh Grade

Interviewer : The Researcher

The conversation was between the researcher and the English teacher of the eleventh grade. It was about teacher's strategy in teaching writing and the reasons to use the strategy in teaching writing at the eleventh grade students in academic year 2022/2023 of SMK Pancasila 6 Jatisrono

The Researcher : Do you have any strategies to teach writing?

Teacher NA : Yes, I have

The Researcher : What is your strategy?

Teacher NA : The teaching writing strategy is collaborative writing

The Researcher : What is your consideration for the difference of the use of collaborative writing in teaching process between (AKL & OTKP) and MM?

Teacher NA : It is because MM was related with Multimedia things such as, video, editing, etc. So, in SMK the teaching learning process have to be relevant with their major for preparing students in the work place.

The Researcher : Do you apply that strategy to all classes? Or every class has different treatment?

Teacher NA : I've the different treatment in every class. In every class has some different difficulties. So, I used the different strategy in every class to treat my students well. So, they, all of them can write.

The Researcher : Why do you use that strategy?

Teacher NA : I used that strategy to make all of my students can write easily. They can improve their ideas to write a paragraph or a sentence.

The Researcher : Is there any special case by using that strategy?

Teacher NA : Yes, it is

The Researcher : Is there any problem by using that strategy?

Teacher NA : Yes, it is

The Researcher : As far as that strategy us practiced. Does it success?

Teacher NA : Not yet

The Researcher : What if your strategy does not run well. What will you do to handle that?

Teacher NA : If my strategies didn't run well, I changed my strategies in that class. I used the other strategies which is match in that class

APPENDIX 2

Photographs







APPENDIX 3

Lesson Plan

YAYASAN PENDIDIKAN PANCASILA PUSAT SURAKARTA CABANG WONOGIRI

Akta Pendirian Keputusan Menteri Hukum dan HAM RI
Nomor: AHU 4716 AH.01.04 Tahun 2011

SMK PANCASILA 6 JATISRONO

STATUS : TERAKREDITASI



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK Pancasila 6 Jatisrono
Tingkat/Kelas/Semester	: XI / AKL OTKP MM / Gasal
Materi Pokok	: Invitation
Tahun Pelajaran	: 2022 / 2023
Mata Pelajaran	: Bahasa Inggris
Kompetensi Dasar	: 3.16 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya. 4.16 teks khusus dalam bentuk undangan resmi lisan dan tulis terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.
Alokasi Waktu	: 9 JP (9 x 45 menit)

A. Tujuan Pembelajaran

Setelah melakukan pembelajaran diharapkan siswa mampu :

1. Menelaah fungsi sosial dalam teks interaksi transaksional dalam tindakan memberi dan meminta informasi terkait undangan resmi dengan tepat dan mandiri
2. Menguraikan struktur teks interaksi transaksional dalam tindakan memberi dan meminta informasi terkait undangan resmi
3. Menganalisis susunan format teks undangan resmi secara detail
4. Membuat undangan resmi tertulis terkait kegiatan sekolah/tempat kerja dengan benar

5. Menyusun undangan resmi lisan terkait kegiatan sekolah/tempat mempresentasikan dialog terkait undangan resmi dengan penuh percaya diri

B. Kegiatan Pembelajaran

1. Pertemuan : 1
Alokasi waktu : 3 X 45 Menit

Fase	Syntax model pembelajaran	Kegiatan Pembelajaran	Waktu
Pendahuluan		<p>i. Orientasi</p> <p>Mengecek kesiapan siswa dalam mengikuti pelajaran</p> <p>Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.(bila jam pertama)</p> <p>Mengecek kehadiran siswa</p> <p>j. Memotivasi</p>	10 menit
		<p>Guru memberikan motivasi kepada peserta didik dan menjelaskan manfaat dari tema yang dipelajari.</p> <p>k. Apersepsi</p> <p>Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</p> <p>l. Menyampaikan tujuan pembelajaran</p> <p>Peserta didik menerima informasi kompetensi, materi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.</p>	
Kegiatan Inti l. Mengamati	Pemberian Rangsangan	<p>j. Peserta didik disajikan pemaparan undangan resmi melalui tayangan video https://www.google.co.id/search?q=video+formal+invitation&oq=video+formal+invitation&aqs=chrome..69i57j0.10589j0j4&client.</p> <p>k. Peserta didik memperhatikan struktur teks, fungsi sosial, dan unsur kebahasaan dari teks undangan resmi (formal invitation).</p>	15 menit

