

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa (dan Sastra) Inggr

LAPORAN PENELITIAN DOSEN



**ANALYSIS OF TEACHING WRITING STRATEGIES AT UNIVERSITAS PAHLAWAN
TUANKU TAMBUSAI**

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UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
TAHUN AJARAN
2021/2022**

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Berakhir : bulan Januari

tahun 2022

5. Lokasi Penelitian (lab/lapangan) Non Lapangan (Desk Evaluation)

Penelitian direncanakan dilaksanakan di Universitas Pahlawan (Lapangan)

7. Instansi lain yang terlibat (jika ada, dan uraikan apa kontribusinya)

Tidak ada

8. Skala perubahan dan peningkatan kapasitas sosial kemasyarakatan dan atau pendidikan yang ditargetkan

2

Perubahan Perilaku

9. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan tahun rencana publikasi)

Basicedu Nasional terakreditasi Sinta 3 tahun 2020

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CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching strategies are the important part of writing and conveying thoughts, ideas, and organizing sentence or paragraph. According to Istiqomah (2019: 13) teaching strategy is the strategy of the education used in the teaching-learning process as a planning method or teachers' activities design to achieve the goal or objectives of the material brought. Strategies can be defined as designing a plan that contains order activities to achieve specific educational objectives. Teaching strategy is the way of teaching which used by the educators in the learning process. According to Kozma (Sanjaya, 2007) Teaching strategies can be interpreted as being chosen, namely those that can provide facilities or assistance to students towards achieving certain learning goals.

In general, the strategy that is usually used by teachers in teaching writing is to use charts with a scientific approach, because the teaching of writing by teachers is observing, asking, reasoning, trying and communicating. According to Sani (2014) states that the scientific approach is closely related to the scientific method which should normally involve examination or observation needed for the formulation of hypotheses or data collection. In teaching writing, the teacher uses the chart because it is where

the teacher explains each point of the generic structure in detail to students. According to Rahadi (203: 29) with the media chart are: "presenting ideas or a difficult concept made easier on digest by students. " The chart is able to provide summary of the important points of a presentation.

Based on interviewed, the researchers were found in Universities Palawan Tuanku Tambusai in English department I There are some problems faced by students in learning English. Especially in writing, as for the problems and complaints of teachers in teaching writing to students, namely the limited of vocabulary and grammar of students in writing, students are very difficult to make their own words, therefore in writing student scores are very low. Rianti (2019) teaching vocabulary at Senior High School in Indonesia is one of the main focuses in the English teaching. Therefore the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase vocabulary ability.

Based on the teacher's instruction to create teaching and learning process that is directed and effective is needed a fun teaching media, that is can awaken students in learning, and make students more motivated in the process learning writing. One of them is the media chart teaching writing, using a chart of writing scores is good.

Based on the phenomenon above, the writer can conclude that in teacher's writing strategy used is effective, because the teacher uses the strategy chart which is a strategy that is very easy for students to understand in writing. Based on the explanation and problem above, the writer is interested to

conduct the research entitled “**AN ANALYSIS OF TEACHING WRITING STRATEGIES AT UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI**”

B. Focus of the Research

Based on the problem, the researchers only focuses on describing the teaching writing strategies at Universities’ Pahlawan Tuanku Tambusai. To formulate the research, a question is formulated as follow.

1. How does teaching writing strategies applied at English department program Palawan Tuanku Tambusai?

C. Purpose of the Research

2. The purpose of this research is to describe the teaching writing strategies at English department program Universities’ Palawan Tuanku Tambusai?

D. Significance of the Research

The research is expected to give significances theoretically and practically.

1. Theoretically

- a. For the teacher

This research is expected the teaching strategy in writing remains effective and the implementation of the strategies students can understand and produce writing. Then this strategy can be inputted by other English teachers, especially in teacher writing strategies. This strategy can be used by teachers to implement teacher’s writing strategies. Finally, this strategy can be used as

a reference by every English teacher, especially when teaching writing at English department program Universities' Palawan Tuanku Tambusai

b. For students

This research is expected that students can understand the generic structure of the recount text, students can write text, and students can produce a text.

c. For future researcher

This researcher is expected the results of this study can be a reference source for future researchers in context teaching writing strategies at English department this study helps researchers to implement writing strategies. Besides, it is expected to get a lot of understanding of the writing strategy used by teachers.

