

**THE STRATEGY OF TEACHING WRITING DURING “PTMT” AT
SMAN 3 KEDIRI**

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana
Degree of Education (S. Pd.) of English Language Education Department



By:

IKE MIA NOPITA SARI
NPM 18.1.01.08.0019

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
UN PGRI KEDIRI
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APPROVAL PAGE

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Kediri, 20 July 2022

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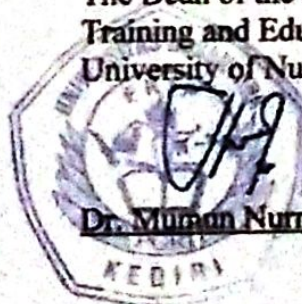
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State that:

1. This Skripsi was never submitted to any institute of higher education for any academic degree.
2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others.
3. If someday proved of this Skripsi as result of plagiarism, I would be willing to bear all the legal consequences occur.

Kediri, 20 July 2022



IKE MIA NOPITA SARI
18.1.01.08.0019

MOTTO AND DEDICATION

MOTTO:

The future's not always yellow, it could be blue but we have hope too.
Don't you fear something?
That's not yet coming.
Just breath the sun is waiting.

(Aya, Disney)

DEDICATION:

My parents, bapak and ibu, also my sisters. Thank you for your support and praying me as allways.

ABSTRACT

IKE MIA NOPITA SARI: The Strategy of Teaching Writing during PTMT at SMAN 3 Kediri, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2022.

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

The implementation of education during the new normal period of COVID-19 is regulated through the government regulation SKB-4. Government regulations encourage writing teaching strategies using PTMT and learning methods from home.

Strategies and ways of teacher teaching two classes at once offline and online. In this study, the learning strategy consists of several interrelated parts, including 1) the role of the teacher, classroom management, and teaching materials 2) PTMT and learning models of learning from home 3) teaching writing. This study uses qualitative research methods, this research was conducted based on the phenomenon of online and offline learning.

Data was collected data through observation and interviews. Observations and interviews have shown that the teacher roles 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 is 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.

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Kediri, 20 July 2022



IKE MIA NOPITA SARI
18.1.01.08.0019

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, focuses on the research, the objective of the research, and the significance of the research and key terms.

A. Background of the Research

COVID-19 began to spread at the end of 2019, this virus entered Indonesia around March 2020. This virus has changed habitual of society, and all aspects of life, including in education aspect. The government limited the social interaction to prevent the transmission of this virus. Teaching and learning activities that teacher initially performed through face-to-face interactions teacher switched to an online learning system, which teacher expected to be able to provide teaching materials using remote digital devices.

The online learning system that was supposed to end in March 2020 has inevitably been prolonged until the next semester. Various problems arise due to the regulation, both internally and externally. The decision of the government to implement online learning activities over the next year lengthened the list of problems in education dynamics (Andarwulan et al., 2021). After more than a year of Indonesian education implementing an online learning system, the Indonesian education system uses Distance Learning PJJ (*Pembelajaran Jarak Jauh*/online learning) to control the teaching-learning process.

According to the government policy, the number of days, hours, and shifts arrange according to local government polices with approval of the students and the parents, by maintaining the health and safety of the entire school community and apply health protocol. In early September the COVID-19 pandemic improved quite a bit, and positive confirmed cases of COVID-19 has decrease, accordingly to the decrease positive case of COVID-19 government decided to implemented limited face-to-face study permits and study from home PTMT (*Pertemuan Tatap Muka Terbatas/offline learning*) this new learning system has a positive impact on the learning process. The PTMT face-to-face learning should implement the government policy, the practice has shifted into PTMT and learning from home.

According to Kementerian Pendidikan Dan Kebudayaan RI (2021) the policy explains that the implementation of offline learning in schools is carried out based on regional zoning categories which are divided into red, yellow and green zones. Only the green and yellow zones are allowed to hold offline learning, the implementation of this PTMT is divided into several stages, the first stage of teaching and learning is carried out in two months the number of days, hours, and shifts is regulated according to local government policy with the approval of the students and parents. By maintaining the health and safety of all school residents and implementing health protocols. There should be a shift study group, which can be divided by odd and even absences or half of the total absences.

The new normal is a condition after two month teaching-learning, when the area of the school still in the green zone or yellow zone (Kementerian Pendidikan Dan Kebudayaan RI, 2021). Furthermore, related to government policy

PJJ/*(Pembelajaran Jarak Jauh/long distance learning)* combined internet and electronic tools as teaching and learning media, the education department uses media such as national TV, and radio to deliver material to students. Because of the government, the the students can learn during the COVID-19 pandemic. That is the government policy of “PTMT” in fourth-month teaching learning face-to-face would be implemented. The term learning from home is a distance learning system; the students follow the teaching and learning process from home. In learning from home or online learning, teacher use Google Classroom as a useful class for media to share learning materials, assessments and student attendance.

The combination of online and offline learning is called blended learning or hybrid learning. The implementation of blended learning has to be a demand and a trend for teacher and students in Indonesia in order to facilitate effective teaching and learning in the new normal era of the COVID-19 pandemic. 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 et al., 2021).

