

The Strategy of Teaching Writing in PTMT and BDR at SMAN 3 Kediri

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ABSTRACT

The implementation of education during the new normal period of COVID-19 have regulated through the government regulation SKB-4. Government regulations encourage writing teaching strategies using PTMT and learning methods from home. This study uses qualitative research methods, this research have conducted based on the phenomenon of online and offline learning. Data collected through observations and interviews. Observations and interviews have shown that the teacher's role in face-to-face learning and learning from home is as a reviewer of learning materials, counselor regarding materials and obstacles faced by students, controller of learning and learning, and motivator. There are classroom management, chair arrangements, teacher body language, and the use of Google Classroom as a form of strategy in teaching writing. The combination of the pandemic RPP and K13 RPP as a guide in teaching. The learning model used has called the PTMT learning model and learning from home, which, combines several hybrid-learning models, blended learning and flipped learning. Teaching writing uses instant writing and contextual writing.

Keywords: Key word: teacher role, PTMT learning model, teaching writing.

INTRODUCTION

Teaching writing is not only about writing written results, but also about encouraging students to develop their writing, organizing, and writing about their writing, teaching students to be able to independently find, develop topics, and interpret themes in learning to write. (Sit, 2017). Moreover, choosing the right learning strategy can have an impact on success in achieving writing goals. Each teaching strategy has its own advantages and disadvantages (Astrini, Ratminingsih, and Utami 2020). Furthermore, found in Cahyadi (2020) there are six strategies: the strategy of contextualization, the strategy of proper delivery, the strategy of high adaptation to using technology, the strategy of adequate support, the strategy of quality participation, and the strategy of sustainable processes.

In addition, Hybrid education is one of the more recent developments in technology-based training, which began with mainframe and mini-computers in the 1960s.20, these approaches have still not been teacher understood across higher education, nor consistently been described in the literature. In higher education, the term “hybrid used synonymously with “blended” learning or alongside terms such as “flipped,” “online,” or “technology-enhanced” learning (Gagnon et al. 2020). Moreover, the online flipped classroom is similar to the conventional flipped classroom model in that students

are encouraged to prepare for class by completing some pre-class activities (e.g., watching video lectures, completing quizzes (Hew et al. 2020).

The COVID-19 pandemic has affected various sectors, including the education sector. In mid-2021, the term "new normal" is a situation, which coexists with COVID-19. According to Kementerian Pendidikan Dan Kebudayaan RI (2021), the policy explains that the implementation of offline learning in schools was carried out based on regional zoning categories which were divided into red, yellow and green zones. This trend forces the teacher to develop online media and material in the process of teaching and learning such as using some platforms, social media, and any other online sources (Rachman, Sudiyono, and Phonix 2021).

There are learning models that has commonly used in online and offline learning. The blended learning model is a learning model by combining synchronous and asynchronous learning, the purpose of this learning was more focused on the learning process than the synchronous discussion process (Lapitan et al. 2021). Flipping classroom is a learning model that used to maximize learning in the classroom by means of students studying the entire learning material independently at home and then discussing it with the teacher at school. Flipped learning model is a challenge for students and the teacher's role in the classroom (Gagnon et al. 2020). Moreover, Since blended learning have been adopted by educational institutions all over the globe, there is an urgent need to examine the readiness and willingness on part of the stakeholders in implementing this technology aided teach (R. Saboowala and Manghirmalani-Mishra 2020). Furthermore According to (Gagnon et al. 2020) found in his research, in line with the standards of the police education system, teacher want to learn more about cooperative learning and use it more often as a teaching strategy. Because finding cooperative learning is a strategy that often used in teaching.

In addition turns out that the right writing learning strategy, in accordance with the new normal conditions of the COVID-19 pandemic, can achieve the learning objectives. The scope of this research is from previous research, namely the application of strategies in learning to write using the PTMT learning model and learning from home. The purpose of this study was to describe the implementation of writing learning strategies during PTMT at SMA 3 Kediri. Strategies that teachers have used in teaching two online and online classes simultaneously and the obstacles that must face. This learning strategy has divided into three parts 1) teacher roles, classroom management, and teaching materials 2) PTMT learning model and learning from home 3) writing teaching. Describes the implementation of the PTMT teacher's role in learning and learning from home, classroom management applied to offline and online classes, the use of teaching materials, as well as a description of PTMT learning forms applied at SMAN 3 Kediri, and learning strategies in learning to write. In addition, it also describes the challenges faced by teachers in implementing PTMT learning strategies.

