TEACHER'S STRATEGIES IN TEACHING WRITING RECOUNT TEXT AT SMA NEGERI 1 TEBING TINGGI

*Elnita Samosir

**Dr. Isli Iriani Indiah Pane, M.Hum.

**Dr. Masitowarni Siregar, M.Ed.

ABSTRACT

This study was conducted to find out the teacher's strategies in teaching writing recount text and describe how the strategies applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi. It used qualitative research design. The subject of this research was one of the English teacher in SMA Negeri 1 Tebing Tinggi. The data of this research were the teacher's strategies and the activities in teaching writing recount text. The results showed that the teacher applied four strategies from seven strategies by Haynes and Zacarian, they were (1) making lesson visual, (2) modifying vocabulary instruction, (3) using cooperative learning strategy and (4) determining key concepts. Those are the ways how teacher applying the strategies: First, in observing he applied lesson visual strategy. The second, in questioning he modified vocabulary instruction. Third, in experimenting he applied cooperative learning strategy. Finally, he applied determining key concept strategy in associating and communicating stages.

Key words: *Teaching Writing, Teacher's Strategies, Recount Text, Qualitative Research.*

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information, Brown (2000:113). Strategy can be defined as general approaches to instruction that apply in variety of content areas and are used to meet and a range of learning objectives (Eggen and Kauchak, 2006). The term strategy is frequently used by the educators and language pedagogy as the way of teaching.

Nunan (1999:172) states that one of the leading teachers and researchers in the language learning strategies field, Oxford (1990:8) argues that strategies are important for two reasons. In the first place, strategies are tools for active, self-directed involvement, which is essential for developing communicative competence. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

Teaching strategy is the way of teaching which used by the educators in teaching learning process. Dick & Carey (2003) states that the learning strategy is a set of instructional materials and procedures that are used together to inflict on student learning outcomes. Kistner, et al (2015:176) state that teaching learning strategies is one important aspect of the consistently claimed promotion of self regulated learning and classroom. Haynes and Zacarian (2010) states that teaching strategies are divided into 7 categories, those are: provide comprehensible input, make lessons visual, link new information, determine key concepts, modify vocabulary instruction, use cooperative learning strategies, modify testing.

Nowadays, the school in Indonesia is using 2013 curriculum. Mulyasa (2013) states that the main factor to decide the successful curriculum implementation is teachers' creativity. The teachers were demanded to create the students become productive, creative, and innovative. The teachers should have high responsibility in realizing the aims of learning.

Students are supposed to be able to express their ideas in writing form through writing text. There are many text types of writing such as recount, narrative, spoof, anecdote, descriptive, report, explanation, procedure, hortatory exposition, analytical exposition and news item. One of the texts taught for the students at grade tenth of Senior High School in 2013 curriculum is recount text. Dirgeyasa (2014:3) states that recount text is the retelling or recounting of an event or an experience; or, recount is a text that retells events or experiences in the past. There are four skills which should be mastered by students in learning english, those skills are reading, speaking, listening and writing. In this research the researcher only focuses on the writing skills in recount text. Writing is one of language skills which is very important for students to be mastered,

because this skill helps students in completing assignments, doing homework, communicating with people and expressing their feelings.

Brown (2007:7) said that teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students understand and are able to do and produce something. There are many problems faced by the students when they are learning writing skills in recount text and teachers who play the crucial role in teaching and learning process must use some strategies which can achieve the indicators of teaching learning process. In order to find out the problems and strategies that exist in teaching writing recount text in Senior High School, the researcher interviews the English teacher at SMA Negeri 1 Tebing Tinggi on October 2nd 2018. Here is the result of the interview with the English teacher at SMA Negeri 1 Tebing Tinggi.

Interviewer : *Apakah ada masalah yang sir hadapi dalam mengajar siswa terutama mengajar recount text sir?*
(Is there any problems in teaching recount text to your students in the classroom?)
Teacher   : *Iya ada, yang terutama dalam vocabulary dan grammar.*
(Yes, there is, particularly in teaching vocabulary and grammar)

Based on the preliminary data above, the researcher found that the problems of teaching learning process in teaching writing recount text are in vocabulary and grammar. Therefore, based on the background of the study elaborated above, the purpose of this study is to analyse the teaching strategy used by the teacher in SMA Negeri 1 Tebing Tinggi in teaching writing recount text.