2. Practically

The results of this study can provide information to other English teachers about the strategies used are scientific approach in teaching writing strategies at English department program.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Research

1. Teaching Strategy

Strategy is part of the process used by the teacher to carry out teaching activities. It aims to carry out ideas, plans, goals in a period time. In the world of education, strategy can be defined as a plan, method, or a series of activities designed to achieve specific educational goals. According to J. R David (Wina Senjaya, 2008): in teaching strategy there is what is meant by planning. Teaching strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. According to Syaiful Bahri and Aswan Zain (1995) Teaching strategies are general patterns of student activities in realizing learning activities to achieve the goals outlined. According to Sadiman (1986) in his book Warsita (2008: 266): Learning strategies are planned efforts to manipulate learning resources so that learning occurs in students.

Teaching strategies are the important part of writing and conveying thoughts, ideas, and organizing sentence or paragraph. In this study the writers provide a review, the teaching strategy is the teacher's action in implementing the teaching plan, meaning that the teacher's efforts to use several teaching variables (objectives, materials, methods and tools and evaluation) in order to influence students to achieve predetermined goal

2. Writing

a. Definition of Writing

Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work. (Mayers, 2005) Writing is one of productive skill, which contains a symbol (orthographic) and involves a complex process. Masrul (2017) writing is a means of communicating ideas and information. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion

According to Harmer (2007) is quite appropriate because writing is defined also a process of creating written text that obtains idea, feelings, thoughts, and desires to other person. Writing involves planning what we are going to write. First, planning it, second, drafting, third, editing what we have written, and the last, product a final version. Many people have thought that this is linear process but a closer examination of how written of all different kinds are involves in writing process.

b. The Important of Writing

According to Astheri (2010) stated that “what makes writing important is that students are able to express themselves. It prepares them for school itself and

employment. Writing can solidify ideas and thoughts, and allow the students to reflect on them better than if the ideas remain evolving in their head. Writing help the students with other language task as well. Writing is easier to examine, evaluate, and revise than speaking because it is concrete”.

Further, according to Fauziati cites in Muslimah (2018) states that there are five components of writing that must be noticed by in a writing composition, namely: content, organization, vocabulary use, gramatical features, and mechanics of language.

a. Content

It is related to the content of the writing itself. It consist of thoughts/ideas, the purposes of writing, and choice of genre.

b. Organization

It is related to the ideas which must be stated clearly, the writing is well organized, and sequence must be logical and cohesive.

c. Vocabulary

Increasing students’ vocabulary is a significant factor in teaching English (Rianti, 2017). Therefore, the teachers should be master its vocabulary before teaching it to students. It vocabulary related to choice of words where students are expected to use appropriate and effective words in order to produce a good writing.

d. Grammatical Features

It is related to the complex construction. In composing paragraph or texts, the mastery of grammatical order is very important for the

writer. It will influence what message that will be caught by the readers.

e. Mechanics of Language

It is related to the ability of the writer to master spelling, punctuation, capitalization, set size of font, and space of word or sentence to make a good paragraph.

C. Writing Process

Imani and Marleni (2019) states that writing in English is not easy and need process in getting language. It means that the writers need process to explore their thoughts and ideas in written form until the writing is done and published. Therefore, the writers have to follow the steps on writing process to make a good writing before the writing is published.

The process of writing is called composing. In composing the writing, the students have to follow the stages carefully to make a good writing. Higgins et al. (2017) states that there are various stages of composing; They are planning, drafting, sharing, evaluating, revising, editing, and publishing.

- a. Planning: Setting goals and generating ideas before students begin writing. Example strategies: goal setting, activating prior knowledge, graphic organisers, and discussion.

- b. Drafting: Focusing on noting down key ideas and set out the writing in a logical order. Example strategies: making lists, graphic organisers, and writing frames.
- c. Sharing: Sharing ideas (feedback) throughout the writing process. Example strategy: in pairs, listen or read together when the author reads aloud.
- d. Evaluating: Checking that the writing goals are being achieved throughout the process. This can be done by students as they re-read their writing (self-evaluation) or through feedback from teacher or peers. Example strategies: self-monitoring and evaluation by asking questions like, 'Have I met my goals?' and 'Have I used appropriate vocabulary?'
- e. Revising: Making changes to the content of writing in light of feedback (teacher or peer) and self-evaluation. At this stage it allows students to change sentences, add sentences, or remove sentences that are not integrate or coherent.
- f. Editing: Making changes to ensure the text is accurate. At this stage, the students checking the grammatical accuracy and mechanical of language such as spelling, capitalization, and punctuation. Example strategies: checking capital letters and full stops and reviewing spellings using a dictionary.