Teacher roles is in accordance with language and language learning, in some English teaching methods, the teacher roles is a source of knowledge and direction. The teacher guides the teaching and learning process, acts as a consultant on student problems and prepares the syllabus and teaching materials as a medium to understand the material to have taught. a. The teacher task in teacher writing is an important aspect in teaching writing; the teacher must do before, after, and during the students are as follows (Harmer 2004).

LITERATURE REVIEW

a. Teaching strategy

The term strategy implies thoughtful planning to do something. Teaching strategies refer to teacher' activities that aim to facilitate learning (Sit, 2017, p. 25). Teaching strategies apply theory in teaching and learning and then practice. Teaching strategies are plans prepared by the teacher, the teacher roles in the classroom; the teacher way of managing the class or classroom management, as teacher as the teacher way of choosing materials that suit the conditions and the circumstances of the students and environment, the purpose of implementing learning strategies is to achieve the desired learning outcomes.

The teacher task in teacher writing is an important aspect in teaching writing; the teacher must do before, after, and during the students are as follows: motivating, responding, provoking, suport (Harmer, 2004). Therefore teacher can use many strategies in teaching writing. These strategies have their advantages and disadvantages (Astrini et al. 2020). Another issue in the teaching of writing surrounds the question of how much of our classroom writing is “real” writing (Brown 2000). Moreover, part of teaching strategy is nstructional material specified with respect to objectives, content (i.e., the syllabus), learning activities, and learner and teacher roles suggests the function of materials within the system (Richards and Rodgers 1986).

b. Learning models

Blended learning is one of learning models which inculcates online and offline modes of learning. It is a methodology that has been introduced over a decade ago and is used in the field of education that combines (or blends) online learning with traditional place-based classroom methods (face-to-face learning). Since blended learning have been adopted by educational institutions all over the globe, there is an urgent need to examine the readiness and willingness on part of the stakeholders in implementing this technology aided teach (Rabiya et al. 2020).

Flipped learning is a method that can be used for distance learning, and there is no direct interaction between teachers and students. Teachers can give assignments, videos or material before starting learning so that students can understand the learning or the concept in depth before starting learning (Khoiriyah et al. 2017). This flipped learning was applied when learning English during the COVID-19 pandemic. Teachers provide materials, videos or assignments through Google Classroom as student learning materials when online learning, teachers can also monitor student learning activities through Google Classroom.

In higher education, the term “hybrid” has often been used synonymously with “blended” learning or alongside terms such as “flipped,” “online,” or “technology-enhanced” learning (Gagnon et al. 2020). Moreover ybrid courses, when teacher designed, combine the best aspects of both in- person and online learning, making education more accessible to a broader range of students (Sumandiyar et al. 2021.)

c. Teaching writing

Teaching written text has a number of conventions, which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues with the

letter, word, and text formation, manifested by handwriting, spelling, and punctuation (Jeremy Harmer 2001). There are instruments of writing, part of writing itself, in teaching writing teacher considering to the instruments in writing which is part of the teaching strategy, each instrument of writing is interrelated and has a large part in the process of writing. It could be said that in teaching writing, teaching strategies became a very important aspect of the teaching and learning process.

Selecting the right strategy enables teacher and students to achieve their learning goals. Moreover, writing skills are used to communicate in teaching. Student involvement in learning to write is very important to create fun activities (Khoiriyah et al., 2017). In addition, the use of appropriate strategies can motivate students in the learning process of writing. The teacher can use many strategies in teaching writing. These strategies have their advantages and disadvantages (Astrini, 2020). Furthermore Indicators of effective writing learning are actively participating in classroom learning such as oral debriefing in class, making and developing mind maps, revising and rewriting into final draft (Khoiriyah 2014).

