

AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING WRITING OF DESCRIPTIVE TEXT AT MTs ASSALAM BANGILAN

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Abstract : This study is intended to know the teachers' strategies in teaching writing of descriptive text and to know the problems faced by the teacher in teaching writing of descriptive text at MTs ASSALAM Bangilan Tuban for the academic year of 2020/2021. This study was carried out from May to June at MTs ASSALAM Bangilan Tuban. The method which was used in this study was qualitative descriptive research. The subject of the study were three English teachers at MTs ASSALAM Bangilan Tuban. The instruments to collect the data were interview and observation. The result of this research related that the first teacher used three strategies namely memorizing, showing picture, and playing word (vocabulary) strategies. The second teacher also used three strategies namely imaginary strategy, describing something, and QAR. The last teacher used two strategies namely scaffolding and QAR. There are some problems faced by teachers' in teaching writing of descriptive text at MTs ASSALAM Bangilan Tuban. The first teacher's problem was students' limited writing skill, the second teacher's problem was students' physical condition, and the last teacher's problem was the same with the first teacher about students' limited writing skill.

Keywords: Teachers' Strategy, Writing Skill, Descriptive text

Abstrak : Penelitian ini untuk mengetahui strategi guru dalam mengajar menulis teks deskriptif di MTs ASSALAM Bangilan Tuban dan untuk mengetahui permasalahan yang dihadapi guru dalam mengajar menulis teks deskriptif di MTs ASSALAM Bangilan Tuban tahun ajaran 2020/2021. Penelitian ini dilakukan pada bulan Mei sampai Juni di MTs ASSALAM Bangilan Tuban. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah tiga guru bahasa Inggris di MTs ASSALAM Bangilan Tuban. Instrumen untuk mengumpulkan data adalah wawancara dan observasi. Hasil penelitian ini adalah, guru pertama menggunakan tiga strategi yaitu strategi menghafal, menunjukkan gambar, dan strategi bermain kata (kosa kata). Guru kedua juga menggunakan tiga strategi yaitu strategi imajiner, mendeskripsikan sesuatu, dan QAR. Guru terakhir menggunakan dua strategi yaitu scaffolding dan QAR. Permasalahan yang dihadapi guru dalam mengajar menulis teks deskriptif di MTs ASSALAM Bangilan Tuban, guru pertama adalah keterbatasan keterampilan menulis siswa, guru kedua kondisi fisik siswa, dan guru terakhir sama dengan guru pertama tentang keterbatasan keterampilan menulis siswa.

Kata Kunci: Strategy guru, Ketrampilan Menulis, Teks descriptive

INTRODUCTION

The teaching strategy is the teacher's action in implementing the plan of teaching, meaning that the teacher's efforts to use several teaching variables (objectives, materials, methods, and tools as well as evaluation) in order to influence students to achieve the goals that have been set. Thus the teaching strategy is a real action from the teacher or the practice of teachers carrying out teaching in a certain way, which is considered more effective and efficient.

Teaching strategy is a conceptual framework that describes systematic procedures in organizing the learning experience to be achieved learning objectives and teachers in planning and implementing learning activities (Winataputra, 2001).

According to Istiqomah (2019: 13) said, that the teaching strategy is a strategy used in the teaching-learning process as a method of planning or teacher activities to achieve the desired goals or objectives.

In English learning, students have to know four language skills, they are listening, reading, speaking, and writing. These are important skills to master without neglecting each other. As we know, every human being needs language to communicate with each other. Students use speaking and writing skills to communicate each others.

In writing, the students need to learn it to be able to express ideas, thoughts and feelings in the best way on the page. Because, there are several reasons underlying why writing must be mastered by students. Riddell (2003: 130) states that first, effective communication can be done through written media. That is, writing can be a means of communication. Second, academics writing emphasizes accuracy and better formal language used by students to achieve their informational level.

Richard and Renandya (2002: 303). State that writing is the most difficult skill to be

mastered by second language learners. One of the elements of difficulty in writing is determining the topic. Correspondingly, Wiedarti (2016: 22), state that difficulty in determining the topic or problem to be written is a thing which is commonly found and served by everyone who will write.

Writing is a very complex skill. This is not an easy task for English teachers to teach it. Akhadiyah (1993: 64) state, that writing skill is very complex because it requires students to master the components in it, for example using correct spelling, choosing the right vocabulary, use of effective sentences, and good paragraph composition. In teaching and learning process of writing, the teacher has an effort that students enjoy in it.