- g. Publishing: Presenting the work (writing result) in order to the other people can read it. Example strategies: displaying work at journal, presenting to the class, etc.

3. Teaching Strategies for Writing

learning Strategy is an important part of teaching, because without a teaching strategy the teacher does not have a learning plan to achieve. In this theory the teacher teaching writing using the charts strategy. To create writing teaching proses that is directed and effective is needed a fun teaching media, that is can awaken students in learning, and make students more motivated in the process.

The reason the teacher uses the charts strategy is very effective, because students easily understand the material presented, students can write and the expected results have achieved maximum results. However, when the teacher explains the stages of teaching related to teaching writing, the teacher has 3 variations in the charts strategy.

1. The teacher combines conventional method, method that is applied by conveying information orally to students.
2. The teacher combines the question and answer method, teaching method that allows direct communication between teacher and students, the teacher ask students to answer or students ask the teacher to answer.
3. The teacher combines discovery learning technique, namely the teacher asks students to make sentences and produce individual writing.

Based on the explanation above, the writer can conclude that the strategy in teaching writing is very important for the teacher, because the teacher must prepare an attractive and effective strategy so that students can easily understand writing and are motivated in the learning process. The teachers use chart media is a very effective strategy because it is easier for students to digest. The teacher has 3 variations in the charts strategy, namely conventional method, question and answer method, and discovery learning.

4. Indicators of Writing

The writers have to know some aspects in writing, one of the aspects is what are the components of writing. Muthoharoh and Anita (2018) states that writing is difficult skill that involves many components to analyze such as content, organization, use of language, vocabulary, spelling, punctuation, and mechanics. Shehadeh (2011) states that writing quality was determined by a holistic rating procedure that included content, organization, grammar, vocabulary, and mechanics such as spelling and punctuation.

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It is related to the complex construction. In composing paragraph or texts, the mastery of grammatical order is very important for the writer. It will influence what message that will be caught by the readers.

j. Mechanics of Language

It is related to the ability of the writer to master spelling, punctuation, capitalization, set size of font, and space of word or senternce to make a good paragraph.

Regarding the same statements of the experts above, the researcher was agreed that the components of writing consist of five components, namely: content, organization, vocabulary, grammar, and mechanics of

language such as spelling, punctuation, capitalization, etc. Leaving one of these components will affect to writing. It will fail and the writers not able to complete the writing properly.

B. Review the Related Finding

In this research the writer takes three previous researches:

The first study had been done by Elnita Samosir with her research paper entitled “Teacher’s Strategies In Teaching Writing Recount Text at SMA Negeri 1 Tebing Tinggi”. In this study he found the teacher’s strategies in teaching writing recount text and describe how the strategies applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi.

The second study had been done by Vino Hendra Prima with him research paper entitled “Teaching Writing Descriptive Text By Combining Quick Write With Author’s Chair Strategies For Senior High School Students”. In this study he found the students have difficulty making text with well because they have a hard time coming up with ideas when writing, their ideas are write not properly structured. therefore the aim of the researcher is as input for teachers English in carrying out writing teaching so that students are interested and motivated to learn to write, especially descriptive text.

In conclusion, the similarity the first by Elnita Samosir with her research paper entitled “Teacher’s Strategies In Teaching Writing Recount Text at SMA Negeri 1 Tebing Tinggi”. In this study he found the teacher’s strategies in teaching writing recount text and describe how the strategies applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi. the second by Vino Hendra Prima with him research paper entitled “Teaching Writing Descriptive Text By Combining Quick Write With Author’s Chair Strategies For Senior High School Students

C. Conceptual Framework

The researcher purposed the conceptual framework entitled “ An Analysis Of Teaching Writing Strategies At English department Program ” . According to Harmer (2004: 4-5) describes the writing process consists of four main elements.