RESEARCH METHOD

This research applied a qualitative approach qualitative studies in theoretically such as ethnographies or critical ethnographies, early in a research as an orienting framework introduce the literature on a cultural concept or a critical theory from the literature. In conclusion, this research used a qualitative approach and descriptive design, described the process of collecting the data, and found out the research question through descriptive words or pictures. A case study is a type of ethnographic research study that focuses on a single unit, such as an individual, group, organization, or program. Its purpose is to describe a detailed understanding of the entity (the "case"). In addition, case studies can generate data that allows generalization to theory (Ary et al., 2006).

In qualitative the role of the researcher as instrument of research. Human instrument used extensively in earlier stages of inquiry. So that an instrument can be constructed that is grounded in the data that the human instrument has "product" according to statement the teacher can conclude that, in naturalistic qualitative research, the researcher as instrument it used at the earlier stage of inquiry.

The data collection process has carried out at SMAN 3 Kediri, by interviewing resource persons, namely the teacher who taught English and had implemented teaching strategies in blended teaching writing at SMAN 3 Kediri, besides that the data collecting process involved MIPA 1-MIPA 5 the students to validate the data. The researcher to collected data conducted the observations and interviews. , the researcher observes teacher and the students behavior and understanding behavior means Cresswell cited in (Arodjiah 2020). Interviews, such as phenomenology, grounded theory, and case study research. The process of asking questions during the interview is a problem that the researcher must overcome. In qualitative research, interviews highlight the relationship the researcher and the informant. Moreover constructed the data it can help the researcher to collecting data, after that focus of research clearly, the researcher can create simple instrument to rounding the data that the teacher re find out from observation and interview (Sugiyono 2013).

After determining the kind of data and origin the data takes, the researcher then makes a list of questions to have asked in interviews with the teacher who have

implemented teaching strategy in blended teaching writing. The next step in the research procedure is to reflect, in a stage the reflection on observation obtained are used to determine whether the data obtained are appropriate or not, and are used to determine the next research step. Then, next procedure is to carry out action and observation in the field. Observation is detailed and comprehensive and is in accordance with planning two because observation has carried out, the focus of observation is also clearer. The last procedure in this research is to analyze the results of observations, interviews.

The research have observed in SMAN 3 Kediri MIPA 1-5, focused on strategies in teaching-learning English during the Pandemic COVID-19 blended learning. Focused of the research terms of learning from home and PTMT, the teacher role in implemented teaching English during PTMT and learning from home class, classroom management in learning, and instructional material chosen during PTMT and learning from home in the COVID-19 pandemic.

Trustworthiness has applied in this research, to confirm and prove the validity of the data, it is necessary to triangulate the data, using observations, interviews. Trustworthiness has applied in this research, to confirm and prove the validity of the data, it is necessary to triangulate the data, using observations, interviews.

RESULT AND DISCUSSION

The data presented sourced from the observation and interview processes that carried out by the researcher in the field, there were several field notes found by the author during the observation. The observation process has carried out by observing learning during writing learning in blended learning during the new normal COVID-19. The researcher conducted semi-structured interviews. The interview process flows according to the direction of the informants and questions that have been prepared by the researcher related to the implementation of blended learning so that they can answer the existing problem formulated. The role of the teacher in writing the teacher was a crucial aspect to reach out the goals of teaching learning.

a. Teacher role, classroom management and instructional material.

The teacher play a big role in learning to write in the new normal period of COVID-19. Based on the research results, the teacher roles in learning were controller, organizer, assessor, prompter, participant, resource person, observer and tutor. Class management affects PTMT and learning from home, with class arrangements affecting learning effectiveness. Class environment, seating arrangements, scheduling of material upload times for learning from home, and managing WhatsApp and Google Classroom as media (classes) during learning from home. Class physical environment Brown (2000): sight, sound, comfort, seating arrangement, use of the blackboard, equipment, voice, and body language. Based on field notes, when teaching PTMT the teacher does not just stick to one point, around and communicates with several the students more closely.

