

Practicing English through Lesser Strategy by Teaching Reducing Apprehension

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Abstract

Lesser strategy is a strategy that helps students manage their thinking or ideas when they want to write some paragraphs in writing process. Not only manage students' ideas but also explore students' ideas in making longer writing based on their thinking. Thus, this strategy also guides students how to make list based on students' thinking before they start writing. It is hoped that after the readers read this paper, the readers are able to use this strategy in the classroom, especially in writing class. Lesser strategy gives concrete procedures of constructing an essay. That is why the writer would like to give some suggestions for English teacher, and also candidates of teacher. For English teacher, it is very useful to introduce and to apply lesser strategy in teaching writing at Senior High School because this strategy can help English teacher and also the students to understand the main point of an essay in order to help the students are able to write by using the lesser strategy's steps, because it has simple steps that is easy to be implicated for all the students in writing class.

Keywords: Lesser Strategy, Teaching, Writing

INTRODUCTION

Writing is not only about how to write some sentences into a good paragraph, but also how to state and convey the message of what is being written. The writer is not only required to state idea clearly and convey the message in the written form, but also has to take into account the structure of what is being written, punctuation and others components of writing itself. In addition, the writer is required to think critically in conveying their ideas in written form and make their writing to be readable and understandable.

Unfortunately, the requirements above cannot be reached by the students successfully. Based on the writer's observation in Senior High School 1 Damas Raya, there are some problems that are faced by the students that related to writing skill. Actually, the problems come from two factors; the students and the teachers. The first problem come from the students themselves. In doing writing activity, some of them often get difficulties in developing their ideas. They cannot express the ideas that they think to be conveyed in written form. Then, they do not know what they are going to write. Some of them write sentences but they make many mistakes so that they cannot produce a good

sentence. Furthermore, they are still in doubt, afraid, lazy, and bored to write exactly in writing a composition that is because of poor of vocabularies, grammar, spelling or punctuation or not able to organize the ideas yet.

The second problem comes from the strategy which is used by the teacher. The teacher just asks the students to write a certain kind of text, give topic, and let them write without guiding them. Then, the teacher does not give more explanation about what the students have written. Furthermore, the teacher emphasizes on grammar and punctuation rather than decisions about the vocabulary used, content, and the organization of ideas. As a result, the students' writing is not well.

Referring to those problems above, the teachers are required to use the most appropriate strategy for teaching writing. There are many strategies that can be used by the teachers in teaching writing. Some of them are Read two paragraphs, Ask yourself what you just read, Put into your own word (RAP) Strategy, Essay Outline Strategy, Developing A Thesis and also Hamburger Strategy. Firstly, RAP strategy is a kind of paraphrasing strategy in which the students will read two paragraphs and then ask themselves what they just read and the last is to put into their own words, stating the main idea and supporting facts and details they remember. Secondly, Essay Outline Strategy is used as a traditional strategy that helps students organize ideas, clarify information, and brainstorm additional information. The third, Developing A Thesis is a strategy which is used to develop a thesis statement. The last is LESSER Strategy. LESSER Strategy is a strategy for writing that helps some students to organise their thoughts and then write a longer assignment than they would otherwise produce.

Related to the problems above, the English teacher needs to find the suitable and interesting strategy to improve writing ability for Senior High School students. There are some strategies that can be used by the teachers such as Read two paragraphs, Ask yourself what you just read, Put into your own word (RAP) Strategy, Essay Outline Strategy, Developing A Thesis and also LESSER Strategy. In this paper, the writer just focuses on using LESSER Strategy in teaching writing for the second grade students of Senior High School. The text that is going to discuss is discussion text because it is appropriate with KTSP and also with the usage of LESSER strategy. It is caused by the benefit of LESSER strategy in which it will provide students with a memory device they can call upon if necessary to remember all of the essential aspects of a paragraph.

Based on the background of the problem above, the writer then formulates a question to be described in this paper "How to teach writing through LESSER Strategy for the second grade students of Senior High School"?

