



An Analysis of Teacher's Strategies in Teaching Writing in Descriptive Text at VIII Grade SMPN 1 Sugihwaras

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Abstrak - Strategi mengajar guru dapat mempengaruhi minat belajar siswa dalam belajar menulis khususnya pada teks deskriptif. Dalam strategi ini terdapat empat strategi yang digunakan dalam pembelajaran teks deskriptif yaitu menggunakan gambar, permainan, menghafal, QAR, serta kelemahan dan kelebihan strategi guru dalam pengajaran teks deskriptif. Peneliti ini menggunakan metode deskriptif kualitatif deskriptif. Pengumpulan data dilakukan melalui wawancara dan dokumentasi sebagai data pendukung berupa RPP. Subyek penelitian ini adalah 2 orang guru bahasa Inggris kelas VIII yang mengajar teks deskriptif di SMPN 1 Sugihwaras. Analisis data dilakukan berdasarkan prosedur data yang dikemukakan oleh Arikunto yang terdiri dari Data Primer dan Data Sekunder. Hasil tersebut menunjukkan bahwa dalam pembelajaran teks deskriptif terdapat beberapa strategi yang digunakan guru untuk mencapai hasil menulis siswa tentang teks deskriptif.

Kata Kunci: strategi pengajaran, menulis, teks deskriptif.

Abstract - The teacher's teaching strategy can affect students' learning interest in learning to write, especially in descriptive text. In this strategy, there are four strategies used in learning descriptive text, namely using pictures, games, memorizing, QAR, as well as the weaknesses and strengths of teacher strategies in teaching descriptive texts. This researcher used descriptive qualitative descriptive method. Data collection was carried out through interviews and documentation as supporting data in the form of lesson plans. The subjects of this study were 2 eighth grade English teachers who taught descriptive texts at SMPN 1 Sugihwaras. Data analysis was carried out based on data procedures suggested by Arikunto which consisted of Primary Data and Secondary Data. These results indicate that in learning descriptive text there are several strategies used by the teacher to achieve student writing results about descriptive text.

Keywords: teaching strategy, writing, descriptive text.

INTRODUCTION

Writing is one of the essential skills that students in Senior High School must accomplish. They may express ideas, information, and thoughts through writing. They use written language to express feelings and experiences wholly and regularly. However, when expressing oneself, Essays or paragraphs represent ideas and thoughts. Students still make some errors when they are writing. In this case, teachers have an important role in helping the students minimize the student's errors in writing. Teachers need a strategy for helping students to improve students writing skills.

Teachers' strategies are essential in the learning and teaching process. The teachers must improve the teaching method by implementing good strategies. They play a necessary strategy in helping the student achieve the goal of language learning. The teacher also needs to improve their techniques in teaching. Ariyanti and Fitriana (2017) said that teachers must move away from various traditional methods and switch to a new approach to apply in the writing classroom to improve their students in all aspects of essay writing. In addition, modern teaching techniques and aids are indeed very helpful in enhancing students' writing ability. The teacher must help them express ideas in the language being taught. The teachers are obligated to find suitable teaching strategies. Another theory from Ahmad (2007), stated that this strategy is intended as a teacher's effort to create an ecosystem that enables the educational process to achieve and succeed in formal learning goals. Based on this explanation about the strategies in the learning and teaching process, it proves that the teacher needs some strategies in the learning process to help students understand the material and improve their skills in English.

The teacher needs the strategies in teaching in the classroom because the teacher has some capital tasks that must be done. Those are: the teachers must plan, teach, and evaluate the teaching-learning activity. And to do so, the teachers have to comprehend something closely related to the teaching-learning process. Typically, strategies are divided into three main categories: metacognitive, cognitive, and socio-affective.