REVIEW OF LITERATURE

1. Writing in Language Learning

Writing is one of language skills which is very important for students to be mastered, because this skill helps students in completing assignments, doing homework, communicating with people and expressing their feelings. According to Kern (2000) writing is a process to develop learners' ability to think explicitly about how to organize and express thoughts , feelings and ideas in way compatible with imagined readers' expectations. The teacher must teach the students in writing maximally in teaching learning process. The objective of the teaching english writing in Indonesia is the students should be able to use english for communication.

2. Recount Text

a. Definition of Recount Text

Dirgeyasa (2014:3) mentions that recount text is the retelling or recounting of an event or an experience; or, recount is a text that retells events or experiences in the past.

3. The 2013 Curriculum
a. The Definition of 2013 Curriculum

The 2013 curriculum is a curriculum of values that occupied by character building (Ahmad, 2014). 2013 Curriculum is one of the government's efforts to resolve the various problems being faced by the world of education today. The scientific learning is the learning to adopt the scientific measures in building the knowledge through the scientific approach (Kemendikbud-Ministry of Education and Culture, 2013).

b. Scientific Approach
1) The Definition of Scientific Approach

Sani (2014) states that the scientific approach is closely related to the scientific method which should normally involve examination or observation needed for the formulation of hypotheses or data collection.

2) The Stages of Scientific Approach

Kemdikbud (2013) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating.

a) Observing

Observing functions to develop student's curiosity, to create meaningful learning process and help students acquire knowledge (Brown, 2000). Students construct their knowledge and facilitate them to fulfill their need of knowing something.

b) Questioning

Questioning is used to construct knowledge as a concept. The students are required to have a critical thinking to evoke high level of thinking questions.

c) Experimenting

Experimenting functions to acquire a meaningful, real and authentic learning, students have to do experiments, especially to the suitable materials (Suharyadi, 2013, p. 4). The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games (Government's file, 2013, p. 35).

d) Associating

Associating is the process of analyzing the information to find the relationship between one to other information and to find the patterns of interrelationship of the information, so the students can make conclusion from the patterns found.

e) Communicating

Suharyadi (2013, p. 4) argues that communicating is also called collaborative learning. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. The functions of communicating is to develop students' skills to offer or demonstrate all knowledge and ability which mastered verbally or nonverbally.

4. Strategy

a. Definition of Strategy

Strategy can be defined as general approaches to instruction that apply in variety of content areas and are used to meet and a range of learning objectives (Eggen and Kauchak, 2006). The term strategy is frequently used by the educators and language pedagogy as the way of teaching in teaching learning process.

b. Teacher Strategies in Teaching Writing

Teaching strategy is the way of teaching used by the educators and language pedagogy in teaching learning process. In 2013 curriculum the strategy used by the teacher should make the students more active than the teacher and make them as the subjects who have ability to actively search, process, construct, and apply the knowledge (Kemdikbud: 2013). In this research the researcher only focuses on the teaching strategy theory of Haynes and Zacarian (2010), those are provide comprehensible input, make lessons visual, link new information, determine key concepts, modify vocabulary instruction, use cooperative learning strategies, modify testing.

1) **Providing Comprehensible Input**

Krashen, Stephen (1981) who first proposed a hypothesis of comprehensible input purports that students acquire language by hearing and understanding messages that are slightly above their current English language level. The teachers need to speak more slowly, use gestures and body language to get across the meaning to students. When newcomers are assigned to a mainstream classroom and spend most of their day in this classroom it is especially critical for them to receive comprehensible input from their teachers, because if that teacher provides information by lecturing not provide comprehensible input in front of a classroom, the students will not be receiving this input.

2) **Making Lessons Visual**

Tell a story about information in the textbook using visuals, create semantic and story maps, graphic organizers to teach students how to organize information are some examples of making lessons visual. Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts to make the students more understand about the topic easily.

3) Linking New Information

Haynes (2010) states that the teachers need to consider what schema students brings to the classroom and to link instruction to the students' personal, cultural, and world experiences. Teachers must understand how culture impacts learning in their classroom and also need to know what their students do not know by using linking new information strategy.

4) Determining Key Concepts

Haynes (2010) states that the teacher determining key concepts for the unit and define language and content objects for each lesson. Teacher should begin each lesson by writing a content objective on the board, the teacher write the key concept for the topic of study in student-friendly language and post it in the room, so the new learning should be tied to this concept. The teacher also need to set language objectives for the students in their class, such as : learn new vocabulary, find the nouns in a lesson, or apply a grammar rule.

5) Modifying Vocabulary Instruction

Haynes (2010) states teachers should also provide practice in pronouncing new words. Teachers need to relate the new vocabulary to prior learning and use visual to reinforce meaning. Teachers should teach new vocabulary words that occur in the text as well as those related to the subject matter, because the students more need much interpretation to new terms, words, idioms, and phrases.