For the writer, it is hoped that this paper can take her to the bachelor degree and also give her an experience in applying such strategy like LESSER strategy. Then, for the English teachers, this paper can be used as guidance if the teachers want to apply LESSER strategy in the classroom because this is a new strategy. Finally, the writer hopes that this paper can give many benefits to the readers especially candidates of teachers.

REVIEW OF THE RELATED LITERATURE

Nature of Writing

Writing is an alternative way to carry out communication besides speaking. Writing gives many contributions to the people who have special needs in speaking. Through writing, the writers do not only let to develop their ability in writing but also to share their experience in life. That is why writing plays an important role in building communication. Some different experts define writing based on their point of view. According to Mather et al. (2000:1), writing is a key to successful school experience and essential means of communication that helps students learn how to structure and organize their thought. Based on that statement the writers will try to express their thought in written form in order to communicate and share with others. It shows that writing is different with speaking in which the writers need communication through writing and how to state the ideas clearly.

Abisamra (2001:1) states that writing is a complex process that allows writers to explore their thoughts and ideas, and make them visible and concrete. It refers to the organizational of writing in which the writers are free to write or to express their thought and it is hoped that the readers can really feel the experience of writer wants to convey through their writing. For example, when the writers try to write everything in their mind, they are able to use all their ideas in making good writing and also able to make the readers understand or comprehend about the writing that is written by the writers itself.

In addition, Hyland (2003:3) defines writing is an extension of grammar- a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. In this case, writing is a way to measure learners' ability to construct sentence in good order; in a correct grammar structure. Writing is also seen as a representative of language because of the use of writing itself in which the writer is required to write appropriately that not only considers about the pattern of language but also the message. Thus, good writing can be seen from the form or structure of the writing that is written by the writer itself.

Furthermore, Sokolik in Linse (2005:135) says that writing is a combination of process and product. She also says that the process refers to the act of gathering ideas and working with them until they are presented in a manner that the result (product) is polished and comprehensible to readers. Thus, the writers have to consider about the process in the writing, because it will be able to help the writers to explore their ideas and make the writing well. Graham and Perin (2007:9) say that remark writing as a skill draws on the use of strategies to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence, and writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter.

Components of writing

Writing is a complex skill to be taught in a language classroom. It is caused by some components that should be focused in writing, such as the purpose of writing and writer's knowledge of writing (paragraph's component and pattern organization). Weir (1995:123) states that there are seven components in writing; relevance and adequacy of content, compositional organization, cohesion, adequacy of vocabulary for purpose, grammar, mechanical accuracy I (punctuation), mechanical accuracy II (spelling), appropriateness of language to context, function and intention and appropriateness of layout.

Moreover, O'Malley (1996:142) finds four components of writing, they are ideas development/organization, fluency/structure, word choice and mechanics. The first component is idea. Idea is crucial thing in writing process, because it will help the writer develops their writing from one paragraph to other paragraph. Not only the writers can develop the ideas, but also they can produce a good writing too. The second component is fluency/structure. It is appropriate verb tense used with a variety of grammatical and syntactic structure where the reader will be interested and understand about the writing that is written by the writer itself. The third component is word choice, the readers will be interested to read the writing which has good choice of word, therefore as the writer has to use varied and precise vocabulary appropriate for purpose. Then, the last component is mechanic. Mechanics consist of punctuations, spelling and capitalization. Thus in mechanics in writing, the writer has to consider about each of them, punctuation, spelling and capitalization while writing process, because it will be able to make the readers understand about the writing itself.

Macarthur et al(2006:125) mention five components in writing, they are content, organization, vocabulary, language use, and mechanics. In writing process, the writers have content. It consists of understanding of the subject, main point, sufficient details, and interrelationships of the subject. Organization involves coherence and cohesion, controlling idea and relationship of ideas within and between paragraphs. Vocabulary shows about vocabulary accurate, idiomatic, word from mastery, and appropriate register. Language use explains about verb tenses, effective complex constructions, number, and word order. Last, mechanics consists of spelling, punctuation, capitalization, paragraphing and handwriting.