Abbas (2006: 127) state, that the teacher's effort to be liked by students in terms of writing is by giving freedom to students to write what they like according to the learning theme to be carried out. For example, students can write stories in the form of essays narratives that can be implemented with the help of the media in the form of a series image or so on. Writing does not have to be done in classroom, outside of the classroom writing can be done. In learning writing skill, the teacher has to create conducive learning conditions. In addition, she must conduct an assessment process that aims to determine the development student, difficulties experienced and the pattern of appropriate learning strategies.

Melly (2006: 1) states that there are several kinds of writing, they are expository writing, descriptive writing, persuasive writing, creativity writing and narrative writing. From the fifth kinds of these writing, I focused my research in writing descriptive text.

Gerrot and Wignell (1994: 208) state, that descriptive texts is a text that describe certain people, places, or objects. Descriptive text contains several elements, such as social functions, generic structures, and lexicon grammatical features. All elements must be in

descriptive text. Descriptive text consists of identification and description. Identification is identifying the phenomenon to be described. The description provides information about specific participation.

Writing is a skill that must be mastered. In teaching process, a teacher has a very important role. So, teachers have to many ideas and strategies in order to carry out teaching assignments effectively, efficiently and professionally. A teacher must be able to modify a material so that it can be accepted and understood by students appropriately and thoroughly, and can achieve the desired learning objectives.

Teachers need to improve teaching strategies in the learning process of writing, because it is described in the writing process as an important and needed skill. Students must also be able to compose words in written form, in this case the teacher can guide the learning process of writing descriptive texts.

The purpose of this study is intended to know the teachers' strategies in teaching writing of descriptive text at MTs ASSALAM Bangilan Tuban and to know the problems faced by the teacher in teaching writing of descriptive text at MTs ASSALAM Bangilan Tuban for the academic year of 2020/2021.

METHOD

The scientific research is categorized into two, namely qualitative and quantitative research (Mora, 2010). Qualitative research is a type of researching that collects with non-numerical data that includes to focussing group, interview, and observation to collect data and to describe the problem of the research to find out the solution. Where as quantitative research is a statistical analysis method to solve the research problem. In this research, the researcher used a descriptive qualitative approach, because it described the data analysis of teacher's strategy in teaching writing at teachers of MTs ASSALAM Bangilan Tuban. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis data (Ary, et al., 2010). The researcher

analyzed the teacher's strategy in teaching writing of descriptive text at MTs ASSALAM Bangilan Tuban. The subjects of this study were the teachers at one of Islamic schools in Tuban, East Java. They consist of 3 teachers. All of them graduate from the English department. They have different level of English skills. Two teachers have been English teachers for a long time, and the other one is a new English teacher. Their abilities and knowledge are different each other.

The source of the data in this research included two things: observation and interviews. Observation is do in the classroom when the teacher teaches writing descriptive text and everything related to the strategies used by the teacher in the learning process. In addition to observation, interview also needed to complete the data sources. The interview consisted of English teachers at MTS ASSALAM Bangilan Tuban. In collecting the data, there were two research instruments: observation and interview. Those result of data then were analysed to check if indicators had been achieved. There were three indicators, data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

Findings

The finding of this research was through of the classroom observation, and interview. After investigate the teachers' strategies in teaching writing of descriptive text, finally got some data related to the teacher in teaching writing of descriptive text. The first strategy is memorizing strategy. The teacher used the strategy to memorize vocabulary in teaching writing of descriptive text. According to the teacher, the strategy is used to eliminate student saturation in writing of descriptive text. The second strategy is the showing picture strategy. This strategy is often used in teaching writing of descriptive text. The teacher prepare a picture, one example is a picture of a zoo. After that the teacher asked the students to write according to the vocabulary they knew in the picture. The third strategy is the strategy of playing word (vocabulary) strategy. In this strategy the teacher

uses paper and then cuts it into small pieces, then the paper is written with various kinds of vocab and folded. Then the teacher asks each student to take three folded papers, after the students know the vocabs in the paper students are asked to write by assembling all the vocabs they get into a paragraph.

The fourth strategy is imaginary strategy. The teacher tells the students about something for example, about family. In this strategy, the teacher does not fully use English. It is feared that students do not understand the meaning of the story. With the example of the story given, the teacher asks the students to write with theme according to their choice. The fifth is describing something strategy. The teacher prepares several objects one example is a flower, after that the teacher shows the object to all students, with the object shown the teacher asks students to start writing according to what they see. The sixth is QAR strategy. The teacher gives questions about the material that has been explained. In applying this strategy the teacher asks students to progress one by one and asked. The seventh is scaffolding strategy. The teacher explains about the descriptive text material, and gives some examples of descriptive text and ensures that all students understand. After that, the teacher asked the students to write based on their own work.

