**TEACHER'S STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT AT GRADE VIII JUNIOR HIGH SCHOOL 06 KOTA PARIAMAN**

**THESIS**

*Submitted in Partial Fulfillment as One of The Requirement for Undergraduate Program in English Education The Strata One (S1) Degree*



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# APPROVAL PAGE

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This thesis was approved for examination

Padang, July 2018

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# ABSTRACT

**Marini, 1314050498 : Teacher's Strategy in Teaching Writing Descriptive Text at Grade VIII Junior High School 06 Kota Pariaman.**

Advisors    : 1. Dr. Besral, S.Pd, M.P.

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The study was a case study of the strategy by teacher English in teaching writing descriptive text at Grade VIII Junior High School 06 Kota Pariaman. The objectives of this study were (1) to describe teacher's strategy in teaching writing, (2) teacher's assessment in teaching writing descriptive text at Grade VIII Junior High School 06 Kota Pariaman.

The type of the study was descriptive qualitative. The object of the study was the teacher's strategy in teaching writing descriptive text 06 Kota Pariaman. The subject of the study was the teachers of English subject at Grade VIII Junior High School 06 Kota pariaman. The data of the study were script of interviews, and observation sheet. The techniques of collecting data were through interview and classroom observation. The data validity used was triangulation to gain information through various ways of sources. The technique of analyzing the data was using Mile's and Hubberman's model (1984).

The finding of the research shows that strategy used by the descriptive text was applied cooperative learning by question and answer between the teacher and the students, making group. The assessment was asked them to work in group in every steps in teaching process and also the teacher assessing students' product after finished the lesson.

The teacher adopts three steps in teaching cycle, namely; opening, core-learning and closing. And the teacher uses 5 basic stages in writing process that called process approach, those are planning/outlining, writing, revising, editing and publishing. By using this approach, the students are able to produce a piece of writing and know the nature of writing in every writing stage. They are enthusiastic and motivated to take part in the classroom activities. They work collaboratively with other peers in discussing a task. The teacher gives large opportunities to them to experiment with their ideas.

Padang, 18 July 2018

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# ABSTRAK

**Marini, 1314050498 : Teacher's Strategy in Teaching Writing Descriptive Text at Grade VIII Junior High School 06 Kota Pariaman.**

**Pembimbing** : 1. Dr. Besral, S.Pd, M.P.

2. Hidayat Al Azmi, M.Pd

Penelitian ini merupakan studi kasus tentang pendekatan proses oleh guru bahasa inggris teks deskrptif dalam belajar menulis di kelas VIII.1 SMP N 06 Kota Pariaman. Tujuannya adalah (1) untuk menggambarkan strategi guru dalam pembelajraran menulis deskriptif teks, (2) untuk mengetahui penilaian guru dalam pembelajaran menulis deskriptif text di SMPN 06 Kota Pariaman.

Jenis penelitian ini adalah peneltian kualitatif. Objek peneltian ini adalah staretgi guru dan penilaian guru dalam pembelajran menulis deskriptif tekd di SMPN 06 Kota Pariaman. Subjek dari penelitian ini adalah guru bahasa inggris di kelas VIII SMPN 06 Kota Pariaman. Data dari peneltian ini adalah naskah wawancara dan observasi kelas. Teknik data adalah melalui interview dengan guru dan observasi dikelas. Keabsahan data yang digunakan adalah triangulation untuk mendapatkan informasi melalui berbagai sumber. Teknik menganalis data dengan menggunakan model Mile and Hubberman (1984).

Temuan dari penelitian ini menampilkan bahwa strategi yang digunakan guru dalam pembelajaran teks deskriptif adalah "cooperative learning" melalui tanya jawab antara guru dan siswa dan melalui kelompok. Penilaian guru dalm pembelajaran menulis teks deskripti adalah dengan menlai tulisan siswa setelah selesai proses belajar mengajar dikelas.

Guru menggunakan tiga langkah dalam pembelajaran, yaitu; opening, core-learning and closing. Guru menggunakan 5 dalam proses menulis yang disebut dengan pendekatan proses, yaitu; planning, writing, revising, editing dan publishing. Dengan meneggunakan pendekatan ini, siswa bisa menulis dan tau bagaimana langkah dari setiap writing. Mereka bekerja secara kolaborasi dan mendiskusikan tugas. Guru memberikan peluang yang besar kepada mereka untuk menuangkan ide mereka.

Padang, 18 July 2018
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