m. Menanya	Identifikasi Masalah	<p>Peserta didik diberi kesempatan untuk mengajukan pertanyaan yang terkait dengan materi undangan resmi (formal invitation).</p> <p>Peserta didik diarahkan untuk mengajukan pertanyaan tentang hal yang belum diketahui dari materi yang dipelajari</p> <p>Peserta didik diarahkan untuk membuka cakrawala tentang undangan resmi (formal invitation).</p>	10 menit
n. Mengumpulkan Data	Pengumpulan data	<p>Peserta didik membaca teks yang berkaitan dengan undangan resmi dari berbagai sumber termasuk contoh teks, dengan memperhatikan dan menelaah fungsi sosial, unsur kebahasaan dan struktur teks dan format penulisannya.</p>	
Penutup	Menarik kesimpulan	<p>i. Simpulan Peserta didik dan guru menyimpulkan hasil belajar yang telah dilakukan dengan melakukan generalisasi dari hasil presentasi.</p> <p>j. Refleksi Peserta didik melakukan refleksi dari kegiatan yang sudah dilakukan.</p> <p>k. Evaluasi/Penugasan Guru memberikan tugas individu untuk membuat teks tentang undangan resmi/formal invitation dengan memperhatikan hasil belajar siswa.</p> <p>l. Usaha Tindak lanjut Guru menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.</p>	10 Menit

2. Pertemuan : 2
Alokasi waktu : 3 X 45 Menit

Fase	Syntax model pembelajaran	Kegiatan Pembelajaran	Waktu
Pendahuluan		<p>a. Orientasi</p> <p>Mengecek kesiapan siswa dalam mengikuti pelajaran</p> <p>Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.(bila jam pertama)</p> <p>Mengecek kehadiran siswa</p> <p>b. Memotivasi</p> <p>Guru memberikan motivasi kepada peserta didik dan menjelaskan manfaat dari tema yang dipelajari.</p> <p>c. Apersepsi</p> <p>Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</p> <p>d. Menyampaikan tujuan pembelajaran</p> <p>Peserta didik menerima informasi kompetensi, materi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.</p>	10 menit
Mengasosiasikan	Pengumpulan Data	<p>a. Dalam kerja kelompok terbimbing, peserta didik mempelajari bagian bagian dari teks tentang undangan resmi, dengan membuat undangan resmi kegiatan sekolah/tempat kerja</p> <p>b. Peserta didik memperoleh balikan/feedback dari guru dan teman tentang setiap yang disampaikan dalam kerja kelompok.</p>	10 menit
Mengkomunikasikan	Pembuktian	<p>a. Peserta didik mempresentasikan hasil dari pekerjaannya sedangkan kelompok lain merespon/ menanggapi dan bersama-sama melakukan <i>verification</i> (pembuktian) dengan cara memeriksa secara cermat dan mengaitkannya dengan kehidupan sehari-hari.</p>	20 menit

		b. Peserta didik mendapat <i>feedback</i> dari guru	5 menit
Penutupan		<p>a. Evaluasi/Penugasan secara tertulis dalam diskusi bersama Guru memberikan tugas individu untuk membuat undangan resmi/formal invitation dengan memperhatikan hasil belajar siswa.</p> <p>b. Usaha Tindak lanjut Guru menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.</p>	

3. Pertemuan : 3
Alokasi waktu` : 3 X 45 Menit

Fase	Syntax model pembelajaran	Kegiatan Pembelajaran	Waktu
Pendahuluan		<p>a. Orientasi</p> <p>Mengecek kesiapan siswa dalam mengikuti pelajaran</p> <p>Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.(bila jam pertama)</p> <p>Mengecek kehadiran siswa b.</p> <p>Memotivasi</p> <p>Guru memberikan motivasi kepada peserta didik dan menjelaskan manfaat dari tema yang dipelajari.</p> <p>c. Apersepsi</p> <p>Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</p> <p>d. Menyampaikan tujuan pembelajaran</p>	10 menit