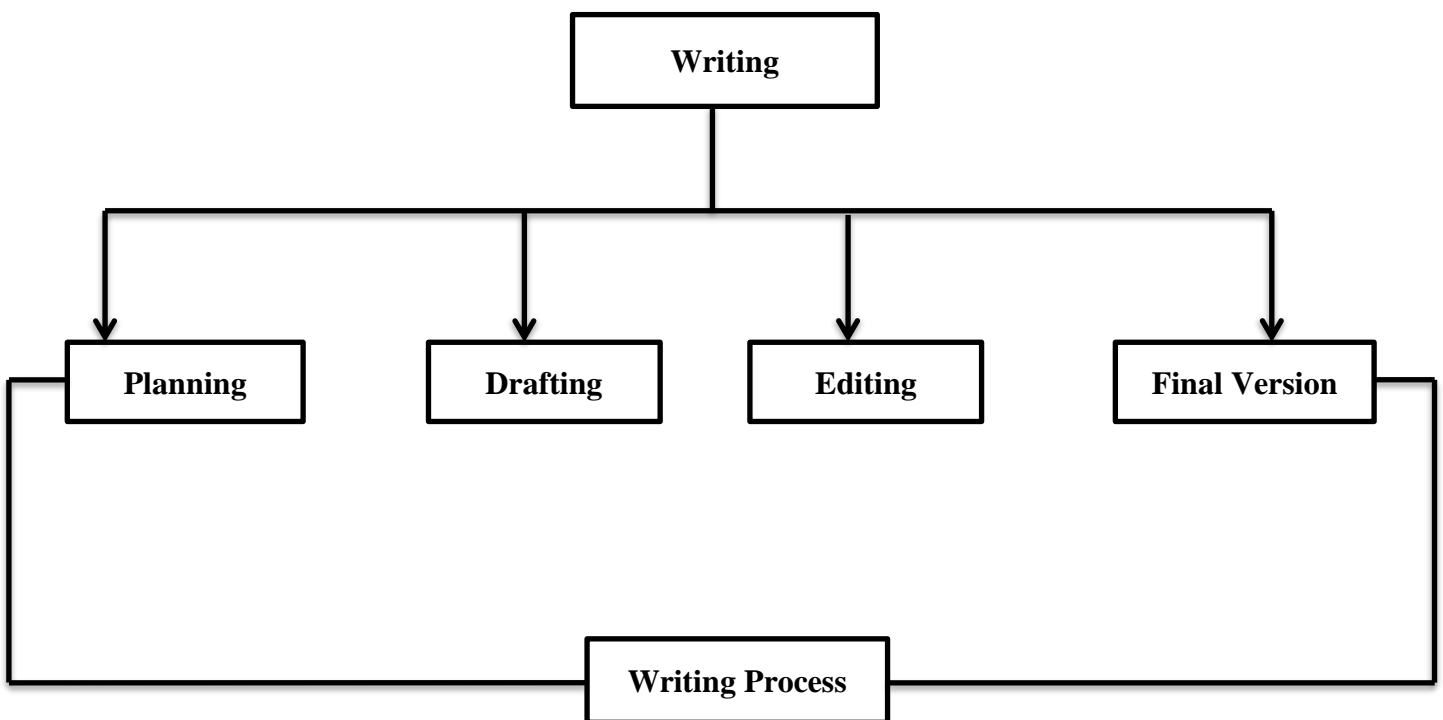


Figure 2.1
The Diagram Of Conceptual Framework Of The Research

CHAPTER III

RESEARCH METHODOLOGY

A. Types of the Research

This research is qualitative descriptive with the analysis of data presented in the Indonesian language in the form of interviews. This research uses a descriptive analysis which means that this study analyzes the strategy used by English teacher in teaching writing. According to Creswell (2014:32) qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation. Qualitative research methods are also a research method that further emphasizes on aspects of understanding the problem of seeing problems to research generalization. This method of research prefers using in-depth analytical techniques (in-depth analysis), which is reviewing the problem in case of cases because of the authoritative methodology convinced that

the nature of a single problem will differ from the nature of the other problem (Siyoto, 2015: 27).

B .Setting of the Research

This research was conducted at Universitas Pahlawan Tuanku Tambusi. Kampar located in Jl.Tuanku Tambusai No 23 Bangkinang. This research is expected to run for two month.

C.Data, Data Sources and Interviewees

1. Data

In research, of course, a data source is needed support data accuracy. Without a data source, then research can be declared invalid, especially qualitative research. According to Arikunto explained that what is meant by data sources is the subject from which the data were obtained.

