

ABSTRAK

Nusa, Jeanne Cinta Susanangrainy. 2026. *An Analysis of Teachers' Strategies in Teaching Students' Writing Skills at SMPN 6 Tanjungpinang*. Skripsi. Tanjungpinang. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Dr. Erwin Pohan, S.Pd., M.Pd. Pembimbing II: Assist. Prof. Gatot Subroto, S.S., M.Pd., MCE.

Kata Kunci: Strategi Mengajar, Keterampilan Menulis, Teks Naratif, Analisis Tematik, Triangulasi Data.

Penelitian ini bertujuan menganalisis strategi yang digunakan guru dalam mengajarkan keterampilan menulis teks naratif di SMPN 6 Tanjungpinang. Penelitian menggunakan desain kualitatif deskriptif dengan partisipan dua guru Bahasa Inggris kelas 9.1 dan 9.2. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen, kemudian dianalisis menggunakan analisis tematik serta divalidasi melalui triangulasi sumber data.

Hasil penelitian menunjukkan bahwa kedua guru menerapkan strategi yang berbeda. Guru 1 menggunakan strategi berfokus pada tata bahasa dengan penekanan pada akurasi bahasa, konstruksi kalimat, dan tugas menulis individual. Sementara itu, Guru 2 menerapkan pendekatan komunikatif, kolaboratif, dan berbasis proses melalui kegiatan brainstorming, diskusi kelompok, penyusunan draf, revisi, dan menulis kontekstual. Temuan menunjukkan bahwa kedua strategi memberikan kontribusi positif terhadap keterampilan menulis siswa. Strategi berorientasi tata bahasa mendukung akurasi bahasa, sedangkan strategi komunikatif dan kolaboratif meningkatkan keterlibatan, kreativitas, dan kepercayaan diri siswa dalam menulis.

ABSTRACT

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Keywords: Teaching Strategies, Writing Skills, Narrative Text, Thematic Analysis, Data Triangulation.

This study aimed to analyze the strategies used by teachers in teaching narrative writing skills at SMPN 6 Tanjungpinang. The study employed a descriptive qualitative design involving two English teachers from classes 9.1 and 9.2 as participants. Data were collected through classroom observations, semi-structured interviews, and document analysis. The data were analyzed using thematic analysis and validated through data source triangulation.

The findings revealed that the two teachers applied different teaching strategies. Teacher 1 implemented a grammar-focused writing strategy that emphasized grammatical accuracy, sentence construction, and individual writing tasks. Meanwhile, Teacher 2 employed a communicative, collaborative, and process-based approach through brainstorming, group discussions, drafting, revising, and contextual writing activities. The findings indicated that both strategies contributed positively to the development of students' writing skills. The grammar-oriented strategy supported language accuracy, while the communicative and collaborative strategy enhanced students' engagement, creativity, and confidence in writing.