		Peserta didik menerima informasi kompetensi, materi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.	
Mengkomunikasikan	Pembuktian	a. Peserta didik mempraktekkan secara lisan terkait undangan resmi dalam bentuk percakapan	25 menit
Penutupan		a. Simpulan guru kembali merefleksi hasil belajar yang telah dilaksanakan dalam beberapa pertemuan yang terkait dengan undangan resmi (<i>formal invitation</i>). b. Usaha Tindak lanjut Guru menyampaikan materi yang akan disampaikan pada pertemuan selanjutnya.	10 menit


C. Penilaian Pembelajaran

Teknik penilaian: pengamatan, proyek, dan tes tertulis (menulis dan latihan soal)

Jatisrono, Juni 2022

Guru Mata Pelajaran

Nika Ariyanto, S. Pd

Mengetahui:
Kepala Sekolah

Drs. Slamet Riyanto, M.M.



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK Pancasila 6 Jatisrono
Tingkat/Kelas/Semester	: XI / AKL OTKP MM / Gasal
Materi Pokok	: Simple Personal Letter
Tahun Pelajaran	: 2022 / 2023
Mata Pelajaran	: Bahasa Inggris
Kompetensi Dasar	: 3.17 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberikan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya. 4.17 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.
Alokasi Waktu	: 6 JP (6 x 45 menit)

A. Tujuan Pembelajaran

1. Setelah berdiskusi siswa dan menggali informasi, peserta didik akan dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks surat pribadi sederhana dengan *bekerja sama* kelompok;
2. Setelah pembelajaran dengan penuh integritas siswa dapat menjelaskan fungsi sosial, struktur dan unsur kebahasaan teks surat pribadi sederhana dengan *percaya diri*;
3. Setelah pembelajaran siswa dapat merancang teks surat pribadi dengan *integritas*
4. Setelah pembelajaran siswa dapat membuat teks surat pribadi dengan jelas secara *mandiri dan percaya diri*

B. Kegiatan Pembelajaran

1. Pertemuan : 1

Alokasi waktu : 3 X 45 Menit

Fase	Syntax model pembelajaran	Kegiatan Pembelajaran	Waktu
Pendahuluan		<p>m. Orientasi</p> <p>Mengecek kesiapan siswa dalam mengikuti pelajaran</p> <p>Melakukan pembukaan dengan salam pembuka dan <i>berdoa</i> untuk memulai pembelajaran</p> <p>Mengecek kehadiran siswa sebagai <i>sikap disiplin</i></p> <p>n. Memotivasi</p> <p>Guru memberikan motivasi kepada peserta didik dan menjelaskan manfaat dari tema yang dipelajari.</p> <p>o. Apersepsi</p>	10 menit
		<p>Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</p> <p>p. Menyampaikan tujuan pembelajaran</p> <p>Peserta didik menerima informasi kompetensi, materi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.</p>	
Kegiatan Inti o. Mengamati	Pemberian Rangsangan	<p>i. Peserta didik <i>membaca</i> contoh teks surat pribadi yang ditayangkan melalui <i>slide</i></p> <p>j. Peserta didik menirukan guru mengucapkan setiap kalimat dari teks surat pribadi yang disajikan.</p> <p>k. Peserta didik mengamati contoh teks surat pribadi.</p>	20 menit 15 menit

p. Menanya	Identifikasi Masalah	m. Peserta didik diberi kesempatan untuk <i>mengajukan pertanyaan</i> yang terkait dengan materi surat pribadi; n. Peserta didik diarahkan untuk mengajukan pertanyaan tentang hal yang belum diketahui dari materi yang dipelajari;	
q. Mengumpulkan Data	Pengumpulan data	Peserta didik mengidentifikasi ciri-ciri (fungsi sosial, struktur teks dan unsur kebahasaan) dalam teks surat pribadi sederhana dengan bimbingan dan arahan guru;	
	Pengumpulan Data	Dalam kerja kelompok terbimbing, peserta didik mempelajari teks surat pribadi yang berbeda dan mengidentifikasi ciri-ciri surat pribadi sederhana.	
r. Mengkomunikasikan	Pembuktian	f. Peserta didik mempresentasikan hasil dari pekerjaannya sedangkan kelompok lain merespon/ menanggapi dan bersama-sama melakukan <i>verification (pembuktian)</i> dengan cara memeriksa secara cermat dan mengaitkannya dengan kehidupan sehari-hari. g. Peserta didik mendapat <i>feedback</i> dari guru dan teman	
Penutup		Pembelajaran ditutup dengan doa	10 enit

