
TEACHER'S STRATEGIES IN TEACHING WRITING DESCRIPTIVE TEXT AT 10TH GRADE OF SMA NEGERI 5 KOTA SERANG

Oleh

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Abstract: *The aim of this research is to investigate the teacher's strategies in teaching writing descriptive text at 10th grade of SMA Negeri 5 Kota Serang. This research applied a qualitative method by using case study design. The required data were collected through observation, interview, and questionnaire. The participant of this research was an English teacher of SMA Negeri 5 Kota Serang. The findings of the data analysis showed that the English teacher in SMA Negeri 5 Kota Serang applied several strategies when teaching writing descriptive text in classroom, such as cooperative learning or discussion, brainstorming, demonstration, and games. Cooperative learning or discussion used as group discussion with 3-4 students, brainstorming as warming up and creates the enjoyment of the class, demonstration as method to demonstrate about descriptivetext in general and detail such as grammar and tense, games are used as ice breaking in class for attract the student's attention. Educational games based on technology were used as strategy. The participant used applications for educational games for adapting to the current situation that requires students or teachers to use technology. However, with these strategies the students can understand the material of descriptive text material optimally, and make the class atmosphere more interesting.*

INTRODUCTION

Teaching writing is an important thing for an English teacher to do. Writing is basic language skill, as important as a speaking, listening, and reading (Harmer, 2006). Teaching writing is done to develop writing skills in students. In other hand by teaching writing, the teacher seeks to fulfil the competence of students who emphasize literacy. By teaching writing students can learn about expressing themselves and increase creativity. Amado (2010) stated that writing is an important vehicle that should be taught for self expression and support students' creative process. In the terms of self expression, the students can use writing for stating ideas, thoughts and feelings from their own experiences and others.

Teaching writing is not an easy thing, because the students find difficulties in writing, such as less understanding of grammar, lack of vocabulary, and less understanding of developing sentences. There are some problems faced by the students in learning writing

according to Nurgiantoro (2001: 298-299), those are organizing idea, lack of vocabulary, and grammar accuracy. From the statement above, teaching writing is not an easy thing.

In learning, there will be students who have difficulty in class. Therefore, the teacher is obliged to have effective strategies to solve the problems faced by students. Mintzberg (2011) state that a pattern in a stream of decision to contrast with a view of strategy as planning. To achieve the goals in teaching, an appropriate and effective strategy is needed. According to Wehrli and Nyquist (2003) mentioned some strategies that can be applied in teaching writing, they are brainstorming, small group discussion, demonstration, games, and independent research .

The reason why the researcher is interested in researching this topic because writing skill is a difficult skill after speaking, reading, and listening. Writing skill is a difficult skill but must be mastered. Writing for the students can find functions and benefits such as developing thinking skills, when students want to get scholarships, and to work in companies. They must be able to write well and correctly. Writing takes time and requires a high level of concentration during the creation process. The students also integrate their idea, grammar, and vocabulary. According to Trombley (2017) writing is difficult, since it requires attention, practice, dedication, guts, and humanity all in one paper.

RESEARCH METHOD

The objective of this research is find out the teacher's strategies in teaching writing, qualitative design and case study method is apply in this research. Moleong (2002) stated that qualitative research is a research procedure in which descriptive data procedures are in the form of written or spoken words from people and observable behaviour.

Wynsberghe and Khan (2007) stated that case study is a type of research that tries to give the reader a report on a specific phenomenon. The researcher use case study to investigate the phenomenon that occur in SMA Negeri 5 Serang. In this research the researcher will investigate one of the English teacher about the strategies used when teaching writing skill.

In this research there are two kinds of data are used. Primary and secondary data. Primary data is the first hand data or information gathered from direct procedure such as an interview, questionnaire, direct experience, and observation meanwhile the secondary data is the data which refers to published or unplished material such as journal, book, article, reports , magazine. (Elo&Kyngas 2008).

This research conducted at SMA Negeri

5 Kota Serang. The participants for this research chose on purpose. The participant were an English teacher who teaching at 10th grade, and 20 students of SMA Negeri 5 Kota Serang. To purposefully select the participants or sites implies that the researcher select the teacher because the researcher in previous interview with the teacher of SMA Negeri 5 Kota Serang at 10th grade stated that students there were less interested in English especially in writing. From the explanation, the data taken by the researcher are primary data from interviews and observations with the English teacher of SMA Negeri 5 Kota Serang who are also participants in this research. Questionnaires are used to know the respond of the students determine the implementation of teacher strategies in class. Meanwhile, secondary data is taken from various materials from journals and articles. In this research the researcher collect the data from English teachers at SMA Negeri 5 Serang by observation,

interview, and questionnaire for the students. The researcher while conducting interviews with teachers also carry out documentation, and tools for recording audio. The subject of the questionnaire is 15 students at 10th grade of SMAN 5 Kota Serang. The questionnaire is use to know the responses of students to teaching writing strategies applied by the teacher. The questionnaire use in this study is a structured questionnaire, because the questions presented by the researcher. The measurement scale use in this study is likert scale. Likert scale (Sugiyono, 2014: 132) is used to measure attitudes, opinions and the perceptions of a person or group of people about social phenomena. The categories in the Likert scale are as follows:

- a. Strongly Agree is given a score of 4.
- b. Agree is given a score of 3.
- c. Doubt is given a score of 2.
- d. Disagree is given a score of 1.

In this research the researcher use the method of Miles and Huberman(1994), analysis of data divided into three steps there are data reduction, data display, and conclusion.

RESULT AND DISCUSSION

Based on observation and interview with English teacher at SMA Negeri 5 Serang, the researcher found data that SMA Negeri 5 Kota Serang had implemented the offline system but with a shift schedule. Teacher must implement strategies that are appropriate to current conditions. The teacher used the Google Meet and Google Classroom, and Whatsapp group applications to make it easier to teach during the group shift at home. The shift system alternates during the week to study at school.

The results of observation and interview with English teacher, researcher found four strategies used by teachers when teaching in class. The English teacher made the best use of the strategies in order to meet the learning objectives. In addition, English teacher selected ways to aid students in comprehending the instructional contents and improving their writing ability.

The researcher found strategies used by teacher when teaching writing in class, those are: cooperative learning/group discussion, demonstration, brainstorming, and games. The result investigated by using interview and giving questionnaire for the students.

CONCLUSION

The learning process in teaching writing by the teacher is carried out using brainstorming strategies, cooperative learning, demonstration, and games. The strategies are used to achieve learning objectives and with these strategies students can understand the descriptive text material optimally, and make the class atmosphere more interesting. The teacher use brainstorming as used for the atmosphere more enjoyable and attract students' attention to think and express their opinions about the material. Meanwhile demonstration used visual media as an attraction for students to focus on lessons, especially about adjectives, nouns, verbs and tenses. Then the teacher uses cooperative learning for students to find new words from their friends, and this can make students active in exchanging opinions. The last is game, the teacher uses game to attract students' attention and make the atmosphere more fun. With educational games make students happy about the lesson.

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