

THE TEACHER'S STRATEGIES IN TEACHING WRITING DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL

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ABSTRACT

This study focuses on the analysis of teacher's strategies of teaching writing descriptive text. The objectives of this study were (1) to describe the strategies used by the teacher in teaching writing descriptive text; (2) to know the reasons why the strategies used by the teacher in teaching writing descriptive text. This study was qualitatively conducted that involved one English teacher of SMA Swasta An-Nizam Medan. The data were collected by observing the teacher's activities during teaching writing descriptive text. Then, the researcher interviewed the teacher about his reasons of the teacher's ways in teaching writing descriptive text. The findings of the study showed that the teacher's strategies are similar with theory of the strategies by Judie Haynes and Debbie Zacarian such as (1) make visual lesson (2) determine key concepts (3) link new information (4) provide comprehensible input (5) modify vocabulary (6) use cooperative learning strategies and (7) modify testing. The reasons why those strategies were used by the teacher in teaching writing descriptive text are: (1) the strategies ease the students to understand the lesson (2) the strategies help the teacher to overcome boring class (3) the strategies help students to be more active.

Keywords: Teacher's Strategies, Writing, Descriptive Text.

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INTRODUCTION

According to Brown (2000: 5) language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with one another. By using language, human can communicate each other to express the ideas, to facilitate the thinking process, and to recall the information.

One of languages that has an important role in the world is English. English is a foreign language for Indonesian and use in many international activities such as commerce, sport, science, education, and technology. Indonesian government tried to update and develop the education system be better. The goal of good education will be achieved if a language as the facilities is well functioned and carefully developed.

Kindsvatter (1996:219) stated that teacher's teaching strategy is a general approach of the teachers in giving the students certain instruction in the form of teaching and learning activities. It means the teaching strategy helps the teacher to make the optimal use of methods, techniques and resources in achieving particular goals in learning and teaching activities as well.

Based on the four language skills, writing is one of difficult skill for students because writing is a productive skill and there are many aspects to be considered in writing such as, word choices, grammar, punctuation, spelling and coherence. Writing skill is very complex activity for student's senior high school, it can make students lazy to study English subject especially writing text. Hence, the role of teacher is very important in overcoming these problems such as the teacher should be creative in choosing the materials and able to stimulate the students interest.

Based on preliminary data in X-Mia at SMA Swasta An-Nizam Medan, the researcher asked the teacher about the most important skill to teach in English subject. The teacher said that writing is the most important skill in modern era because the students always write something in their social media every time and everywhere. For that, the teacher can help students to write well by her strategy. She makes her students more understand to write well and able to implement for all competences in lesson plan well.

The teacher uses several teaching writing strategies based on Judie Haynes and Debbie Zacarian theories for that the strategy has proven to be good to implement in teaching writing in senior high school, and the strategies can be useful for other teachers. The purpose of Judie Haynes and Debbie Zacarian state theory is to help presenting the lesson and gives understanding about how to write descriptive text well. It

means they believe strategies above can make the students more active in teaching learning process especially in writing text.

REVIEW OF LITERATURE

Strategies

Brown (2007:119) states that strategies are specific methods of approaching a problem or task, models of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Brown explains that strategies are specific actions, behaviors, or steps used by student to enhance their own learning. Strategies vary within students, and each student has number of possible options for solving a particular problem and they may choose one strategy or several in sequence. Meanwhile, Nunan (2003:269) defines strategies as specific means that learners use to learn or improve their language, depending on their context and task. It means to make students can get the material completely the teacher should be given a good attention to the way in the teaching learning process.

In teaching learning process, strategy is necessary to be used by teachers, because it can help the teaching learning process more effective, and determine the students' success in learning. From the explanation above, it concludes that teacher should be able to choose a good strategy which can solve the problems that many are occur in teaching process in writing descriptive text.

Teacher's Strategies

Lawton defined teaching strategy is a generalized plan for a lessons which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. Meanwhile, Mackenzie defined the terms strategy and teaching separately. For him, "Teaching refers to a system of actions involving an agent, a situation, an end-in-view and two sets of factors in the situation-one set over which the agent has no control and one set which the agent can modify with respect to the end in view. It means strategy is role to guide the students achieve the goals of teaching learning process.

In teaching writing Cashwel & Mahler (2003:3) said teaching writing provides opportunities for students to develop clear thinking skill. Teaching writing is a process to make the students have ability to write an English sentence,

paragraph, and text correctly. It is also as a process of making the students have critical thinking in writing and the teacher should choose the good strategy to it

According to Judie Haynes and Debbie Zacarian (2010) Teacher's strategies refer to methods teachers used to help students learn the desired course contents and be able to develop achievable goals in the future; there are so many strategies which can be used by teacher to teach students. In teaching writing, the purpose of the strategies are to help presents lesson and give understanding about writing to the students then help students to understand the way to write and can write a descriptive text as well. It means all the strategies are believed can help teacher to make teaching learning process more effective.

