

**TEACHER'S STRATEGIES IN TEACHING WRITING DESCRIPTIVE TEXT
AT MTS N SUKOHARJO IN 2015/2016 ACADEMIC YEAR**



PUBLICATION ARTICLE

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by

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APPROVAL

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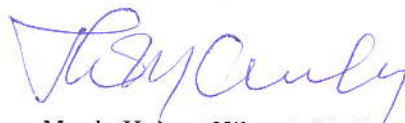
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on June, 2016

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TESTIMONY

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Herewith, I testify that there is no plagiarism in this Publication Article. As far as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Nor there are option masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible..

Surakarta, 23 of September 2016

The Researcher



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ABSTRAK

STRATEGI GURU DALAM MENGAJAR TEXT DESKRIPTIVE DI MTS N SUKOHARJO DI TAHUN AJARAN 2015/2016. UNIVERSITAS MUHAMMADIYAH SURAKARTA

Tujuan dari studi adalah untuk menggambarkan strategi guru mengajar menulis teks deskriptif di MTs N Sukoharjo pada tahun 2015/2016 tahun akademik. Ada tiga komponen pengajaran proses belajar, yang penulis menganalisis, yaitu: 1) guru strategi dalam mengajar menulis teks deskriptif, 2) penerapan strategi, dan 3) masalah wajah oleh guru mengajar menulis teks deskriptif.

Studi ini adalah deskriptif riset kualitatif. Data diambil dari observasi, wawancara, dan dokumen. Dalam mengumpulkan data, penulis mempekerjakan pengamatan dan wawancara. Teknik untuk menganalisis data adalah pengurangan data, tampilan, dan kesimpulan dan verifikasi.

Hasil studi ini adalah strategi yang digunakan oleh guru mengajar menulis teks deskriptif yang menerapkan ' Cooperative learning ', dan diskusi, dengan membuat sebuah kelompok, dan menganalisa gambar. Ada tiga masalah yang dihadapi oleh siswa, yaitu: Kosakata masalah, masalah struktur dan struktur generik masalah.

Kata kunci: strategi guru, menerapkan strategi, masalah yang dihadapi.

TEACHER'S STRATEGIES IN TEACHING WRITING DESCRIPTIVE TEXT AT MTS N SUKOHARJO IN 2015/2016 ACADEMIC YEAR MUHAMMADIYAH UNIVERSITY OF SURAKARTA

ABSTRACT

The objectives of the study are to describe teacher's strategies in teaching writing descriptive text at MTs N Sukoharjo in 2015//2016 academic year. There are three components of teaching learning process that the writer analysis, namely: 1) the teacher's strategies in teaching writing descriptive text, 2) the application of strategies, and 3) the problems face by the teacher's in teaching writing descriptive text.

This study is 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 the strategies used by the teacher in teaching writing descriptive text are applying cooperative learning, and discussion, by making a group, and analyzing the picture. There are three problems faced by the students, namely: vocabulary problem, structure problem, and generic structure problem.

Keywords: **teacher's strategies, apply the strategies, problem faced.**

1. INTRODUCTION

English is a universal language that is used by most developing countries in the world. Therefore many students all over the world study it, so that they are involved in the teaching and learning 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. They are reading, speaking, listening and writing. Besides those four skills, the students also have to learn grammar, spelling, vocabulary, and pronunciation. Those are taught to support the development of four language skills.

Based on the four language skills, writing is believed to be more difficult than others. It can make students 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. Students also should have enough vocabulary if they want to make good writing. Nunan (1993:8) said that writing emerged in societies as a result of cultural change which creates new communicative need. Writing skill is very complex activity because it needs many aspects to be mastered, for example vocabulary, grammar and idea.

Kvint (2011) state that strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). This is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

The researcher is interested in investigating strategies of teaching writing because strategies of teacher in teaching writing can facilitate the student to write a text. The researcher focuses on teaching writing descriptive text because so far the researcher observed many students of MTs N Sukoharjo were still confused to make descriptive text.

2. RESEARCH METHOD

The type of this research is descriptive qualitative research. The researcher uses the qualitative research because the researcher will observe and describe the teacher strategies in teaching writing descriptive texts at MTs Negeri Sukoharjo in 2015/2016 academic year. The subject of the study is limited to the teacher of eight grade students and 2 classes of the eighth grade students namely class VIII B and VIII C of MTs N Sukoharjo, the number of students in VIII.B class as thirty six and VIII.C as thirty eight. The objects of the study are teacher strategies in teaching writing descriptive text, how to apply the strategies and problem faced by the teacher.

3. FINDING AND DISCUSSION

Main Findings

In this chapter, I formulated the strategies used by the teacher's in teaching writing descriptive text, how to apply the strategies and the problem faced by the teacher.

3.1.1 Teacher Strategies in Teaching Writing Descriptive Text

The strategies that teachers use in teaching writing descriptive text are make lessons visual and cooperative learning which the first teacher give photographs and then teacher divided into some group to discussion and ask to describe it.

3.1.2 Applying the Strategies

The teacher applied the strategy with the cooperative learning strategy. In the practice in the class, the teacher asked the students to make a group and the group must retell the picture given by the teacher by using their own language. Cooperative learning is a cooperative strategy between the teacher and the learner in the teaching learning process, such as, discussion. The students discussed the picture of public figure with the help of the teacher.