Another researcher was Karunia (2019). She presented teacher strategies in learning English in teaching writing. Based on research that has been done that the teacher used some strategies in the teaching writing and learning process such as mind mapping and group discussion and the use of strategies in learning has a good impact on increasing student writing skills, students are more enthusiastic in following the learning material provided by the teacher. Irikawati (2017), analyzed the strategy in teaching writing. Several strategies are used, and almost all the steps in the strategy are conducted and implemented well by the English teacher.

Based on the problems above, it can be interpreted that the teacher's teaching strategy in teaching descriptive text, the weaknesses and strengths of the strategy have an influence on students' capacity in writing text descriptions. The researcher thinks that students' writing skills are influenced by the strategies used by teachers. Writing skills are one of the most important things for students. In addition, there are also weaknesses and strengths in teaching descriptive texts used by a teacher. These weaknesses and strengths can also be a reference for a teacher to get good results and this can also be a weakness when students are not focused when being taught by the teacher.

So, a teacher's teaching strategy has weaknesses and strengths. From these two teachers we can conclude that each teacher has different teaching methods and these methods have their respective strengths and weaknesses. For this reason, researchers have a curiosity about what strategies are used to teach descriptive text. Researchers conducted a study entitled **An Analysis of Teacher's Strategies in Teaching Writing Descriptive Text at VIII grade SMPN 1 Sugihwaras.**

METHOD

This research is a qualitative descriptive study with data analysis presented in Indonesian in the form of interviews. This research uses descriptive analysis which means that this research analyzes the strategies used by English teachers in teaching. As explained by Moleong (2002) Qualitative research is a research procedure in which descriptive data procedures are in the form of written or spoken words from people and observable behavior.

The population of this study were teachers at SMPN 1 Sugihwaras. The total population is 4 English teachers.

Researchers used purposive sampling method. The sample is 2 English teachers who teach descriptive text. According to Sugiyono (2011), purposive sampling is a sampling technique sample data sources based on certain considerations or focus Sample.

This instrument was a methodological research tool used in research to collect the data. The researcher needed some instruments. The instruments are interview and documentaion. The procedure of collecting data of the research as follow:

a. Interview

The interview is a two-way dialogue conducted by interviewer in certain situations and circumstances to obtain information from sources Sugiyono (2007). Interviews were conducted with two people form, namely formal interviews with structured questions, and informal interviews with unstructured questions and more natural conversation and a conducive atmosphere. Data obtained through interviews with researchers use as primary data.

b. Documentation

Documentation in descriptive research is carried out as a support in data collection by compiling documents that can support research data. In other words, documentation is a complement to the use of the interview method. The documentation study in this study was carried out by collecting the data needed in the research problem and then studying it intensively so that it can support and increase trust and evidence for an incident. The results

of interviews and observations will be more reliable if they are supported by documents related to the research problem.

According to Siyoto (2015) Data analysis is the process of organizing and sorting data into patterns, categories, and units of the basic description so that the theme can be found and can be formulated hypothesis as suggested by the data. The data analysis work in this case is to regulate, sort, classify, code, and categorize them. Organizing and the management of the data aim, to find themes and work hypotheses that eventually elevated to substantive theory. The data analysis process is performed through stages; Data reduction, presentation or data display, and conclusion or verification. To more details, the author will explain the analysis process as follows:

1) Data Reduction

Data reduction means summarizing, selecting the underlying things, focusing on things that matter, look for themes and patterns, and discard unnecessary ones. Data reduction can be done by way of abstraction. Abstraction is an effort to make a summary of the core, processes, and statements that need to be kept remain in the research data. In other words, this data reduction process conducted by researchers continuously when conducting research to generate core records of data obtained from data mining results.

2) Data Display

This step by presenting a set of organized information that gives possible withdrawal of conclusions. It is done because of the data during the qualitative research process are usually narrative-shaped, so that requires simplification without compromising its contents. The presentation of the data is done to be able to see the overall picture or section of the whole picture. At this stage researcher strive to classify and present data following the subject matter which begins with the coding on each subject.