There are 7 (seven) strategies which are listed by Judie Haynes and Debbie Zacarian that can used by teacher in teaching writing:

- a. Make lesson visual: that learners first see what they are expected to know. Use visual representations of new vocabulary and use graphs, maps, photographs, drawing and charts to introduce new vocabulary and concept.
- b. Determine key concepts: teachers write the key concept for a unit of study in students-friendly language and post it in the room.
- c. Link new information: the teacher always asks how the students doing are, how the students feeling are, and what the students' trouble are, so that the teacher can understand character of students in learning process and provide solutions to their difficulties.
- d. Provide comprehensible input: teachers need to speak more slowly, use gestures and body language to get across the meaning to students.
- e. Modify vocabulary: teachers need to tie new vocabulary to prior learning and use visual to reinforce meaning.
- f. Use cooperative learning strategies: systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal.
- g. Modify testing: teachers should allow alternative types of assessment: oral, drawing, physical response, and manipulative as well as modification to the test.

Writing skill

According to John Langan in his book, writing is treated as a process. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say. Meanwhile, according to Sokolik (2003:98) argue that writing is a combination of process and product. It means that process refers to the act of gathering ideas and working with them until they are presented

in a manner that is polished and comprehensible to reader. According to Hampton in SofiFajaryani'sskripsi some of writing goals are:

1. Writers are independent when they are able to write without much assistance.
2. Writers gain comprehensibility when they can write, So that it can be read and understood by themselves and other.
3. Writers are fluent when they are able to write smoothly and easily as well as understand.
4. Writer again creativity when they can write their own ideas. Not copying what has already been written, so that they can be read understood.

The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. According to Harmer (2004:6) the first diagram of writing process he made, it was unsatisfactory as it depicted a linier process.



Figure 1.1 "Process Wheel" Diagram Proposed by Harmer (2004:6) How to Teach Writing

Text Genres

According to Gerrot and Wig Nell (2004:190) genre is one of the most important and influential concepts in language. A genre can be defined as culturally specific text type which results from using language (written or spoken) to help or accomplish something. Meanwhile, according to Wayan (2014) that genre writing as a new approach to teaching and learning truly combines two things: the product of the writing and the way or techniques or strategy of how the product is produced. It means genre writing is tool to teach writing in teaching learning process. There are many kinds of text types in writing such as narrative text, recount text, new items, procedure text, descriptive text,

report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.

Descriptive Text

According to Mukarto in his book that written by Kusdianto Kusuma Rahman in his website, that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event.

METHODOLOGY

This study was conducted by using descriptive qualitative design. Jacobs and Razavieh (2002: 425) say: the qualitative inquirer deal with data is in the form of the words, rather than numbers and statistics. It means qualitative research tend to analyze their data inductively. Qualitative research tends to collect data in the field at the site where participants experience the issue or problem under the study.

The data of this study were the results of teachers' interview based on teaching writing descriptive text. The researcher took the data on October-November, 2019. The source of the data was taken from one English teacher and one class of tenth grade students at SMA Swasta An-Nizam Medan. The instruments used for collecting data were observation, interview, and document analysis. The techniques of collecting data were observation, interview, and document analysis

The technique used in this study is based on the procedure proposed by Jacobs and Razavieh (2002). In this study, the procedures were formulated as below:

1. Preparing the data for analysis: involve transcribe interviews and transcribe recording of conversation or utterances of English teacher.
2. Familiarizing and Organizing: This step is to obtain a general sense of the information and to reflect on its overall meaning
3. Coding and Reducing the Data: Coding is developing concepts from the raw data. The researcher started to classify the data one by one when all the switch expression in English teaching and learning process. Then, reducing data means

summarizing, choosing the main things, focusing on the important things, and finding the topics and the forms.

4. The next step in data analysis involves making an interpretation or meaning of the data.
5. The final step is drawing conclusions

FINDINGS

Based on the analysis of the teacher's strategies in teaching writing descriptive text for tenth grade students of SMA Swasta An Nizam Medan, findings of this study can be presented as follows:

1. It was found that the teacher used seven strategies in teaching writing descriptive text at Senior high school, they are 1) determine key concepts, (2) provide comprehensible input, (3) make lesson visual, (4) use cooperative learning strategies, (5) modify vocabulary, (6) link new information, and (7) modify testing. The seven strategies proposed by Haynes and Zacarian (2010).
2. It was found the reasons of the teacher used seven strategies in teaching writing descriptive text, there are three reasons: (1) the strategies ease the students to understand the lesson, (2) the strategies help the teacher to overcome boring in class, and (3) the strategies help students to be more active.