The Problems Faced by Teachers' in Teaching Writing of Descriptive Text. The first is students' limited writing skill, the teacher tells the condition of the students being taught. On average, their English skills are very less, such as less of the vocabularies and students grammar. When the teacher gave them the task of writing descriptive text, they find it difficult to start writing because they less of vocabularies, so they take a long time to explore their ideas, and there are still many of them wrong in the arrangement of sentences. Therefore, students become less interested in taking English lessons. It is characterized by a lack of writing skills. The second is students physical condition, the school is a boarding school-based school. So that many subjects must be mastered by students, especially in the field of religion. In addition, there are many activities

that students have to do at the boarding. Because, most of the religious fields that they have to master, it could be the cause of their lack of interest in studying general subjects. This makes students take classes in the classroom sometimes just to sleep when taking English lessons.

Discussion

The teachers' strategies in teaching writing of descriptive text are memorization, showing picture, playing word (vocabulary), imaginary strategy, QAR (Question Answer Relationship), scaffolding. The first memorizing strategy. Memorization is the process of communiting something to memory. Memorization can be defined as a strategy that focus on the storage and retrieval of language. Oxford Advanced Learner's Dictionary (2005), that memorizing is to learn something carefully so that you can remember it exactly. According to Takac (2008), the role of memory is crucial in any kind of learning and vocabulary learning. It can be conclude that memorizing the vocabulary of students able to improve students' thinking skills. In implementing this strategy, the teacher asks students to memorize the vocabulary that has been given previously. The amount of vocabulary given in each meeting is different, sometimes in one meeting the teacher give 10 more new vocabulary. At the end of the month, the teacher must ask students to memorize vocabulary from the beginning of the meeting to the end. So, students have a lot of vocabulary. When they write descriptive text, they can relate vocabulary knowledge to their writing. This can make it easier for students to write. So, this strategy is very effective for students and very interesting if applied to students.

The second is showing picture, Showing picture is one of the activities or strategies that can be done in the teaching and learning process. According to Solahudin (2009), showing or describing pictures is useful for training students in imagination and retell. For picture used must be appropriate to the student's level and visible to students, Harmer (2007). In implementing this strategy, the teacher prepares pictures examples of zoo pictures. Then the teacher

shows the pictures that have been prepared to the students, then asks the students to write according to the vocabulary they see and know on the pictures. So, it can be concluded this strategy is effective and suitable when used to teach writing, because it can develop student's ideas. The third is playing word (vocabulary), playing words (vocabulary) is one strategy that can help students make it easier to compose or assemble sentences into a paragraph. In implementing this strategy, the teacher uses paper and then cuts it into small pieces, then the paper is written with various vocabs and folded. After that, the teacher asked each student to take three folded papers, after the students knew the vocabulary on the paper students were asked to write by arranging all the vocabulary they got into a paragraph. According Sarianah (2015) state, a person's vocabulary can be defined as the set of all words that understood by the person and is likely to be used to compose new sentences. The researcher concludes that this strategy can help students to develop their writing process. So, this strategy is very effective to be applied to students.

The fourth is imaginary strategy, Imaginary strategy is a strategy that easy to apply in class when teaching descriptive writing. In implementing this strategy, the teacher gave an example of a story, and the teacher did not fully use English language, it was feared that the students would not understand the meaning of the story. After that, the teacher asked students to write with the theme of their choice. In this strategy, students can imagine something they like in their lives, and this will make students more independent to write. According Ulfa & Rusdi (2014) stated, the imaginary strategy is strategies that can encourage students' writing skills. In addition, students will easily develop their imagination and ideas in writing a paragraph. Imaginary strategy shows students can produce creative writing, especially in descriptive text. It can be concluded, this strategy can make it easier for students to collect students' ideas for writing. So, this strategy is very suitable and effectively applied to students.

The fifth QAR (Question Answer Relationship), QAR is a strategy to be used after

the teacher explains the material in the teaching and learning process. According Fard and Nikou (2014) state, Question Answer Relationship (QAR) as strategy in which students categorize comprehension question where they get information that they need to answer each question. According Wilson, et al (2009), the QAR framework was chosen for the professional development initiative because a common practice for student to be asked to respond to question. Kinnibugh and Prew (2010) investigate that QAR can be used to increase students' comprehension. It can be concluded, that using the QAR strategy makes students bold in asking something that students do not understand. In applying it, the teacher asks students with oral question about the material that has been given. The teacher asks students to progress one by one and asked. They can show in their mind when teaching learning process, they also can speak to give opinion in the class when teaching learning process. So, this strategy is very suitable if applied to students in improving students concentration. The sixth is scaffolding, Holton and Clarke (2006) state, scaffolding as a teaching act that supports direct construction knowledge by students and provide the basis for future independence individual study. It means, scaffolding strategy can support knowledge and develop students' ideas in independent learning, especially in descriptive writing. In implementing this strategy, the teacher explains about the descriptive text material, and gives some examples of descriptive text and ensures that all students understand. After that, the teacher asked the students to write based on their own work. The teacher said that the scaffolding strategy succeeded in helping students to solve students' problems in writing descriptive text, and very effectively applied to students.