Process of Writing

As a process, writing is a mechanism ability which is able to be understood and learned. Thus, writing process includes several steps to be followed. According to Clayton (2003:6) there are some steps in writing process, they are selecting a topic, pre-writing, drafting and revising.

a. Selecting of a topic

Selecting of a topic is important thing that should be done by the writers, because by choosing a topic the writers will be able to explore his ideas. After selecting a topic, the writer prepare by gathering ideas and gathering some

informations to record on planing page or graphic organizer. This phase of the process help the writers organize their thinking and prepare to write. In this step Gangal (2011:4-9) also has the same opinion about this step, where the writers must consider about selecting of the topic that will be written.

In writing process the writers choose the topic because it will be able to help the writers in exploring ideas that related with the thing which will be able to witen on the paper, not only the writers are able to explore their ideas but also the writers are able to chose the words that are needed in enreaching the writers' witen.

To get the topic that will be chosen by the writers, they have to consider anything around them, for example the writers want to write about his experiance in the past, so they have to think what thing that should be explored while writing process. It means that before writing, the writers must choose a subject that will be used in exploring their ideas to make his writing better.

b. Pre- writing

Clyton (2003:6); Wingersky (2009:3); Conelly (2010:11-19); Brandvik (2011:1-2) argue that in writing proces the writers should do pre-writing where the writers prepare by generating ideas and gathering imformation to record on planing page or graphic organizer. This phase of the process helps the writers to organize his thinking and prepares to write.

As a writers, pre-writing is the crucial thing that should be done by the writers itself, because by doing it the writers will be able to manage their writing from unspecific to specific writing, not only the writers manage their writing but also it will help the writers make their writing conect with the subjects that have in their thinking. So, the writers will be easy write on while writing process.

c. Drafting

In this step there are the same argument based on the experts, Clyton (2003:6); Brandvik (2011:1-2); Gangal (2011:4-9) explain that in writing process the writer turns bit of ideas into complete thoughts and begins to creat a piece. Using pencil, skipping lines and using only one side of the paper, it is helpful. By doing it, the writers have space to complete revising and editing.

d. Revising

It is the step where the writers have to revise their first draft of writing, and make an improvement in the style and content. This step is also stated by the samo experts, Clyton (2003:6); Brandvik (2011:1-2); Gangal (2011:4-9) say that revision is the most same with editing, because in revision the writers have to re-check again their writing and do editing. It involves more than simply fixing spelling mistakes and adding missing details.

e. Editing

In this case, the writers proofread their work, pay attention to mechanics, sentences, stucture, paragraphing, grammar. Editing should also be done in colored ink. thus, the teacher and the writers are able to make the distinction

between the two different phases of the writing. Based on the some experts, Clayton (2003:6); Wingsky et al (2009:3); Connelly (2010:11-19); Brandvik (2011:1-2); Gangal (2011:4-9), they have same statements in this step, the writers must check the final version for mechanical errors that is done while writing process. It can be said that, in writing process, editing has good play in writing process, because it helps the writers in checking something errors while the writers are doing writing itself.

f. Publishing

In this phase only Clayton (2011:4-9) and Brandvik (2011:1-2) that have same argument about that step where the writers have to present their writing to the teacher after finishing their writing. It can be said that, the writers will publish their writing after they finish all of the steps that have been stated, so the teacher will check it. Publishing is the good step that has to do, because by using it the writers will know the result of their writing, not only the writers will know the result of their writing but also the writers will be able to increase his writing after checking by the teacher itself. Researcher also agrees with that statement, because by publishing the writing itself, the writers can measure the writers' ability in writing.