Meanwhile, according to Moleong citing Lofland confirmed that the source the main data in qualitative research are words and actions, the rest is additional data such as documents and in this study, the data sources were divided into two:

- a. Primary data

The primary data source is the data collected first hand by analytical research. In this research primary data sources were taken from the English teacher's statement on the teaching writing strategies.

b. Secondary Data

Secondary data sources are data collected for some other purpose but reused by the researcher for further analysis. In this study, secondary data sources were taken from documentation, both documentation of books, articles, journals, magazines and others that discuss teaching writing strategies

2. Data Sources

In this study, the data source was the English department Program. Researchers use paper tools to take notes the results of interviews with the English lecture and the researcher also brought a phone to do recording.

B. Technique of Collecting Data

The completely explanations as follows:

1. Interview

According to Esterberg in Sugiyono (2015: 72) an interview is a meeting conducted by two people to exchange information and an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic.

According to Sugiyono (2017,194) interview is used as a data collection technique if the research wants to carry out a preliminary study to find the problem to be researched, and if the research also wants to know the things of the respondent who are more in-depth and the number of respondents is small.

The use of the interview method takes a long time to collect data. Compared to passing the poll to the respondent, the interview is very complicated. In conducting an interview, research should pay attention to attitudes on the future, sitting attitude, facial brightness, speech, friendliness, patience, and overall appearance, will greatly answer to the respondent's content received by the researcher. Therefore, then need intensive training for the prospective interviewer. Broadly, there are two kinds of interview guidelines, namely the interview guidelines that only contain the outlines that will be asked.

E. Technique of Analyzing Data.

After collecting data, data analysis will be done to analyze the whole data obtained. In this research "qualitative descriptive research" will be use a qualitative method is kind of research without using any calculation or statistics procedure. Analyzing data refers to a method of treating the data have been collected by the researcher. it can easy the reader to understand the essential meaning and important parts of data .

According to Siyoto (2015: 98) Data analysis is the process of organizing and sorting data into patterns, categories, and units of the basic description so that the

theme can be found and can be formulated hypothesis as suggested by the data. The data analysis work in this case is to regulate, sort, classify, code, and categorize them. Organizing and the management of the data aims, to find themes and work hypotheses that eventually elevated to substantive theory. The data analysis process is performed through stages; Data reduction, data display, and conclusion or verification. To more details, the author will explain the analysis process as follows:

1. Data reduction

Data reduction means summarizing, selecting the underlying things, focusing on things that matter, look for themes and patterns, and discard unnecessary ones. Data reduction can be done by way of abstraction. Abstraction is an effort to make a summary of the core, processes, and statements that need to be kept remain in the research data. In other words this data reduction process conducted by researchers continuously when conducting research to generate core records of data obtained from data mining results.

Miles and Huberman (1992:16) states that the data reducing can be interpreted as the process of selection, simplification and transformation of the data to field note, the data reduction was done during the research activities. In this case the researcher reduced the information during the research activities. This research took photo data, worksheets books, and pictures of the teacher's writing strategies in writing personal letters.

2. Data Display

Display of data is a description of the data as the second component in analyzing the data this technique was used in arranging information, description or narration in order to draw conclusion. It is done because of the data during the qualitative research process are usually narrative-shaped, so that requires simplification without compromising its contents. The display data is done to be able to see the overall picture or section of the whole picture. At this stage researchers strive to classify and display data following the subject matter which begins with the coding on each subject.

3. Conclusion and Verification

Conclusion or verification is the final stage in the data analysis process. This section of the researchers expressed the conclusion of the data that has been obtained. Activities are intended to look for the meaning of data collected by seeking relationships, equations, or differences. Withdrawal of conclusions can be done by road the conformity of statements from research subjects with the meanings basic concepts in the study, the above stages are mainly reduction and data presentation stages, not merely happen in tandem. But sometimes after the data presentation is also done data reduction required again before concluding. Stage above for writers is not included in the data analysis method but goes to the strategy data analysis because, the method is already patent whereas the strategy can be done the utility's flexibility in using the strategy. Thus, the habit researchers use qualitative analysis methods to determine the quality of analysis and results in qualitative research.

