AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING WRITING DESCRIPTIVE TEXT AT VIII GRADE SMPN 1 SUGIHWARAS

THESIS

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FACULTY OF LANGUAGES AND ARTS EDUCATION

IKIP PGRI BOJONEGORO

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APPROVAL SHEET

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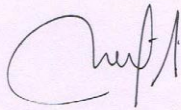## AN ANALYSIS OF TEACHER'S STRATEGIES IN TEACHING WRITING IN DESCRIPTIVE TEXT AT VIII GRADE SMP N 1 SUGIHWARAS

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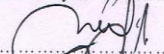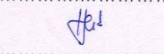
LEGITIMATION

THESIS

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This is to certify that the sarjana's thesis
has been approved by the Board of Examiners
as the requirement of the degree of Sarjana in English Language Education
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STATEMENT OF AUTHENTICITY

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I solemnly declare that the thesis that I have written is really my own writing and does not constitute plagiarism either in part of in whole. If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions.

Bojonegoro, 27 July 2023

The Researcher

Febby Valentina

ABSTRACT

Valentina, Febby. An Analysis of Teacher's Strategies in Teaching Writing Descriptive Text at VIII grade SMPN 1 Sugihwaras. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keywords: Teaching Strategy, Writing, Descriptive Text.

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.

ABSTRAK

Valentina, Febby. Analisis Strategi Guru dalam Mengajar Menulis Teks Deakriptif di Kelas VIII SMPN 1 Sugihwaras. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata kunci: Strategi Mengajar, Menulis, Teks Deskriptif.

Strategi pengajaran guru dapat mempengaruhi minat belajar siswa dalam pembelajaran 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 mengajarkan teks deskriptif. Peneliti ini menggunakan metode deskriptif kualitatif deskriptif. Pengumpulan data dilakukan melalui wawancara dan dokumentasi sebagai data pendukung berupa RPP. Subjek penelitian ini adalah 2 guru bahasa Inggris kelas delapan 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.

MOTTO

Jika sesuatu yang kau senangi tak terjadi, maka senangilah apa yang terjadi.

"Ali bin Abi Thalib"

Behind defficulties there must be schortcuts.

DEDICATION

Thank God I pray to the presence of Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace, I was given the opportunity to finish this thesis with all the shortcomings. I hereby dedicate this thesis to:

1. My beloved parents and sister. Mr. Suparjo who is always patient in educating, loves, cares for, prays for and is an extraordinary responsibility, Mrs. Dwi Hartini who always supports and supports me in working on this thesis and she also does not forget to always pray for me all this time, my older brother Andriyana Purnomo A.Md. and my younger brother Nizam Maulana who always support me.

2. My brother who always cheer me up when I'm having trouble revising or running out of ideas.

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5. To A. A. S as my special partner, thank you for being a companion in all things, accompanying me to take the time to support or comfort me when I'm sad and give me the spirit to keep going and moving forward without knowing the word give up in everything to achieve what is my dream.

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7. As well as all parties who have helped and motivated for the smooth preparation of this thesis.

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Firstly, and foremost, thank to Allah SWT almighty for the blessing. Secondly, peace and bless to Muhammad SAW the final prophet in the World. The author was able to complete the preparation of this thesis. The title of the thesis the author porpose is "An Analysis of Teacher's Strategies in Teaching Writing in Descriptive Text at VIII grade SMPN 1 Sugihwaras".

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May Allah give a good reply to all. For the sake of further improvement, suggestions and constructive criticism the authors will be to accept. Last but not least, only to Allah, the author, to surreder everything, may be useful, especially for writers in general and for us all.

Finally, the writer would like to express the deepest gratitude to my beloved father and mother for their love, education and also for the material and spirituals support, my family, and all of my friends gave encouragement to finish this thesis.

Bojonegoro, 07 Agustus 2023

The Researcher

<u>Febby Valentina</u>

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CHAPTER I

INTRODUCTION

A. Background of Study

One of the fundamental skills students in senior high school need to master is writing. They have the option of using writing to express ideas, facts, and thoughts. They frequently and fully express their thoughts and feelings in writing. Essays or paragraphs, on the other hand, represent ideas and thoughts when one is expressing oneself. Even now, some mistakes are still made by students when they write. In this situation, teachers play a crucial role in assisting students in reducing their writing errors. Teachers must devise a plan to assist students in developing their writing abilities.

According to Chappell in Klimova (2012), writing is important because it can help a person with many things such as expressing personality, encouraging communication, improving thinking skills, creating logical persuasive arguments, giving and receiving feedback, preparing for education and work.