Furthermore, Wingsky et al (2009:3) and Gangal (2011: 4-9), add that the general steps in writing process include organizing and making a final draft. Each step has different activities with the expert's tatement before, they will be explained follow. Organizing idea is the second major step in the writing process. In this step Gangal (2011:4-9) has the same statement in writing process. He states that this step helps the writers to write on the selected topic coherently and logically. It means that this step helps the writers in grouping ideas while the writers want to write everyting that have in their mind. Thus, before the writers doing writing, it will be better if the writers group their ideas to make easy in writing process and construct from one paragraph to the others.

Moreover, Connelly (2010:11-19) addstwo different steps to save time and improve the writers' writing, they are plan and cool. Those are unique steps that are added by Connelly, because the others experts do not use those steps in writing process. The first step is planning, different with the expert before, Conelly adds the planning in writing process. It is true, because planning is a good way for the writers who want to write everything that have in their mind. Writer also thinks that it is good steps in writing procces, because the writers have to plan everything that they want to do writing itself. Not only the writers have to plan but also they have to determine the context of the writing itself, develop a thesis and outline ideas. The second step is added by Connely in writing process is cool, the way how to reduce the writer tiredness after doing writing. In fact, everyone needs cool when he or she feels tired. Therefore, The writer absolutely agrees with that step, because the writers need cool after finish writing to refresh their mind. In short, this step can be applied in the class while writing process.

In addition, Gangal (2011:4-9) also adds step that is used in wrting process, they are re-reading and re-writing. Based on his statement, the researcher really

agrees with that, because by re-reading and re-writing the writers will know what their mistake in writing process. Then, they have to make sure punctuation, grammar, choice of words and spelling. They should follow standard usage rules before it is ready to be published. In short, re-reading and re-writing should be done by the writers after they finish their writing.

Teaching Writing

Teaching writing is needed to help students to make good writing. To get good writing teachers should give exercise to students and explain about basic conventions of writing. The most important factor in writing exercise is the students need to be personally involved in order to make the learning experience of lasting value. Besides, teaching writing also makes students understand about how to construct words to be good paragraph. It is supported by Gebhard (1996), He says that teacher generally agrees that beginning level EFL/ESL writers need to learn the basic conventions of writing. this includes being able to identify and write down letters, words, and simple sentence, as well as learning spelling and punctuations. It means that teachers have to guide the students how to construct words to be a good paragraph and also guide them make the simple sentences. Not only the teacher guides the students but also the teacher has to be able to lead the students' understanding about how to explore their ideas in making writing itself.

In teaching writing, teacher is as a model for the students. They must lead their students in writing process, especially in making paragraph. This statement is supported by Richards and Renandya (2000), they state that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities. It can be said that teacher must show example of paragraph to help students in writing, such as in drafting, revising, editing and publishing. Thus, the students will be able to do everything that is given by the teacher in writing process.

In addition, according to Campbell et al (2004), teachers can give model specific writing skills for students whenever they think out about how to choose a topic, read samples of their own writing. It means that the teachers should guide their students in all writing process. They have to model students in gathering their ideas where ideas are really needed in getting good writing, so the readers will be interested to read the writing itself.

Discussion Text

Discussion text is the text that shows about two or more point of views where the writers have to put different opinion about the problem. According to Peters (2000:4) discussion text is a text that allows the participants, readers, listeners or viewers to examine an issue from more than one angle. It means that the writers give different opinions toward something that will be written. Thus, the readers will be able to get different point of view after they read about the text itself.

In addition, Blake (2002:94) states that discussion text is a text presents differing opinions, view points or perspectives on an issue, enabling the reader to explore different ideas before making an informed decision. It can be said that in that statement, the writers should put two points of view or give an issue that has two or more points of view, so the writer explore it into some paragraphs. It is supported by Wahidi (2009:10), he says that discussion text is a text which presents a problematic discourse. This problem will be discussed from different view points. It means that, in this text the writers should write the paragraph by putting different points of view.

