Teacher's Strategies In Developing Students Ability In Teaching Writing Text Grade X at SMAN 11 Jambi Academik Year 2018

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ABSTRAK
Sebagian besar guru selalu menggunakan strategi dalam proses pengajaran dan pembelajaran. Strategi sangat diperlukan karena dapat membuat siswa-siswa mudah untuk memahami dalam pengajaran menulis. Strategi pengajaran adalah suatu cara membuat keputusan tentang suatu pelajaran,sebuah kelas individu, kurikulum dalam situasi pengajaran. Ini tidak dapat dipisahkan dengan kegiatan pembelajaran dan juga merupakan sebuah metode pembelajaran yang mana siswa-siswa aktif atau dengan pengalaman melibatkan proses pembelajaran dan dimana terdapat perbedaaan tingkat pembelajaran aktif,tergantung pada keterlibatan siswa-siswa. Tujuan penelitian ini adalah untuk menemukan apakah strategi yang digunakan oleh guru untuk mengembangkan kemampuan siswa dan apakah kendala yang dihadapi oleh guru dalam menyajikan strategi untuk membangun kemampuan dalam menulis teks pada SMAN 11 Jambi. Subjek penelitian ini adalah guru bahasa inggris di SMAN 11 Jambi. Dan peneliti menggunakan metode kualitatif dengan pendekatan studi kasus. Data penelitian dikumpulkan melalui interview, observation dan dokumentasi. Data dianalisis menggunakan metode deskriptif kualitatif. Hasil penelitian ini adalah guru-guru menggunaka strategi dalam proses pengajaran dan pembelajaran. Sebagian siswa masih belum mengerti karena mereka kurang memiliki kosa kata dan grammar. Semua guru bersikap sopan, berpenampilan baik ketika mereka mengajar menulis dan bersahabat, kemudian beberapa dari mereka tidak dapat menguasai kelas dengan baik tetapi diantara nya sudah bisa menguasai kelas.

Kata kunci: strategi guru, kegiatan pembelajaran, menulis teks

Introduction

Writing is one of the four language skills which is very important to learn. As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. Richard and Renandya (2002:303) state that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. This statement above is supported by Scholes and Comley (1985:p.9), they explain that writing is a way of thinking as well as means of communication. They also say that writing is not simply frozen speech. When you tape record a message, it can be played when you are gone and the message will be supported by your voice, your accents, and your emphasis.

From these definitions, it can be concluded that writing is a powerful means of learning. Through writing, the writer can come to know what he or she thinks and then refines that thinking. Good writing, then, is marked by the writer's interpretation of a topic so that the piece of writing reveals what the writer thinks the significant in the topic.

In subjects of English, there are some genres that absolute learned by students at Senior high school. One of them is ability to write descriptive text. Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

In this case, teachers should be able to organize learning-teaching activities. They have

to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good strategy can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching learning process. The word strategy has an idea related to matters of victory, life, or willpower. It means that on matters relating to whether or not the company or organization is able to face the pressure that comes from within and from outside (Kasali, 1994:173). In addition, Rebecca (1990:1) explores that strategies are especially important for language learning because developing communication result in improving proficiency and greater self confidents.

Based on explanation above, there are a lot of methods and strategies to get the English teaching effectively. The researcher takes a title that is "Teacher Strategies in Developing Students Ability in Writing Descriptive text at SMAN 11 Jambi Academic Year 2018."

Research Method

The design of this research used a qualitative research with a case study approach. One approach sees the case study defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Qualitative research was a kind of educational research in which researcher focused on the views of participant are asked general question and participant experience. This study focused on teacher strategies in developing student's ability in writing descriptive text at SMAN 11 Jambi Academic Year 2018. The population of this research was English teachers at SMAN 11 Jambi. The number of teachers who teach in SMAN 11 Jambi there are about 4 teachers. The sampel of this research was English teachers. There are four teachers who teach English in SMAN 11 Jambi Academic Year 2108 and taken every class from the tenth grade .

In this study, researcher uses a technique purposive sampling, where researchers choose a resource is to know the strategies teachers use to develop students' ability in writing descriptive texts. And the source of the data in this study is derived from the primary data. Researcher obtains data directly from the teacher concerned. The source of the data obtained in the form of interview, observation and documentation.

In analyzing data, the researcher used descriptive qualitative analysis. Qualitative descriptive analysis is by providing reviews or interpretation of data obtained so that it becomes clearer and significantly compared to more numbers. The steps are data reduction, data presentation with charts and text, then with draw conclusion.

Findings and Discussion

In this session, the researcher is going to present the result which has been collected and analysis from interview and observation in SMAN 11 Jambi followed by discussion.

a. Interview

Based on the interview was done by researcher known that *teacher 1* as English teacher had ever taught writing text in the classroom. She tought writing text in class room by stimulating students about point of view for specific subject. Mostly the students have a little sum of word, hard to compare their word and students confuse what should they about write about on the paper.She many strategy to teach writing text like is using pictures state clean about manual, tips and chronological order. Most of students had good progress in writing text. Because the strategies could affect student 's ability in learning process. Students would know how to write the text and the strategies would make the students know how to start writing.