In Indonesia students are taught writing skills through text. Based on the syllabus of English lessons in 2013 curriculum, English texts are starting to be learned at the Junior High School level. BSNP 2006 states that there are five types of texts studied in English lessons at the Junior High School level, namely descriptive, recount, narrative, procedure, and report text. According to Rajagukguk et al (2017), Junior High School students are expected to be able to interpret the types of English texts and apply them by making simple texts. Descriptive text is the first text to be learned in Junior High School English lessons.

Based on the standard competency of 2013 curriculum, a descriptive text becomes the material that begins to be studied in the second semester of seventh grade and continued in eighth grade with learning indicators, writing a simple descriptive text. According to Yoandita (2019), descriptive text is a text that contains descriptions related to particular people, animals, and objects discussed by the writer. Writing descriptive text is written by focusing the description only on an object by paying attention to several applicable rules.

Writing descriptive text can be a problem that causes difficulties because students may realize that writing is a complicated language skill. According to Quintero (2011), writing is a complicated field that causes writing problems for the majority of students in both native and foreign language.

The methods used by teachers are crucial to the teaching and learning process. By employing sound strategies, the teachers must enhance their teaching methodology. They assist the student in achieving the objective of language learning by providing a crucial strategy. The teacher must also refine their instructional methods. According to Ariyanti & Fitiana (2017), in order to improve their students' abilities in all facets of essay writing, teachers must abandon various traditional methods and adopt a new strategy. Modern teaching methods and tools are also very beneficial in improving students' writing skills. The instructor must assist them in using the language they are learning to communicate. Teachers must come up with effective teaching methods. 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, according to another theory from Ahmad (2007). This explanation of the techniques used in the teaching and learning process demonstrates that

to ensure that students comprehend the material and develop their English language abilities, teachers need to implement some learning strategies.

Because the teacher has some important tasks to complete, they need strategies for teaching in the classroom. These are: the teaching-learning activity must be planned, delivered, and evaluated by the teacher. Teachers must understand something that is closely related to the teaching-learning process in order to accomplish this. The three main categories of strategies are typically metacognitive, cognitive, and socio-affective.

Karunia (2019) was an additional researcher. She gave educators strategies for teaching writing while learning English. According to research, the use of strategies in learning has a positive effect on improving student writing skills, and students are more motivated to pay attention to the learning material given to them by the teacher. Examples of these strategies include mind mapping and group discussions. Irikawati (2017) examined this approach to writing instruction. The English teacher employs a number of strategies, and almost all of the steps are successfully carried out and implemented.

B. Research Questions

1. What are the English teacher's strategies in teaching of descriptive text at SMPN 1 Sugihwaras?

2. What are the weaknesses and strengths of teacher's strategies in teaching descriptive text?

C. Research Objectives

1. To know English teacher's strategies in teaching at SMPN 1 Sugihwaras.

2. To find out the weaknesses and strengths of teacher strategies in teaching descriptive text.

D. Significance of the Study

The result of the research is expected to give some benefits as follows:

1. Theoretical Significance

The research results can be useful for English teachers in providing descriptive text learning strategies.

2. Practical Significance

a. For researchers to know the strategy applied in descriptive text.

b. For English teachers, the result of the study can help them in teaching descriptive text.

E. Definition of Key Terms

The researcher would like to present an explanation of some key terms in this research so that readers can learn more about it and to prevent any misunderstandings :

1. Teacher's Strategies

   In order to achieve learning objectives, teacher strategies, as defined by Sarjan (2017), must be completed by both teachers and students.

successfully and efficiently. In this study, teacher strategy is a plan or method used by the teacher in teaching. An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources.

Teaching strategies was a learning activity that must be done by the teacher and student, so that the learning objectives can be achieved effectively and efficiently. Teaching strategies can help students take more responsibility for their own learning and enhance the process of teaching for learning. The key was to create learning environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate. Teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has planned. In other word, teaching strategies were approaches to teaching students. The teacher has to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material.

2. Writing

Writing is one of the language skills which important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing especially in a second language is not simply a matter of "writing things down". It is one of four basic skills that very complex and difficult to learn (Fitri, 2017).

According to Harmenita quoted by Fitri (2017), writing is one of the ways to give an idea or message which is the form in writing on a piece of paper or the other area. It is

an act of making marks on a certain surface. Especially, writing is one kind expression in a language which is created by a particular set of symbols, having conventional values for representing the wordings of the particular language which is drawn up visually.

From some of the above understanding that writing is one of the important language skills to understand, students must understand how to write correctly, besides that by writing students can express an idea that students are feeling and according to the theme of what is students will write.

3. Descriptive text

Descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season Siti Masitoh & Dasep Suprijadi (2015). In this research, descriptive text is a text which is intended to describe a particular thing, person, and place.