Generic Structure of Discussion Text

There are some generic structures based on some experts. According to Peters (2000:4), the generic structures of discussion text are: First, a statement of position. It is a discussion begins with a brief introduction and describing the situation. This introduction recognizes that there are two points of view. Second, arguments for and supporting evidence. The next few paragraphs elaborate the arguments for issue, based on researching, surveying or interviewing people. Third, arguments against and supporting evidence. The next set of paragraphs describes the arguments against the issue, based on researching, surveying or interviewing people. In this step, each paragraph should be clearly structured with a topic sentence that is supported by details. The supporting material could be reported speech reflecting comments. Fourth, recommendation or conclusion. The discussion ends by presenting a personal point of view. Before concluding, the recommendation or conclusion sometimes sums up. Both sides of the argument if they are fairly balanced or can recommend one argument over the other if the evidence is overwhelming.

In addition, Blake (2002:94) says that there are three generic structures of the discussion text, they are: the first generic structure is issue, this part consists of an introductory paragraph that introduces topic or issue. In this stage, the writers introduce the topic or issue that will be discussed in the paragraph. The second generic structure is argument, this part consists of series of paragraphs that outline arguments for and against the issue or topic. Words should show comparison or contrast and link arguments. Thus, the readers will be able to understand about the paragraph in the text. The third generic structure is Conclusion. In this part consists of sums up issues and presents writer's point of view and/or recommendations. It means that in this stage, the writers have to conclude the arguments that have been written by the writers itself, so it will make the writing is more specific.

Wahidi (2000:11) states that there are three generic structures of the discussion text. They are general statement, sequenced explanation and closing. In Wahidi statement, the general statement refers to state the phenomenon issues which are to be explained. It means that, in this stage the writers introduce the issues that will be discussed in the next paragraph where the writers have to put more than one different arguments in it. Then, list of supporting points is how the writers to present the point in supporting the presented issue. It can be said that, in this stage, the writers show or present the points that support the

paragraph before. Next, list of contrastive point is the stage where the writers give their contrast opinion about phenomenon that is discussed. The last generic structure is recommendation. In recommendation, the writers conclude all statements that have been discussed.

LESSER Strategy

LESSER strategy is the strategy that will be able to help the students to explore their ideas while writing process. According to Westwood (2007:151) LESSER strategy is The strategy helps some students to organise their thoughts for writing and then write a longer assignment than they would otherwise produce. It means that the students will be able to organize or group their ideas into longer writing. Not only grouping their ideas into longer writing but also helping the students produce their ideas into good writing.

In addition Stotz (2008:77) says that LESSER strategy is the strategy that is able to improve both the quality and quantity of students' writing. It can be said that by using this stategy the students will be able to get good writing both quantity and quality of the writing itself so that the students can produce the good writing when they use this strategy in exploring their ideas.

Moreover Petter (2011:141) states that LESSER strategy is a strategy guides students to organize their thoughts and to write a longer and more interesting assignment than they would otherwise produce. From the statement above the writer can conclude that this strategy is able guide students to make longer writing based on students' thought and interesting thing that will be written by the students themselfe. Thus in this strategy the students have to be able to have some ideas to make their writing better.

Procedures of LESSER Strategy

To apply LESSER strategy, the teacher has to be able to master procedures of LESSER strategy itself in the classroom so that the students can understand about these procedures themselfe. In this case, there are some procdures based on some experts.

According to Westwood (2007:151), there are six steps of LESSER strategy:

1. Students have to list their ideas before they start to write;
2. The students examine their list that have been written by them;
3. The students select starting point based on their list;
4. Sentence one will tell about the first idea;
5. The students expand on their first idea with another related sentence; and
6. The last step is the students read what they have written and revise it if necessary.

Moreover, Stotz (2008:77) says that LESSER strategy has some steps:

1. The students list their ideas based on their thinking;
2. The students examine their list that related with their own list;
3. The students select starting point;
4. In the sentence one tells about the first idea;

5. The students expand their first idea with another sentence;
6. The students reread the paragraph that have been written and they also have to revise their writing if necessary. Then, they repeat it for the next paragraph.