Overall, all the participants used these seven strategies to enhance student learning outcomes in their English disciplinary studies. The majority had greater preferences for student-centered teaching strategies including classroom discussion, small group work, cooperative learning, problem-solving, student research, and performance activities. To support that statement, a research finding by Killen (1998) in (Sit, 2017) showed that seven main teaching strategies (direct instruction, discussion, group work, cooperative learning, problem-solving, and

student research and performance activities) are commonly used in Teacher stern contexts to enhance the learning of their students. Moreover, 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. Moreover 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.

Furthermore, Astrini et al. (2020) found in their research conclude that the implementation of strategies of teaching writing should be directed by the teacher by considering the learning goal and the students competency. Each research focusing on reading skill and writing skill during pandemic COVID-19. According to Abramczyk & Jurkowski (2020) found in his research, in line with the standards of the Polish 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 is more often used in teaching. Recent study such as conduct in Lapitan et al. (2021) found that various insights and results designing synchronous and asynchronous components of online, flipped, or hybrid classes. Meanwhile Rachman et al. (2021) the results show that blended learning in ELT improves students language skills, in general blended learning has a positive impact that challenges teacher in preparing materials and using media. Blended Learning helps teacher to cover the gaps in online and offline learning; help students speak English contextually; and make students improve their language skills.

Based on the background above teacher has a great responsibility in implementing strategy in teaching English, especially in teaching writing, the role of the teacher in PTMT and learning from home blended learning, the way of the teacher in classroom management in PTMT, and learning from home, and the instructional material that teacher chosen. An appropriate strategy should be implemented by the teacher, especially in this current situation in limited duration of PTMT and teach PTM and learning from home at almost the in time, and keep the protocol of health in teaching-learning according to the government policy in this the new normal COVID-19.

B. Focus of Research

The focus of the research is limited to the role of teacher and teacher management in strategy in teaching writing during new normal period in a PTMT and learning from home. In the new normal at SMAN 3 Kediri, blended learning is applied (PTMT and learning from home) in PTMT shifts the duration is limited, only 45 minutes in teaching and learning, especially in (learning from home) the teacher provides material and assignments through media in a synchronous system, because at the same time the teacher has carried out teaching and learning activities (PTMT).The research have conducted at SMAN 3 Kediri, the research subjects is the teacher at SMAN 3 Kediri and 11 MIPA the students 1-5 at SMAN 3 Kediri. This research focuses on teaching writing especially passive voice text, in the new normal in a blended learning system. The strategies used by the teacher in dealing with the PTMT learning model was maximize teacher role, classroom management

and using appropriate instructional material blended learning system and classroom management.

C. Research Problems

Due to the background and focused of the research presented, the researcher formulates the research question below:

1. What are writing strategies implemented by the teacher during PTMT at SMAN 3 Kediri?
2. How were writing strategies implemented by the teacher during PTMT at SMAN 3 Kediri?

D. Objectives of Research

1. To explain strategies implemented in writing by the teacher during PTMT in SMAN 3 Kediri.
2. To describe how strategies in writing implemented by the teacher during PTMT SMAN 3 Kediri.

E. Significance of the Research

Based on the research and observation process, this research focuses on the describing the implementation of blended learning in teaching English during the new normal at SMA 3 Kediri and the significance of this research divide two, theoretically and practically.

1. Theoretically

This research support theory teaching writing teaching writing during pandemic. The finding of this research described teaching writing strategies in PTMT and learning from home during the new normal COVID-19 at SMAN 3 Kediri.

2. Practically

- a. English Teacher

Finding of the research is useful for teacher to teaching writing in pandemic situation in PTMT and learning from home.

- b. Readers

The finding of the research is useful for guide and reference for reader, then could be follow up on further research.

F. Definition of the Key Terms

1. **Teaching strategy**

Teaching strategies are a series of ways that have been used and applied in the learning process to achieve learning objectives with maximum results. In this research, the teaching strategy focused on the role of the teacher, classroom management, and the new normal teaching materials in the blended learning system. A teaching strategy, there are many aspects and indicators in it. To get the maximum teaching strategy, it is necessary to prepare, such as designing teaching strategies, which are then implemented in the learning process. Syllabus making, material selection, teacher role, and classroom

management are strategies in teaching, especially in the new normal period of COVID-19 by using a blended learning system (learning from home) and (PTMT), which is a strategy that needs to be applied in the teaching and learning process in the new normal period of COVID-19 and the blended learning system.

2. Teacher roles

There are several teacher roles in teaching-learning. The teacher roles are the teacher roles in first is achieving learning objectives; his role includes designing learning methods and delivering learning materials. In the design method, the teacher roles are as a director, guide, and controller, determining the content of thought materials and interactional patterns. The teacher is a facilitator; his role is the class controller, the organizer of the teaching and learning process, the assessor of the assessment that has been taught, as teacher as a tutor.

3. Teaching in learning from home and PTMT

Teaching English in the Pandemic Period is learning English that is carried out during the COVID-19 pandemic and the new normal era. During the new normal, learning is carried out online and offline simultaneously, according to a predetermined schedule, and will take turns every two teachers. While still paying attention to the health protocol at SMAN 3 Kediri, offline and online blended learning has been carried out in the rotating study group.

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