

**TEACHER'S STRATEGIES TO COPE WITH THE PROBLEMS FACED BY
THE STUDENTS IN WRITING DESCRIPTIVE TEXT AT SMA NEGERI 1
GEMUH IN 2014/2015 ACADEMIC YEAR**



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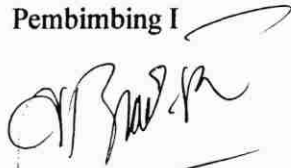
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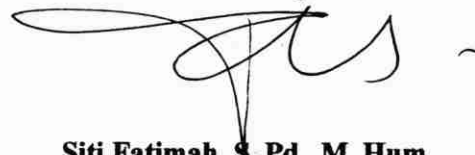
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ABSTRACT

The objectives of the study are to describe teacher's strategies to cope with the problems faced by the students in writing descriptive text at SMA N 1 Gemuh in 2014/ 2015 academic year. In this research, there are three components of teaching learning process that the writer analyses, namely: (1) the problem's faced by the students, (2) the teacher's strategies to cope with the problems, and (3) the application of strategies. This study is a descriptive qualitative research. The data are taken from observation, interview, and document. In collecting the data, the writer employs observation and interview. The technique for analyzing data is data reduction, data display, and conclusion and verification. The results of this study are: (1) there are three problems faced by the students, namely: vocabulary problem, structure problem, generic structure of description problem (2) the strategies used by the teacher to cope with the problems is applying cooperative learning, and (3) discussion, making a group, analyzing the picture.

Key words: problems faced, teacher's strategies.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan tentang strategi guru untuk mengatasi masalah masalah yang dihadapi siswa dalam menulis teks deskriptif di SMA N 1 Gemuh tahun ajaran 2014/2015. Dalam penelitian, ada tiga komponen dalam proses belajar mengajar yang dianalisis oleh penulis, yaitu (1) masalah yang dihadapi siswa, (2) strategi guru dalam mengatasi masalah, dan (3) penerapan strategi guru di kelas. Penelitian ini adalah penelitian deskriptif kualitatif. Data diambil dari observasi, wawancara, dan dokumentasi. Dalam pengumpulan data, penulis menggunakan observasi dan wawancara. Teknik analisis data yang digunakan meliputi reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Hasil dari penelitian ini adalah: (1) ada tiga masalah dasar yang dihadapi siswa: masalah kosa kata, masalah struktur kalimat, masalah dalam struktur umum dalam teks deskriptif, (2) strategi guru untuk mengatasi masalah tersebut dengan menggunakan metode kerja sama, dan (3) diskusi, membuat grup, menganalisis gambar.

Kata kunci: masalah yang dihadapi, strategi guru

Introduction

English is a universal language that is used by most developing countries in the world. Therefore many students all over the world will study it, so that they are involved in the teaching process of English. But as a foreign language, English is not easy to learn because there are four language skills that must be mastered by students. Teaching strategies are activities or ways used to facilitate student learning. It is used to give students a chance to actively engage with the content and to provide variety within the teacher. In English teaching learning process, the teacher should be able to make a good learning situation in the classroom.

Teacher strategies are important for teacher to improve their abilities in teaching, especially teaching writing and to solve the problems faced by students. It is also important for student to improve their interest to study foreign language, especially writing. O'malley (1990:115) in Solihah stated that if teachers knew little about the strategies used by students, we expected to familiarize teachers with these strategies and how to teach them would be productive. It will also help the teachers to make the condition on the classroom more effective. It also considers the importance of writing skill ability.

Based on the four language skills, writing is believed to be more difficult than others. It makes students so lazy to make it. They should open their mind to develop the title, and then develop main idea to form the phrases, sentences and paragraph. The students also must pay attention to the word structure, grammatical rules, etc. The students should also increase the vocabulary in order that they can make the various genre like report text, narrative text, procedure text not only descriptive text. Writing is a major form of communication that allows people to interact with, and learn from, others. Instruction in writing helps students understand how to organize ideas and construct meaning, processes similar to those they use while reading.

Some of the students of the first grade in SMA N 1 Gemuh said, that they are so lazy if they study English. They got tired easily when facing the English text especially if the teacher asked to memorize the vocabulary, to read, to open dictionary, to write and to speak. The students feel bored and lazy to study English because they do not understand what the teacher explain.

The researcher choose SMA Negeri 1 Gemuh especially the first grade because it is one of the state schools which has the standard curriculum but it is located in the remote area. Occasionally some problems will occur among the students and the teachers, especially problems faced in teaching English as the foreign language.

Based on the phenomenon above, the writer is interested in conducting a research entitled **“TEACHER’S STRATEGIES TO COPE WITH THE PROBLEMS FACED BY THE STUDENTS IN WRITING DESCRIPTIVE TEXT AT SMA NEGERI 1 GEMUH IN 2014/2015 ACADEMIC YEAR”**.

