

ABSTRACT

Megista, Hilda (2023). English Teacher Strategies in Writing Activities at the Eighth Grade of Junior High Schools at Kembayan sub-district.

Supervisor I : Dr. Y. Gatot Sutapa Yuliana., M.Pd.

Supervisor II : Sumarni, S.Pd., M.TESOL

This research aims to determine the English teachers' strategy in writing activities at the eighth grade of Junior High Schools at Kembayan sub-district and how the English teachers implement the strategy. This research used a descriptive qualitative design. The data were gathered from observation, interviews, and documentation. The result of this research showed that there were four teachers' strategies for writing activities in the eighth grade. The strategies were guided writing strategy, repeating strategy, cooperating with peers strategy, and translation strategy. In implementing the teaching strategy, the English teacher asked the students to write some expressions and some dialogues depending on what strategy was used. The teacher who use repeating strategy asked students to copy the expressions or dialogues in the textbook into their workbook. For translation strategy, the teacher asked students to translate expressions or dialogues and then asked them to write the translation in the workbook. For the guided writing strategy, the teacher wrote a dialogue on the whiteboard and asked students to write a dialogue using the random words given by following the template that has been written on the whiteboard. For the cooperating with peers strategy, the teacher asked students to discuss in a group and then write a dialogue. These strategies could help teachers in teaching students and also encouraged students to actively participate in the teaching and learning process.

Keywords: English Teacher, Teacher Strategy, Writing Activities