Translated Google class media to unify, media to submit assignments. Instead of other conventional forms of class, teacher use Google Classroom, Google Meet, and WhatsApp as online classes for learning from home. Google Classroom as a means provides instructions, and provide materials, assignments, and assessments. WhatsApp have a means provide motivation and open learning. Google Meet for learning from home online learning.

Teaching materials mediated by the teacher and the students in teaching and learning English, coverage for syllabus items, and specific syllabus details. The content of the

material adapts to the situation and needs of the students. From the results of interviews, according to informants:

Assessment for the students made simpler by reducing the assessment indicators with the aim of simplifying the assessment process. Materials made in various forms such as videos, PPT, books, and e-books made according to the needs of the students. In observation the researcher got field notes, the teacher gave instruction to the students through WhatsApp and Google Classroom.

b. PTMT learning model

Blended learning combined of e-learning methods with traditional learning which was widely used to create new hybrid teaching methodologies that were increasing being applied in foreign language teaching today (Huong, 2019). This learning model was an application of PTMT and learning from home, this learning collaborates offline and online learning and does not replace offline learning. In PTMT and learning from home, learning can be synchronous or asynchronous, unlike blended learning, which only uses asynchronous. During PTMT and learning from home learning in one class, the students divided into two groups. Learning from home and PTMT the students take turns doing online and offline learning with the aim of maximizing learning outcomes taking into account the rules for organizing learning during the new normal COVID-19 period. The flipped classroom was a new learning model. In the reverse classroom, the teacher made a teaching video through modern technological means, which consists of the knowledge they need to teach in the classroom in traditional teaching, then the students were asked to learn the material. While offline classes were used to carry out questions, interactions, activities, and further knowledge (Qu and Miao 2021).

The equations of blended and hybrid learning models, flipped learning were also applied in learning from home and PTMT the students were gave material by the teacher through Google Classroom which is delivered via WhatsApp Group, then learning from home the students were asked to study first and then it will be discussed in depth during PTMT learning. This learning model applied, depending on the rotating class schedule, there were those who study the material first (learning from home), there were the students who were introduced directly in class, and attract the students interest and curiosity. Moreover, the teacher also revealed was an opportunity for the teacher to conduct counselling with the students, while the teacher into student-centered learning managed BDR.

c. Teaching-learning writing.