The Problems Faced by Teachers' in Teaching Writing of Descriptive Text. The first is students' limited writing skill, Some students have difficulty because they have not really mastered writing well. Bad writers may spend more time writing more often. Therefore, it is necessary to develop vocabulary and knowledge and improve grammar. Richards and Renandya (2002) state, writing is the most difficult skill for second language learners to master. Silva in

Brown (2001) states, writing in a second language become more constrained, more difficult and less effective than writing in the former language, second language writers plan less, revise content less and less fluently and accurately than first language writers. The teacher tells the condition of the students being taught. On average, their English skills are very less, such as less of the vocabularies and students grammar. When the teacher gave them the task of writing descriptive text, they find it difficult to start writing because they less of vocabularies, so they take a long time to explore their ideas, and there are still many of them wrong in the arrangement of sentences. Therefore, students become less interested in taking English lessons. It is characterized by a lack of writing skills. The second is students physical condition, In the school is a boarding school-based school. So that many subjects must be mastered by students, especially in the field

of religion. In addition, there are many activities that students have to do at the boarding. Because, most of the religious fields that they have to master, it could be the cause of their lack of interest in studying general subjects. This makes students take classes in the classroom sometimes just to sleep when taking English lessons. Sometimes, students feel tired and bored to listen, if the discourse is too long. They also feel more difficult to concentrate. According Yagang (2011), the factors difficulty listening to others from angles different point of view. Yagang states, that understanding spoken text is more difficult compared to understanding the text writing, because spoken texts are accepted in short time, so the content of the message delivered received or interpreted different by the listener, then lost from hearing when the text is written can be read over and over again according to the wishes of the reader.

Table 1. Teachers' Strategies

Teacher 1	Teacher 2	Teacher 3
<ul style="list-style-type: none"> • Memorizing • Showing picture • Playing word (vocabulary) 	<ul style="list-style-type: none"> • Imaginary strategy • Describing something • QAR 	<ul style="list-style-type: none"> • Scaffolding • QAR

Table 2. Teachers' Problems

Teacher 1	Teacher 2	Teacher 3
Students' limited Writing Skill <ul style="list-style-type: none"> a. Less Vocabularies b. Students Grammar 	Students' Physical condition <ul style="list-style-type: none"> a. Lack of pupils interest b. Less motivation 	Students' limited Writing Skill <ul style="list-style-type: none"> a. Students Grammar b. Lack developing their ideas c. Less Vocabularies

Conclusion

For the first research problem, it has to do with the teachers strategies in teaching writing of descriptive text which focused on the teachers' strategies and problems faced by teachers' in teaching writing of descriptive text.

The strategies that the teachers' used in teaching writing of descriptive text at MTs ASSALAM Bangilan Tuban for the academic year of 2020/2021 are memorizing, showing picture, playing word (vocabulary), Imaginary strategy, describing something, QAR(Question Answer Relationship), scaffolding, QAR(Question Answer Relationship). The first teacher used three strategies there are memorizing, showing picture, and playing word (vocabulary) strategy. The second teacher also used three strategies there are imaginary strategy, describing something, and QAR. The last teacher used two strategies there are scaffolding and QAR. The teacher used various strategies to make students understand the writing of descriptive text and teacher could help students in develop students' ideas when writing of descriptive text.

The problems faced by teachers' in teaching writing of descriptive text at MTs ASSALAM Bangilan Tuban for the academic year of 2020/2021. The problems faced by the first teacher, students' limited writing skill which include less vocabularies and students grammar. The problems faced by the second teacher, students' physical conditions which include lack of pupils interest and less motivation. The problems face by the last teacher same with the first teacher about students' limited writing skill include students grammar, lack developing their ideas, and less vocabularies. The average students' English skill is minimum especially in writing. When the teacher gave them the task of writing descriptive text, they find it difficult to start writing because they less of vocabularies, so they take a long time to explore their ideas, and there are still many of them wrong in the arrangement of

sentences. The students' condition is very lacking. When students taking English lesson, they are sleep and cannot give attention by teacher.

Basically, these strategies make a good contribution to teacher and also students. Students who have difficulty in writing will find it helpful and easier. In addition, students will be more spirit when taking in writing lesson. By using this strategy the teacher is easier to provide material to students. That strategies can help teachers because students are more active, can develop their ideas and student can exchange opinion with their friend. In solving problems, teachers can also solve problems when problems arise during the lesson.

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