2. Pertemuan : 2
Alokasi waktu` : 3 X 45 Menit

Fase	Syntax model pembelajaran	Kegiatan Pembelajaran	Waktu
Pendahuluan		<p>a. Orientasi</p> <p>Mengecek kesiapan siswa dalam mengikuti pelajaran</p> <p>Melakukan pembukaan dengan salam pembuka dan <i>berdoa</i> untuk memulai pembelajaran</p> <p>Mengecek kehadiran siswa sebagai <i>sikap disiplin</i></p> <p>b. Memotivasi</p> <p>Guru memberikan motivasi kepada peserta didik dan menjelaskan manfaat dari tema yang dipelajari.</p>	10 menit
		<p>c. Apersepsi</p> <p>Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</p> <p>d. Menyampaikan tujuan pembelajaran</p> <p>Peserta didik menerima informasi kompetensi, materi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.</p>	
a. Mengasosiasikan	Pengumpulan Data	Peserta didik merancang teks surat pribadi terkait dengan kegiatan diri sendiri dengan arahan dan bimbingan guru.	
b. Mengkomunikasikan	Pembuktian	Peserta didik membuat teks surat pribadi terkait dengan kegiatan diri sendiri dan dikirimkan melalui <i>email</i> .	

Penutup	Menarik kesimpulan	<p>a. Simpulan Peserta didik dan guru menyimpulkan hasil belajar yang telah dilakukan.</p> <p>b. Refleksi Peserta didik melakukan refleksi dari kegiatan yang sudah dilakukan.</p> <p>c. Pembelajaran ditutup dengan doa</p>	10 Menit
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C. Penilaian Pembelajaran

Teknik penilaian: pengamatan, proyek, dan tes tertulis (menulis dan latihan soal)

Jatisrono, Juni 2022

Guru Mata Pelajaran

Nika Ariyanto, S. Pd



APPENDIX 4

Teacher's Handbook

Chapter 7

Join The Excitement!

3. Understanding, applying, analyzing, and evaluating the factual, conceptual, basic procedure, and metacognitive knowledge based on the specific field of English according to the technical, specific, detail, and complex about the curiosity about science, technology, art, culture, and humanities with the insight of humanity in the context of developing the talents as the part of problem solver

4. Doing the specific task using some equipments, information, and work procedure to solve a problem appropriating with the specific field of English

Showing the working based on the guidance with the measured quality and quantity based on the work standard competence

Showing the skill of the effective, productive, critical, independent, collaborative, communicative, and solutive thinking, processing, and managing in the abstract field concerned on the development of the subject at school, and also be able to do the specific task directly

Showing the skill of appreciating, readiness, imitating, accustoming, skillfulness to make the natural moving in the concrete field concerning to the development of the subject at school and be able to do the specific task directly

Basic Competence


3.16 Analyzing the social function, text structure, and language feature of some specific texts in the form of formal invitation cards involving the expressions of giving and asking for information related to the activity on the school or work space, based on the contextual use

4.16 Arranging some specific texts in the form of formal invitation cards related to the activity on the school or work space, by paying attention to the social function, text structure, and language feature correctly based on the contextual use

Learning Objective

After learning the materials, students are expected to be able to:

- Understand the social function, text structure, and language feature of formal invitation card
- Understand the formal invitation card used on the school or work place
- Analyze the social function, text structure, and language feature of formal invitation card
- Practice dialogue involving the expression of inviting formally to the activity on the school or work place
- Write formal invitation card related to the activity on the school or work space




Good morning, students. Welcome to the seventh chapter. By the way, do you have questions about the previous chapter? Please ask your teacher so you can understand the previous chapter before continuing this new chapter.

Students, have you ever gotten a formal invitation? Do you know about the kinds of invitation? Yes! Invitation can be in card style or letter style. Look at the picture! It is an example of an invitation card. You will learn much in this chapter. Well, before starting this chapter, make sure you have prepared your studying materials and writing equipments. Don't forget to pray to God first so you can learn this chapter well. Don't forget to be focus and keep your motivation on. Now, let's start!