Petter (2011:141) also has same statement about steps of LESSER strategy with both Westwood and Stotz.

1. The students List their ideas based on their thinking;
2. The students examine their list that related with their own list;
3. The students select starting point;
4. The sentence one tells about the first idea;
5. The students expand on this first idea with the other list; and
6. The last step is the students read what the have written and they also have to revise their writing if necessary.

In conclusion, the writer chooses three experts' (westwood, Stotz, and Petter) steps, Because their steps have same procedures to apply this strategy where it will be able to give good steps when the students will write everything based on their thought that have been listed by the students themself before they are going to write writing itself.

Advantages of LESSER Strategy

For choosing a strategy to be used in the language classroom, it is important for the teacher to consider what kind of advantages that can be gained. LESSER strategy is one of many strategies that can give many advantages for the students when applying the strategy.

According to westwood(2008:112), advantages of looping strategy are to help the students think aloud, it means that this strategy is able to help the students keep their statement when they will do writing and it will be able to guide the students when they are writing. It can be said that, looping strategy is the startegy that can model or give instruction when the students doing writing itself. In the other words, Graham,s (2009:77) states that looping startegy has advantages that will be able to help students compose their idea by providing a clear plan of action. It can be said that this strategy is able to manage their ideas by using plan when the students themself want to write it on the paper.

DISCUSSION

LESSER strategy can be used to teach many kinds of text such as discussion text and explanation text. In this paper, the writer tries to discuss about discussion text, because it is suitable with curriculum in Senior High School. Then, to get a good result in teaching writing through LESSER strategy, the teacher must have a plan before he/she gives a lesson to the students from preparation, implementation, and closing.

Preparation

Before teaching and learning process, the teacher has to prepare everything to make teaching and learning process run successfully.

1. Preparing a good topic/ materials
The teacher should prepare interesting and a good topic that will be discuss in the classroom, the teacher has to see the syllabus first as a guide for them in teaching because of that the materials that will be taught by the teacher should appropriate with the curriculum. The material that will be given to the students is discussion text. Then, the teacher will use some interesting topics to be developed while writing in order to attract students' attention.
2. Time allocation
The teacher should predict and limit the material will be taught in meeting. The teacher provides 90 minutes of each meeting.

Classroom Procedure

This strategy can be implemented in three phases: they are pre-teaching activity, whilst-teaching activity and post teaching activity. In pre teaching activity, the teacher introduces to the students what is LESSER strategy and how to implement it when the students themselves want to write everything that have in their mind. Then, whilst teaching activity, the teacher will show a picture as a media to make the students interested to follow about the lesson itself. Last, post teaching activity; the teacher collects students' writing and gives some questions to measure students' understanding about the lesson given. The procedures of teaching writing through LESSER strategy as follows:

1. Pre-teaching Activity

This stage is starting point to introduce the students to the daily fiction story. Before the class begins, the teacher should prepare the class and students first. After that:

- a. The teacher greets the students.
- b. The teacher checks students' attendance list.

2. Whilst-teaching Activity

In whilst-teaching activity the teacher leads students to determine the most interesting topic to be written. In this case, the teacher will lead the students to determine introduction, statement one, statement against and conclusions before students develop it into an essay. The teacher does some steps given by Westwood (2007:151) in whilst teaching activity as follows:

- a. The teacher introduces each step to the students how to use LESSER strategy;

Teacher: *"ok students, I will introduce the steps that are needed when you want to write discussion text by using LESSER strategy,*

"you have to list your ideas before you start to write based on the picture on the whiteboard!"

"you have to examine your list that have been written by yours".

"You have to select starting point based on your list!"

“In the sentence one, it will tell about the first idea, so in this step the sentence one will be the first idea for your writing!”
“You should expand on your first idea with another related sentence!”
The last step is you have to read what you have written and revise it if necessary, after that you have to repeat for the next paragraph!

- b. The teacher explains discussion text to the students.