F. Data Validity Technique

According to Creswell (2012: 159) the validity of the data is the extent to which all evidence points to the intended interpretation of a notch grading for the proposed determination. In this research, the researcher collected data by conducting interviews with the teacher, then the researcher entered the data into a file. Although the validation of the findings occurred in all steps in the research process of this discussion is focused on this to make it easier for a researcher write a section into the proposal on a procedure for validating the findings that will be carried out in a study.

1. Triangulation

Triangulation (Moleong, 2014) is an examination technique the validity of the data by checking or comparison of the data obtained with the source or other criteria outside of that data, to improve data validity. In this study, the triangulation done is:

- a. Triangulation of sources, namely by means of compare what is said by the subject said the informant with the intention is that the data obtained can be trusted because it is not only obtained from one source namely the research subjects, but the data were also obtained from some other source such as neighbors or friend of the subject.
- b. Triangulation technique, namely by taking data using interviews. In this case, the researcher tries to re-examine the results of the interview so that the data is relevant

2. Using reference materials

This reference material is a support tool for prove the data found by the researcher. Like data the results of interviews need to be supported by recordings interview. In this study, researchers used tools recorder to record the results of interviews with informants. Meanwhile, in the external validity test in the study qualitative, the researcher in making the report must provide a detailed, clear, systematic, and reliable description. Thus the reader becomes clear on the results of the research. So you can decide whether you can or not apply the research results elsewhere.

BAB IV
BIAYA DAN JADWAL PENELITIAN

A. Pembiayaan

Mengacu pada Peraturan Menteri Keuangan Republik Indonesia Nomor 78 /PMK.02/2019 tentang Standar Biaya Masukan, maka rencana anggaran penelitian sebagai berikut:

Tabel 5.1 Ringkasan Anggaran Biaya

No	Jenis Pengeluaran	Biaya yang Diusulkan (RP)
1	Honorarium	Rp. 1200.000
2	Bahan habis pakai dan peralatan	Rp.4000.000
3	Perjalanan	Rp.1.500.000
4	Lain-lain	Rp 2.800.000
	Jumlah	Rp. 9.500.000

A. Jadwal Penelitian

Adapun jadwal pelaksanaan kegiatan sebagai berikut:

No	Jenis Kegiatan	November	Januari	Februa ri	Maret	Keteranga n
1	Penyusunan Proposal					
2	Penyusunan Instrument					
3	Validasi Instrumen					
4	Pelaksanaan Penelitian					
5	Uji Parktikalitas					
6	Penulisan Hasil					

	Penelitian					
7	Sumbite Journal Nasional Teragreditas					

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting research on "An Analysis of teaching Writing strategi at Universitas pahlawan " it can be concluded that the problems faced by teachers in teaching writing were limited to students' vocabulary, limited students' grammar, students found it difficult to make their own words, and low student scores. In this case, the researcher has found the strategy used by the teacher, namely charts. Charts are a suitable strategy to use in teaching writing, because the strategy is designed as attractive as possible, simple, and effective so that students are interested in the material presented by the teacher. Charts also provide a summary of the important points of the material in writing.

In applying the charts strategy with scientific approach, the teacher gives instruction to students to be ready to carry out the learning process. In this applying the teacher combines 3 variations in teaching writing to help students understand more clearly the material presented. As for the variation, namely the conventional method, the question and answer method and the discovery learning technique. The teacher uses this method to make it easily to convey information directly to students; the teacher explaining to the students about the recount text material, the teacher telling students to make recount text according to a generic structure, the teacher explained that in

recount text using simple past tense, besides that the teacher asks students in this communication there is direct between teachers and students, finally the teacher gives assignments to students to make individual sentences. In using charts have achieved maximum results, students easily understand and produce writing.

B. Suggestions

Based on the results of the research on An Analysis Of Teaching Writing Strategies At Universita pahlawan, the researcher would give some suggestions. For teachers, it is hoped that this research can encourage them to consider a better way of teaching through strategy charts especially in teaching writing to improve the student's writing ability. Teacher too combines several variations in teaching writing with a strategy charts. For students from the result, it can motivate students to always the spirit of learning. The students also have to practice writing, especially to make sentences with the correct. For future researchers there are still many aspects that can be analyzed on the teaching writing strategy used in recount text .The researcher also hoped other researchers are interested in conducting similar research, to help the results are better than this.

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