Digital Material

https://is.gd/grapus_smkbing11b7



BS Page 43

PG Bahasa Inggris XI Semester 1

© Formal Invitation

A formal invitation is an invitation text that is used to ask someone to participate on a formal event. Formal events are usually held by company, school, or other organizations. Formal invitation is divided into 2 kinds; card style and letter style. Invitation card, are short and to the point. It is usually written in a short sentences on separate line with fonts of varying sizes. Invitation letters are relatively longer, and full of greetings and other unimportant stuff.

Social function

To invite someone to a formal event

Text structure

There is no definite structure of invitation text, but it should include the following points.

- Event name
- Names of the hosts.
- Formal phrase of invitation.
- The date, time, and venue of the event.
- The occasion/reason of the invitation.

Language feature

- Using simple present tense
- Using precise and concise words
- Including detailed information
- The style of writing should be formal.

Special Info

The Invention of Paper

The ancient Chinese invented paper about 2.000 years ago. Chinese papermakers used fibers from tree bark and old rags. The art of paper-making spread out from China about 500 years later. It finally arrived in Europe about 900 years ago.

The invention of the printing press in the 1400s made books popular, and the demand for paper increased. All paper was handmade until 1798. That's when a Frenchman named Nicholas Robert invented a papermaking machine that could make paper in continuous rolls.

Source: Microsoft • Encarta • 2008. ©

Exercise

BS Page 44

Study the text and answer the questions!

To: Mr. Ahmad Gunawan
Kenanga Street no. 34, Jakarta

Dear Mr. Ahmad,

We would like to invite you to attend the inauguration of our bussiness located at Euphoria Hotel on April 13th, 2023 at 04.00 p.m. It is our honor to have you as the loyal customer in our bussiness. We have been in this bussiness for quite some time now yet we have always managed to stay on top of our competitors. This is not possible to happen without your support to our bussiness. We have prepared something for you as our patrons as a way of saying thank you:

Please let us know if you are attending the event or not by April 10th, 2023. You can call Miss Nisa at 062-234234. Hoping for your presence on the D-Day.

Jakarta, April 3rd, 2023

Sincerely yours,

Hardi

Hardi Prastawa

Manager of Garnet Garment Factory

Questions:

1. What is the purpose of the text?

Answer: To invite someone to an event

2. What event will be held?

Answer: An inauguration of business

Anticorruption Education

Fairness

Fairness is making sure that everyone is treated the same. It encourages, respect, responsibility, leadership, trust, and a life that matters.

Core Competence

3. Understanding, applying, analyzing, and evaluating the factual, conceptual, basic procedure, and metacognitive knowledge based on the specific field of English according to the technical, specific, detail, and complex about the curiosity about science, technology, art, culture, and humanities with the insight of humanity in the context of developing the talents as the part of problem solver
4. Doing the specific task using some equipments, information, and work procedure to solve a problem appropriating with the specific field of English
Showing the working based on the guidance with the measured quality and quantity based on the work standard competence
Showing the skill of the effective, productive, critical, independent, collaborative, communicative, and solutive thinking, processing, and managing in the abstract field concerned on the development of the subject at school, and also be able to do the specific task directly
Showing the skill of appreciating, readiness, imitating, accustoming, skilfulness to make the natural moving in the concrete field concerning to the development of the subject at school and be able to do the specific task directly

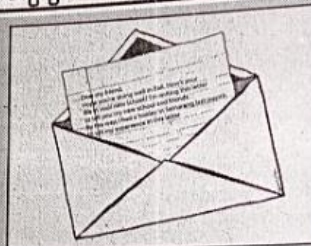
Basic Competence

- 3.17 Differentiating the social function, text structure, and language feature of some specific texts in the form of personal letter involving the expressions of giving and asking for information related to the activity of oneself and the people surrounding, based on the contextual use
- 4.17 Arranging some specific texts in the form of personal letter, involving the expressions of giving and asking for information related to the activity of oneself and the people surrounding, by paying attention to the social function, text structure, and language feature correctly based on the context

Learning Objective

- After learning the materials, students are expected to be able to:
- Understand the social function, text structure, and language feature of personal letter
 - Analyze the social function, text structure, and language feature of personal letter
 - Retell the content of personal letter
 - Write personal letter related to the activity of oneself and the people surrounding

Apperception



Good morning, students. You may ask your teacher to explain the materials again if you still have questions. It is to make sure that you understand the materials well before continuing to the next chapter.