Teacher: *“It can be said that the discussion text is a text tells about pro and cons about something that will be discussed. There four generic structures of discussion, they are introduction, statement one, statement against and conclusion, “ok students, do you understand about text that I have explained before?”*

- c. The teacher gives an example of discussion text.

Teacher: *well, I have an example of discussion text, it’s title is “Nasional Examination”. please read it carefully!*

introduction

National exam becomes the hot topic in most of discussions. Though the Supreme Court has rejected an appeal by the government on the organization of the national exams, the controversy over whether it is necessary to maintain the national exams (UN) has continued. Some debates include the primary questions such as; does the quality of Indonesia education depend on the national exam?, will the quality of the Indonesian education system worsen without national exam?

*argument and
supporting
evidence*

People, who support the national exam explain that the quality of the Indonesia education system will drop without the national exam, so they try to defend the current system.

*arguments
against
the issue*

However there are people who disagree with the opinion. Those who against this national exam kept in our high school education say that it doesn’t need the national exams because the quality of education does not just depend on the national exam. Further, the national exam only measures a small portion of students’ competence in specific subjects, and does not measure students’ competences throughout the semester.

Conclusion

In fact, the national examination can still be useful as an instrument to evaluate or detect the level of students’ cognitive competence in several subjects, on a national scale.

- d. The teacher asks the students to select a topic given.
Teacher : *“I have some topics for you. Shopping online. The second is social media. The last one is National examination. You may choose one of them that you think the most interesting for you”.*
- e. After the teacher asks each student chooses one topic, the teacher will ask the students to write a simple essay by using steps of LESSER strategy itself.

Teacher : *Has each of you chosen your topic?*

students :.....

Teacher : *Listen to me carefully. Now, please List your ideas based on your thinking, but it is related with the topic that you have chosen.*

Student :

Shopping online

- Many people do shopping online
- easy to get things that we want
- it is crazy
- some people afraid do shopping online
- 2 opinions about shopping online

Teacher : *Have you finished to list your ideas?, ok we are going to the next step, you should Examine your list!*

Students:.....

Teacher : *now, after you finish to examine your list, please select one of lists that you have written!*

Students:

Many people do shopping online

Teacher : *ok students, if you have selected the list that you have written, now the sentence one or the list that you have chosen will be the first idea of your essay in the first paragraph.*

Students:

*Nowadays, **most the people in the world do shopping online**, , not only the adults but also teenagers also do this activity.*

Teacher: *Are you ready to do next step? Now we are going to the next step, please expand the first idea with the other list that you have written before.*

Students:

*Nowadays, most **the people in the world do shopping online**, not only the adults but also teenagers do this activity. With shopping online, it will be **easy to get a thing** that we want from internet, but some people said that the **Internet shopping is crazy**, because customers are afraid of online crime and they stop Shopping on the internet. there are **2 opinions about shopping online**.*

Teacher: *“Ok students, have you finished to expand the first idea with the other list? If you have finished it, you have to go to the next step! Please Read everything that you have written and revize it if necessary. Then you will be able to use the same step for the next paragraph.”*

Students:.....

c. Post-teaching activity

Post teaching activity is the last phase of implementation of LESSER strategy. The teacher will collect students' task and conclude the lesson given by asking some question.

CONCLUSION

Writing is a skill that needs special attention by the English teacher. It is caused by the requirements of writing skill. Writing is not only a skill that asks the writer or the students to arrange some sentences into a good order essay but also the skill of conveying the meaningful message to the readers. The writer should follow some important process of writing that can support the writing product. It is caused by the importance of writing in communication. That is why English teacher should be aware about the process of teaching and learning writing.

LESSER strategy is a strategy that helps students manage their thinking or ideas when they want to write some paragraphs in writing process. Not only manage students' ideas but also explore students' ideas in making longer writing based on their thinking. Thus, this strategy also guides students how to make list based on students' thinking before they start writing. It is hoped that after the readers read this paper, the readers are able to use this strategy in the classroom, especially in writing class.

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