3) Conclusion or Verification

Conclusion or verification is the final stage in the data analysis process. This section of the researchers expressed the conclusion of the data that has been obtained. Activities are intended to look for the meaning of data collected by seeking relationships, equations, or differences.

FINDING AND DISCUSSION

This chapter consists of two parts. The first part is related to data analysis through interviews and lesson plans for supporters. The second part deals with discussion.

The Result of Interview

According to Mothe (2002) pictures can be used to increase students' knowledge of certain words. The teacher must prepare pictures related to the words to be learned. For example, using images of tiger words related to tigers, such as fur, eyes, claws, bloodstains, etc. Based on previous findings, the application of this strategy requires the teacher to provide an interesting description at each meeting, for example: the school environment, animals, classes, etc. The media is chosen by the teacher based on what students always do. see. Researchers also found that the application of this strategy can help students to develop the writing process in constructing descriptive text sentences.

According to Yaumi (2016) that games in English play an important role in increasing vocabulary, relieving stress and making the atmosphere more conducive. Based on what the researcher found, this strategy is called scramble games in which the students were happy and enjoy the lesson they were also not feel bored in class. Based on the data found, the students find news word and avoid boringness in the class during the lesson. In addition, both game strategies was successfully applied by third informant.

The memorization strategy used by the second informant was able to strengthen memorized vocabulary and improve students' vocabulary understanding. Memorization is the integration of linguistic units, especially complex constructions, into the mental lexicon of individual language users (Schlechtweg, 2018). According to Takac (2018), the role of memory is very important in all types of learning and learning vocabulary. It can be concluded that memorizing students' vocabulary can improve their thinking skills. In implementing this strategy, the teacher asks students to memorize the vocabulary that has been given before. The amount of vocabulary given in each meeting varies, sometimes in one meeting the teacher gives 5 more new vocabularies. Based on the interviews, the researcher also found that by implementing this strategy student got new vocabulary at every meeting. This strategy is very effective because every student who is not good at composing sentences due to lack of vocabulary can now compose sentences well because this strategy adds new vocabulary in writing descriptive texts.

According to Fard & Nikou (2014), Question Answer Relationship (QAR) as strategy in which students categorize comprehension question where they get information that they need to answer each question. In implementing strategy, using QAR strategy makes students bold in something that students do not understood. This strategy used by teacher to evaluate students' comprehension, in applying teacher asks students with oral question about the material that has been given.

Unsi (2014), namely; Pictures are concrete. Images transcend space and time. Images overcome the lack of power as well as the five human senses. Picture strategies can be used to explain problems because they are valuable for all school subjects. Images are easy to obtain and inexpensive, easy to use by individuals and groups.

Game is a game that is designed or created to stimulate the mind including increasing concentration and solving problems (Handriyantini, 2009). From the Game strategy it is explained that one type of media used to provide instruction, increases the user's knowledge through a unique and interesting media.

Nana Sudjana (2010) the question and answer method is a teaching method that allows for direct communication that is two-way traffic because at the same time there is dialogue between the teacher and students. From the question and answer strategy it can be explained that the teacher asks students to answer or students ask the teacher to answer. In this communication, there is a direct reciprocal relationship between teacher and student.

The word memorization can also be referred to as memory. Where if you study it, it will bring someone to cognitive psychology, especially for humans as information processors. Briefly memory goes through three processes namely recording, storage and recall (Rahkmat 2005). The memory method is a way to carry out learning activities and study in majors through memorization, namely by memorizing. based on memory, without looking at books or other notes during class.

CONCLUSION

In teaching descriptive texts to grade 8 students, teachers can develop various effective strategies. In this article, several teacher teaching strategies have been analyzed in teaching descriptive text. By using the right approach, teachers can help students build better writing skills. It is important for teachers to continue to develop their teaching strategies so that learning becomes more interactive and effective.

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