A. Research Method

This study is a descriptive qualitative research. The writer describes teacher’s strategies to cope with the problem’s faced by the students in writing descriptive text at SMA N 1 Gemuh in 2014/ 2015 academic year. The subject of this study subject of the study is limited to the first grade English teacher at SMA N 1 Gemuh in 2014/2015 academic year. The observation taken on English lesson times. The writer focuses on teaching writing descriptive text and the problems faced by the students. The data are taken from observation, interview, and document. The data consist of the activity of teaching-learning process and the lesson plan. In collecting the data, the writer employes observation, interview and students’s worksheet. The technique for analyzing data is data reduction, data display, and conclusion and verification.

B. Research Finding and Discussion

In this research, the researcher interviewed from Mr. T, the first grade English teacher of SMA Negeri 1 Gemuh students first grade class to know the problems faced by the students of SMA N 1 Gemuh in writing learning, the strategies applied by the teacher to cope with the problems, and how to applying the strategies. The researcher takes X-A class as subject of the research. Number of students in X-A class is twenty six students.

1. The Problems Faced by the Students of SMA N 1 Gemuh

There are some problems faced by students of SMA N 1 Gemuh in writing descriptive text. Mr. T as the teacher said that from his experienced before, the students still have difficulties in writing lesson in generally. In X-A class, almost half number of the students have problem in writing descriptive text.

a. Vocabulary Problem

The students always find difficulties to develop vocabulary. They can think in Indonesian, but in English they can not develop it, because the lack of their vocabulary.

b. Structure Problem

The students find the problems again in structure sentence. When the teacher asks the students to write the descriptive text, they do not pay attention with the structure of the sentence.

c. Distinguish between identification and description

From the example above, there are some mistakes founded. The student just make a identification, there is no description. In the fact, the student made a short report not a descriptive text, because in the student's passage, he/she only talked about the cat in general.

2. The Strategies Applied by the Teacher to Cope with the Problems

As the teacher, before teaching or giving material, he prepares lesson plan as the strategy when he teaches. The strategy used to cope the students's problems in order they can receive the materials well. The strategies used by the teacher must be appropriate with the materials and with the students's problems. So the strategy can cope the vocabulary's problems, structure problems, and differ identification and description's problems.

a. The Strategies to cope vocabulary problems

The teacher said that in writing descriptive text lesson for the first grade class, he should emphasize in vocabulary development, such as nouns (article *a* and *an*), adjective (*big, large, color,...*etc), and simple present tense (such as go, goes, eat, eats, fly, flies, etc), the use of linking verb (*is, am, are, have, has*).

b. The strategies to cope structure problem

To emphasize the structure, the teacher explain the use simple present tense, for example the use of linking verb: is, am, are, have, has, does not, do not, etc. The teacher emphasize to the students that (I, you, they, we) do not use –s or –es in verb, (he, she, it) use –s or –es in the verb.

c. The strategies distinguish between identification and description and characteristic descriptive text

Based on the interview can be conclude that the difference descriptive and report text is the number of the object. He explained that descriptive is more detail and report describe in general. The characteristics of descriptive text should be given clearly.

3. Applying the Strategies

The teacher applies the strategy used cooperative learning. After making a lesson plan and determine the strategy, the teacher applies it when he conveys the material. The strategy when he teaches should appropriate with syllabus and lesson plan. The reason why it is choosed because the teacher thinks that strategy can make the students to be active in class. The teacher can ask the students cooperate to explore the materials, answer the questions and problems in the descriptive text. The problems can be solved by discussion in class.

Based on the interview with the teacher, cooperative learning can make the students to solve the problems and they can analyze the generic structure, language features, and social function of descriptive text so they can make the descriptive text well. With cooperative learning the teacher want the students can understand about the characteristics of descriptive text, about uses present tense, use adjective that describing and classifying.

C. Conclusion

From the observation finding, the researcher draws some conclusions as follows:

1. The problems faced by the students of SMA N 1 Gemuh in learning writing descriptive text.

There are two problems faced students in learning writing descriptive text in SMA N 1 Gemuh. First, about vocabulary, the students always find a difficulties to develop vocabulary. They can think in Indonesian, but in English can not develop it, because the less of their vocabulary. Second,

about structure sentence. The students find the problems again in structure sentence. When the teacher asks the students to write the descriptive text, they do not pay attention with the structure of the sentence. The third, in descriptive text, the students still confused to differ identification description. It makes the students can not develop their paragraph.

2. The strategies applied by the teacher to cope with the problems.

Cooperative learning is a strategy chosen by the teacher. The reason why it is chosen because the teacher this strategy can make the students active in class. The teacher can ask the students cooperate to explore the materials, answer the questions and problems in descriptive text. The problems can be solved by discussion in class.

3. Applying the strategies.

Cooperative learning can make the students to solve the problems and they can analyze the generic structure, language features, and social function of descriptive text so they can make the descriptive text well.

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