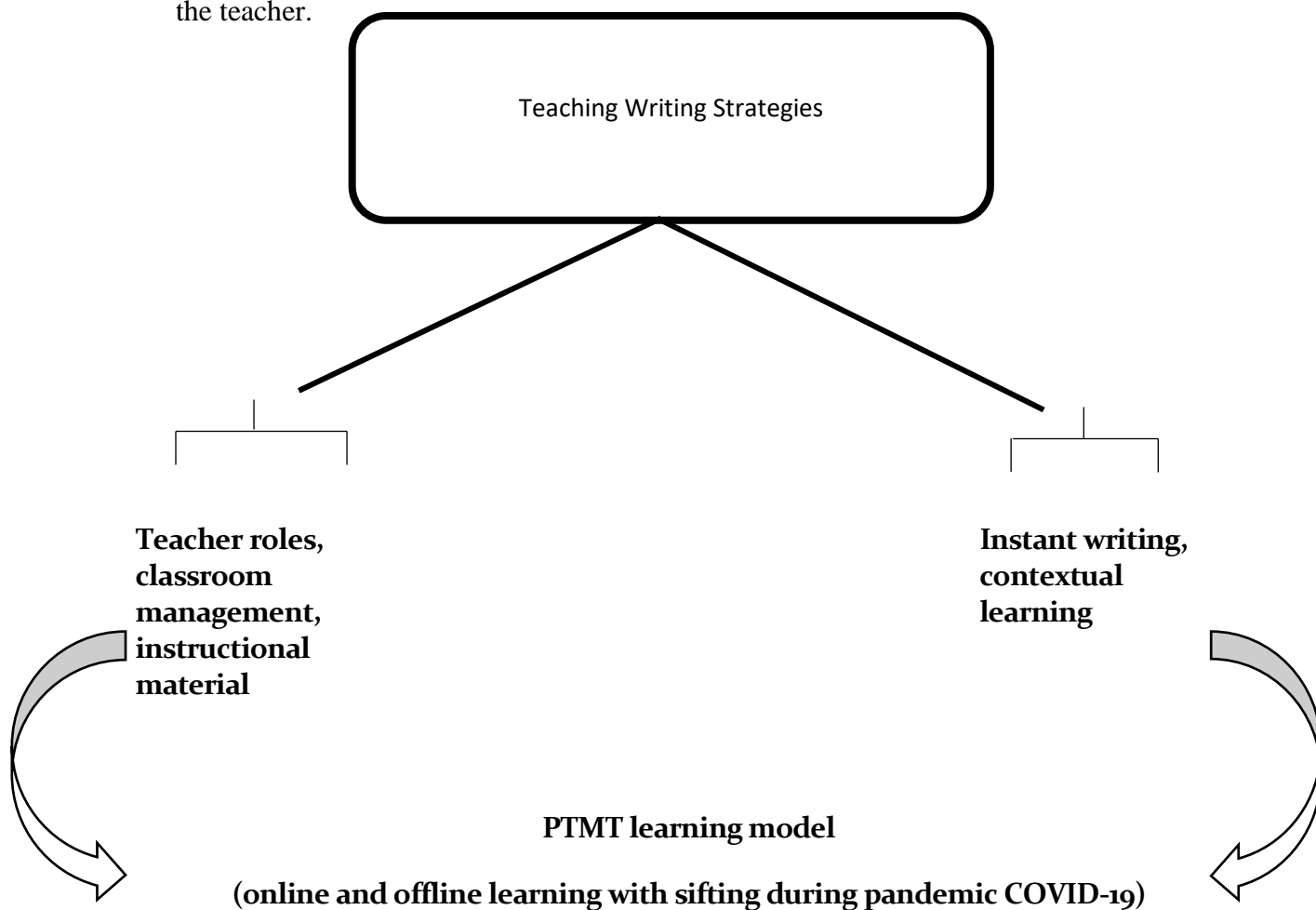
Contextual learning was learning with an approach that was around the school, events that occur around that were adapted to the syllabus and were situational.

There were strategies in writing focused on the process constructed a writing product Harmer (2004) the way the teacher gets the students to plan, the way the teacher encourages the ideas, reflect, and revise.

Teaching writing strategy has by the existence of the teacher roles, classroom management, and instructional materials. The role of the teacher in the learning of PTMT and learning from home was counseling, review, controlling, and motivator. In regulating learning from home, the teacher use the Google Classroom application, while in PTMT learning there was a seat arrangement, the teacher body language was a form of classroom arrangement that aims to achieve maximum learning goals. The use of PTMT and

learning from home models affects the smoothness of learning, by adopting existing learning models, namely hybrid learning, blended learning, and flipped learning. The uniqueness of this learning model is an online learning and offline learning which have carried out simultaneously during the COVID-19 pandemic. Although some obstacles still found, the learning model is right to have used during the COVID-19 pandemic. The gap of this research was the learning model used by the teacher.

From previous research Enggar & Wibowo (2020) found in their research that teacher used Question Generating, Encouraging the Use of Dictionaries, and Question Answer the most dominant strategies for teaching reading comprehension. The gap with this research were the contextual writing and instant writing have to learn to write in a short time without memorization; through writing, experiences get the students can learn the teacher.



CONCLUSION

The implementation of this learning strategy has a positive impact on writing learning during the COVID-19 New Normal period. The collaboration between the teacher, the students, and schools makes the achievement of PTMT and learning from home learning objectives. The teacher roles in PTMT and learning from home, the teacher roles include controlling PTMT and learning from home classes, which carried out at the same time at different places online and offline. Besides that, the teacher also reviews the material during PTMT learning that the students have learned.

The PTMT learning model is the most appropriate learning model to apply during a pandemic. While still paying attention to the government rules and students' health during a pandemic.

The teacher has created a strategy to implement teaching writing during the new normal of COVID-19. Taking into account the existing situations and conditions in terms of learning and other aspects such as government policies, student needs.

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