3.1.3 The Problems Faced by the Teacher

The researcher describes about the teacher strategies in teaching writing descriptive text the which there are two problems. The first, about the

student's vocabulary. The students always find difficulties to develop their vocabulary. They know how to write in Indonesian, but they can not develop it in English.

3.2 DISCUSSION

From the finding of interview and observation, the researcher can compare the strategy that teacher used in teaching writing descriptive text are different with previous study. The first previous was Aninda's study (2015), who conducted research entitled "*The Use of Multimedia in Teaching Vocabulary to the First Grade Students at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year*". They used multimedia as strategy in teaching learning. Then, the second research was Anjarsari's study (2011) entitled "*Improving student's Writing skill of Descriptive Text Using Outdoor Activity at the Second Year of SMP NEGERI 1 Kismantoro in 2010/2011 Academic Year*". The study aims at describing the implementation, result, and student's responses to the implementation of teaching English writing of descriptive text using outdoor activity, requires four procedures: planning, implementing, observing, reflecting. The method of him is descriptive method. The The third previous research was Putri's study (2012) entitled "*the effectiveness teaching writing using Tourism brochure to the eighth grade students of SMP N 1 Kepil, Wonosobo in 2012/2013 academic year*" the researcher can conclude that the use of Tourism brochure method is effective to improve the students writing ability. The result of the study is student writing ability will be increase with using Tourm brochure. The next is Ervi's study (2013) "*Improving the Ability Students in Writing Descriptive Text Using Mapping on Tenth Grade of Agriculture Department at SMKN 01 Paloh West Borneo*" the researcher can conclude that the use of mapping more effective to improve the students ability in writing descriptive text. The method of her study is using mapping to make descriptive text. And this study success to improving the ability students. The last research is Said's study (2013) "*Teaching Writing Descriptive Text for the Seventh Grade Students of SMP 02 Tlogowungu by Using PIE (Point, Illustration, Explanation) Strategy in*

Academic Year 2013/2014". This study uses PIE Strategy in teaching writing descriptive text for the seventh grade students of SMP 02 Tlogowungu.

The teacher applies the strategy with the cooperative learning. After the teacher make a lesson plan and determine the strategy, the teacher should apply it when he conveys the material. The strategy should be appropriate with the syllabus and lesson plan. When the teacher gives the assignment, the students cooperate with their friends to analyze the generic structure, social function, and language features of the descriptive text so they can make the descriptive text well. From the interview with the teacher, the researcher thinks that the strategy used by the English teacher is good. Because the teacher uses this strategy in order that the students can cooperate with their friends to solve the problems.

In teaching writing as a process, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and on getting feedback from classmates. The researcher found that the teacher faces the problems with the strategy of using cooperative learning. Cooperative learning is a cooperate strategy between the teacher and the learner in the teaching learning process, such us, discussion. The students can discuss the material with the help of the teacher. According to Fauziati (2010:50) the teacher as a facilitator and the students work and help each other, it means that cooperative learning which is used by the teacher make the students be cooperative between each other. The teacher is a facilitator. It is includes understanding and giving responses to what the students is writing. The students can receive the materials well. The students can also discuss the material to make the descriptive text with their friends. Before that the teacher gives them some illustration or example of the descriptive text. The students can be active in the classroom and they can discuss with their friend to explore the materials, answer the questions and problems in descriptive text.

In the process of teaching writing descriptive text at the eight grade of MTs N Sukoharjo, especially in VIII.B and VIII.C classes, the researcher

describes about the teacher strategies in teaching writing descriptive text the which there are two problems. The first, about the student's vocabulary. The students always find difficulties to develop their vocabulary. They know how to write in Indonesian, but they can not develop it in English. It is because of the less of their lack of vocabulary. For example, if the teacher gives them some assignment, they can make the descriptive text but they make it in general words, so the vocabulary can not be developed. The second is the problem of making descriptive text, especially in the language feature. As we know, the descriptive text has social function, generic structure and language feature but the students yet full of knowledge in the language feature like the use of tenses (structure).The students find the problems again in the structure of the sentence. When the teacher asks the students to write the descriptive text, they do not pay attention to the structure of the sentence. From the interview and the observation, the researcher makes discussion that the problems faced by the teacher are the less of lack students of their vocabulary and their structure. It is usually faced by the students if they are asked to make the descriptive text.

4. CONCLUSION

From the research finding, the writer draws some conclusion as follows:

Firstly, Teacher's Strategies in Teaching Writing Descriptive Text Cooperative learning is a strategy chosen by the teacher. The reason why it is chosen because this strategy can make the students active in class and cooperative learning can make the students solve the problems and they can analyze the generic structure, language features, and social function of the descriptive text so that they can make the descriptive text well.

Secondly, The Procedures for Applying the Strategies Based on interview and observation the teacher applies the strategy using cooperative learning. After making a lesson plan and determine the strategy, the teacher applies it when he conveys the material. The teacher make some groups and gives the students the pictures. Then, each group analyzes the picture and describes it.

Thirdly, The Problems Faced by The Teacher. There are two problems faced by teacher in teaching writing descriptive text in MTs N Sukoharjo. First, is about student's vocabulary. Many student just have a little vocab and the students always find difficulties to develop vocabulary. They can think in Indonesian, but in English they can not develop it. It is because of lack the less of their vocabulary. The second is about structure. The students find the problems in structure and the students are still confused to translate from Indonesia language to English. When the teacher asks the students to write the descriptive text, they do not pay attention to the structure of the sentence. The third, is in descriptive text. The students are still confused to differ identification description. It makes the students can not develop their paragraph.

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