In this chapter, we will learn about the personal letter. Letter is a piece of handwritten or printed text addressed to a recipient and typically sent by mail. A personal letter is a type of letter that usually concerns personal matters (rather than professional concerns) and is sent from one individual to another. It's longer than a dashed-off note or invitation and is often handwritten. Look at the picture! The expression "Dear my friend," is an expression that is usually used in personal letter.

Well, before starting this chapter, make sure you have prepared your studying materials and writing equipments. Don't forget to pray to God to get easiness in learning. Be focus and keep your motivation on. Now, let's start!

Digital Material

https://is.gd/grapus_smkbing11b8



BS Page 49

Personal Letter

A personal letter is a type of letter that usually concerns personal matters (rather than professional concerns) and is sent from one individual to another. It's longer than a dashed-off note or invitation and is often handwritten.

Social function

To inform that the receiver that the sender wants to tell an important thing like personal feelings, thoughts, or experiences.

Text structure

- Date – This is the date when the letter is written.
- Name, Address, City and Zip Code - these are name, address, city and zip code of the sender.
- Salutation – The greeting usually starts with the word 'Dear'.
- Introduction – This is the opening of a letter.
- Body – It includes the message that the writer wants to tell the recipient.
- Closure – This part indicates the letter is going to end.
- Complimentary Close – This short expression includes a few words on one line. It ends with a comma. Some examples are shown below. 'Yours sincerely,' 'Best regards,' 'Love'.
- Signature – the signature of the writer.

Language feature

- Using informal and personal language
- Using first and second person pronouns may be frequently used
- Although the tone of your letter is informal, take note that we should not use offensive language

Special Info

History of Letter Writing

Until just a few decades ago, personal letters (alongside diaries and autobiographies) had been the common form of written personal communication since the 18th century. It really took off then because of mass-produced paper becoming widely available, a large rise in literacy rates, the advent of systematic message delivery, and the establishment of the postal system. However, the earliest letters date back to 500 BCE and the ancient Persians.

Source: <https://www.thoughtco.com/>

Exercise

BS Page 50

Task 1

Study the letter below and identify the parts of the letter!

June 15th, 2023

Fiona Olivia
Bayangkara Street No. 13
Surabaya, Indonesia

Dear Fiona,

Thanks for your letter. I'm sorry for not replying on time. I was busy with the school festival. You asked me about my favourite activities in your last letter. Well, I'll tell you now.

My family and I live about 5 km from the city centre. So, it is not too noisy. There are various activities that we can do in my city. I like going to the water park at the Aquatic Centre, cycling around the Phoenix Park, visiting Mega Cinema on the weekend, playing football together in the stadium near my house, and the most exciting thing is, trying various kinds of food in the Night Food Market.

How about you? Tell me about your favourite activities in your city.

I'm waiting for your reply. Please stay healthy in this rainy season.

Yours faithfully,

Rendi
Rendi Andika

Answer:	Date	June 15 th , 2023
	Name, address, city and zip code of the sender	Fiona Olivia Bayangkara Street No. 13 Surabaya, Indonesia
	Salutation	Dear Fiona,
	Introduction	Thanks for your letter. I'm sorry for not replying on time. I was busy with the school festival. You asked me about my favourite activities in your last letter. Well, I'll tell you now.
	Body	My family and I live about 5 km from the city centre. So, it is not too noisy. There are various activities that we can do in my city. I like going to the water park at the Aquatic Centre, cycling around the Phoenix Park, visiting Mega Cinema on the weekend, playing football together in the stadium near my house, and the most exciting thing is, trying various kinds of food in the Night Food Market.
	Closure	How about you? Tell me about your favourite activities in your city. I'm waiting for your reply. Please stay healthy in this rainy season.
	Complimentary Close	Yours faithfully.
	Signature	<i>Rendi</i> Rendi Andika

Task 2

Answer the questions below based on the text in Task 1!

Anticorruption Education

Honesty
Honesty is one of the foundations that makes your friendship strong and has the ability to withstand with everything.

- What is the purpose of the text?
Answer: To inform something to someone.
- What does the text tell us about?
Answer: It tells about the favorite activities of the sender.
- Where does the sender live?
Answer: He lives 5 km from the city centre.
- Why does the sender want the receiver to stay healthy?
Answer: Because it is rainy season.
- "So, it is not too noisy." What does the underlined word refer to?
Answer: The sender's house.