

ABSTRACT

Rosyida, Wilda. 2024. Teacher Strategy In Teaching Writing For The Seventh Grade : A Single Case Study At SMPN 04 Blitar. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Balitar. Pembimbing (I) Dr. Supriyono, M. Ed, (II) Yusniarsi Primasari, M. Pd

Keyword : Strategy, Teaching Writing, Collaborative, E-Learning

This research aims to explore the writing teaching strategies implemented by an English teacher at SMPN 04 Blitar for seventh grade students. Using a holistic case study approach, this research focuses on an in-depth understanding of teaching methods and their impact on the development of students' writing skills. Data was collected through direct observation, interviews with teachers, as well as analysis of documents and student writing assignments. The data produces summary interview contacts, summary observation contacts and documentation summary contacts.

Research findings show that teachers use a combination of direct teaching strategies and collaborative learning using E-Learning. The E-Learning teaching method involves students being active in learning, students tend not to get bored and there are lots of writing exercises that can be dedicated to learning to write. Meanwhile, collaborative learning is integrated through group discussions, joint revision sessions, and peer reviews. As a result, there was a significant increase in students' academic scores, progress in mastery of vocabulary and spelling, as well as improvements in their social skills and writing abilities.

This research also highlights the importance of constructive teacher feedback and authentic assignment strategies in increasing students' motivation and writing skills. In conclusion, the implemented teaching strategies had a positive impact on various aspects of student learning, with recommendations for the application of similar methods in other educational contexts. It is hoped that these findings will provide insight for educators and researchers into best practices in teaching writing at the secondary school level.

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Thus, the author hopes that this report can be useful and add to the knowledge and insight of the reader.

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