DISCUSSIONS

In learning English, writing skill was a very complex activity for students' senior high school because there are some difficulties faced by students, they were vocabulary, grammatical generating ideas, so those make students lazy to learn writing text. The role of a teacher was very important in overcoming these problems such as the teacher should be creative in choosing the materials and able to stimulate the students' interest. The teacher need to manipulate some strategies to support the teaching and able to implement all competencies in the lesson plan well.

For the students of SMA Swasta An-Nizam Medan, writing is considered as the most difficult skill. But the students are interested in the English writing class because the teacher can help students to write well with her strategy. She made her students understand how to write and able to implement all competencies in the lesson plan well. Therefore, almost all students can write well and confidently by their own writing.

The research aimed to identify the teacher's strategies in teaching write descriptive text and her reasons for the strategies. The data analysis showed that seven strategies by the teacher's used based on Judie Hanes and Debbie Zacaran theories. Besides, there were the strengths and weaknesses of teacher's strategies in teaching writing descriptive text. This strategy used by the teacher in teaching writing text involves four aspects. First of all is the students' interest of teaching learning process to be more active and more enjoyable. Using image the students can stimulate the imagination of a student that they like to tell about the image sees so that it is hoped that the student will be able to write suitable to the image. Besides, the teacher's body language or teacher's expression also becomes important in attracting students' attention to be more focused and concentrated while learning. Because the teacher as a role model in class so that each behavior is very influential in helping them write well.

Secondly, the students' idea of writing was getting better. This strategy helped the students brainstorm the ideas of their writing they write by optimizing some sources of professional knowledge for teachers, books, internet, or their friend and discussed classroom. The teacher gave only one key word then students observed it to develop their ideas. This strategy was helpful for students in facing difficulties finding ideas for writing. Thirdly, students used more vocabulary in their writing. Using this strategy can also enrich the students' vocabulary. They can get it by reading and listening their friends' assignment when correcting and presenting assignments in front class.

Lastly, the students organized the text easily. Making a draft helped students in organizing the text. It could also prevent the failure of generic structures of text they would write. In this case, students are given to modify testing to better understand writing descriptive text. From looking for generic structures, correcting incorrect text according to generic structures, and making descriptive texts well. The teacher's role in this strategy not only helps students but facilitates students if there are deficiencies. This greatly minimizes errors in learning. All of these strategies not only help students write but make the class active, enjoy, collaborate, inspire, and facilitate the teacher.

Therefore, it can be concluded that using this strategy can also increase the effectiveness of writing classes. This was due to several reasons based on result interview as follows (1) It's easier for students to understand the lesson (2) Helps the teacher to overcome boring class (3) It helps students to be more active.. Based on all the explanations above, it could be concluded that using this strategies in teaching and learning process stimulates the students' motivation, attention, and enthusiasm. The

classroom environment is also conducive for studying so that the quality of teaching-learning process will be improved.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings and discussions in the previous chapter, it could be drawn the conclusion of the present study which were designed to suit the objectives of the study. There are two objectives in this study; (1) To describe the strategies used by the teacher in teaching writing descriptive text; (2) To know the reasons why the strategies used by the teacher in teaching writing descriptive text. So, the researcher makes these following conclusions: (1) The teacher use seven strategies proposed by Haynes and Zacarian (2010) in teaching writing descriptive text, they are determine key concepts, provide comprehensible input, make lesson visual, use cooperative learning strategies, modify vocabulary, link new information, and modify testing. The strategies use by the teacher in teaching writing process are interesting, more active, and made students enjoy in class. Students can understand the instructions of the teacher in teaching writing descriptive text well.; (2) The reasons why the strategies of teaching writing use by the teacher are presented as follows: the strategies ease the students to understand the lesson, the strategies help the teacher to overcome boring in class, and the strategies help students to be more active.

Related to the conclusion, the researcher humbly suggests: (1) Other teachers need to add new knowledge about learning strategies, especially using Judie Haynes and Debbie strategy. It may help teachers to be more understand to design the learning program appropriately by using the right process. Furthermore, school, teachers, and students need to have a good cooperation in order to make the learning process could be done well; (2) Other researcher who will conduct similar research to use this thesis as their source or to continue this research with using other methods that can be used in teaching writing descriptive text.

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