The second teacher was *teacher 2*. She had ever taught writing text in the classroom. When her tought writing text in the classroom, she gave apprise and gave directly example to the students. She also make very text and kind of the text. The problem that students to associated them very difficult because students have different think. She usually tought students about how to describe something and explained the grammar first..She usually asked the students to start by make the draft of the first writing. Almost every student was understood when she tought writing text in class room. Sometimes students did not know how to start writing text but they enjoy in class. She used many strategy depend on material or subject. She gave examples about writing text. Students would write start from holyday when they go somewhere. The constraint that she found in teaching writinge text is students have less vocabularies that made students were difficult to write text. If teacher

found students lack in writing she always gave chance to the students to ask her and she will happily explain and gave themdifferent.

The third teacher was *teacher 3*. She had ever taught writing text in the classroom. She tought students some instruction and step how to write, The problems associated with learning and teaching English were vocabulary and using of grammars. She seldom brought pictures but she could share with students and discussed together. Show the pictures and ask students to write text base on the pictures were strategy in class room when she taught wring text. She always gave example. So that students become enthusiastic. The next strategies ware can make the students interested in writing text. She usually found students who lack in writing text. That used to solve the lack of student's ability in writing by teaching always support, never be angry with them. She would come to the students to explain the picture, object or something about the topic, and showed them the way to do well.

The last teacher was *teacher 4*. He did not often writing text in the classroom. He tough this students giving some types real object tought students writing text , example and asks students to descriptive the thing. He tought students slowly because they were lack of vocabularies. The problem that the students found were less vocabulary, grammar and skill. The strategy was Guided Guestion and wrote a paragraph He usually let them to make the sentences about writing text by themselves. He would not be angry with the students if their sentences are wrong. He usually gave students an object and asked them orally in Indonesia. The develop strategies in class room, he gave them know about topic, supporting student, concluding sentences and transitional sentences. He usually found students who lack in writing text. The strategies were used to solve the lack of students ability in writing by explaining patiently, never been angry with them and ask to study hard.

All of teacher had done teaching learning process well. They had used good strategy in teaching writing text by using real object

b. Observation

Based on the observation was done by bresearcher was known that the first, the observation was done on Monday, may 7th 2018 by teacher 1. She was good teacher. They way of sending material and mastering the material was good enough. The way of her interaction was good. She had used the strategy in teaching. The second, from the result of observation that done by researcher was known that teacher 2, uesd good strategy in teaching writing text. She gave apprise and gave directly example to the students. She also make very text and kind of the text Some of students could response the material given.

The second day, from the observation done by researcher on Tuesday , 8th 2018, was known that teacher 3 had used good strategy in teaching learning process. All of students were interested to follow learning English. She had also good sending the material and good in mastering the class. She used Guided writing strategy. She had good performance and she was a polite teacher. She always gave good response if there were students asked about the writing text. Different from teacher 4 was discussion together with students and gave students tube interred. He also exercises from the book. Some of students exercise by opening the dictionary and cheat each other. The material were easy to be understood by the students. He is good teacher because he know the aim of the lesson plan.

From the result of the research above, most of the teachers have ever taught writing text in the classroom. Teachers usually teach students about how to write something and explain the grammar for help writing text. Teachers ask students discuss and thing one by one students to write it on book. Some of the students are confuse about the tenses in the sentences. Students are often asked the material more than once and teachers always are patient to explaine about it. Teachers usually ask the students to choose something.

Most of students have good progress in writing text. Because the strategies could affect student 's ability in learning process. Students would know how to writing text and the strategies would make the students know how to start writing. If students who lack in writing text some of teachers explain and gave example personally then let them to write by themselves. Some the students had less vocabularies that make them to be passive both personally and working group in

teaching learning process in the class. The way of their interaction was good. All teachers are polite, good and performance. Writing strategy when they are teaching about writing text and friendly and also some of them couldn't manage class well and the others are good to manage the class. Teacher explain the material too fast. Some of teachers make exercise about the material unconnected with material that tought by the teachers. They get the exercise from the books and discuss all students All teachers still use teacher centre learning. The teachers are ready to do teaching learning process and they master the material well.

Conclusion

Based on the findings and discussion, it can be concluded about teachers' strategies in developing students' ability in writing text at SMA N 11 Jambi.

All of English teachers at SMA N 11 Jambi used strategy in teaching learning process. They are Guided Writing strategy and Guided Questioning. By using this strategies are expected that students can be motivated to learn to writing text.

The constraints of teachers in teaching learning process are the first, some of teachers can't reach the purpose of lesson plan well. They have less facilitates in the school. The second is some of teachers couldn't manage class well, teachers make exercise about the material unconnected with material that tought by the teachers, one of the teacher still uses teacher centre learning. Some of students are not understand to follow teaching learning process because they have less vocabularies and grammar but teacher explain the material.

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