6) Using Cooperative Learning Strategies

Haynes (2010) states working in small groups is especially beneficial to students who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts. The teacher should give the students a job in a group, monitor that they are participating to make the students more focus in their group discussion, so the students get benefit from cooperative learning strategy.

7) Modifying Testing

Modify testing and homework for students. Haynes (2010) states content area homework and assessments needs to be differentiated for students. Remember that not all the students in your class may be able to take notes. So, the teacher must modifying testing which the homework and assessment should be directly linked to classroom instruction and students should be provided with study guides to make them know what to study.

RESEARCH METHODOLOGY

This chapter describes the research design, research subject, method of data collection and method of data analysis.

A. Research Design

The descriptive qualitative research design is used in conducting this research. According to Cohen, et al (2007), descriptive qualitative research looks at individuals, groups, institutions, methods and materials in order to desrcibe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various fields of inquiry.

The purpose of qualitative study is to describe the empirical reality of the phenomenon. Through this design, the researcher focuses on the phenomena that occur in the classroom, it is the teaching learning process to describe the strategy used by the English teacher at SMA Negeri 1 Tebing Tinggi in teaching writing recount text. The data is obtained from observing the English teacher and recording the process of teaching English in the classroom in the video.

B. Research Subject

The subject of this research is one English teacher who teaches at grade X in academic year 2018/2019.

C. Techinique of Data Collection

Data collection is important to determine the result of the study. The kinds of data collection technique are video recording and observing. The explanation are below :

1. Observing

Observation is a process of watching or listening to something or someone acts both several and non-verbal. By observing teaching-learning process, the researcher can get the data from natural situation. This action is done to collect data and see the behavior of teachers teaching in observation in classroom. Hatch (2002) argues the goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the subjects.

2. Interviewing

Interviewing is conducted to reveal the strategy used by the English teacher in SMA Negeri 1 Tebing Tinggi in teaching recount text. The English teacher is interviewed by some questions to obtain the data needed. An audio recorder is required to save the real

information from the teacher's answers in the interview activity and convert it into transcription.

3. Video Recording
Video recording is one of the techniques in collecting data. Video recording is conducted to get the data from natural situation in the classroom. The data are the teacher's expression and the activities in teaching writing recount text process.

D. Techinique of Analyzing Data
The data in this research are analyzed by using descriptive qualitative research. The data obtained were analyzed used the analysis procedure by Miles, Huberman, and Saldana (2014). The analysis consists of three concurrent flows of activity:
1. Data condensation
   Data condensation refers to the process of selecting, abstracting, simplifying, focusing, and transforming the data that appear in the full corpus (body) of interview transcripts and other empirical materials.
2. Data display
   Data display is defined as an organized assembly of information that permits conclusion drawing and action.
3. Conclusion drawing/ verification.
   The third of the analysis activity is conclusion drawing and verification. Conclusion drawing can be done through deciding what the data means.

The data obtained are analyzed as follows:
1. Matching the theory of teacher strategy with the transcript of the teaching writing recount text process to identify the data.
2. Classifying the identified data in accordance with the problem of the study.
3. Describing the teacher's strategy in teaching writing recount text and draw conclusion based on data findings.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

In teaching writing recount text, the teacher needed to apply some strategies to solve some students' problem and make teaching learning process effective. Haynes and Zacarian (2010) presented seven strategies that should be mastered by the teacher. The data of this research were analyzed by the theory of teaching learning strategies of Haynes and

Zacarian (2010). After analyzing the data, the research questions which mentioned in the previous chapter was answered as the following finding.

1. The teacher applied four strategies from seven strategies by Haynes and Zacarian (2010) in teaching writing recount text, they were (1) making lesson visual, (2) determining key concepts, (3) using cooperative learning strategy and (4) modifying vocabulary instruction.

2. The teacher applied 4 strategies by Haynes and Judie in 2013 curriculum. In 2013 curriculum there are five stages of scientific approach, they were : observing, questioning, experimenting, associating, communicating. Those are the ways how teacher applying the strategies: First, in observing he applied lesson visual strategy. The second, in questioning he modified vocabulary instruction. Third, in experimenting he applied cooperative learning strategy. Finally, he applied determining key concept strategy in associating and communicating stages.

Discussion

The strategies which applied by the teacher affected the teaching writing recount text process was looked very interesting. Based on the data analysis result, it described in teaching writing process which done by the teacher appeared four strategies which are presented by Haynes and Zacarian (2010). The teacher's strategies were make lessons visual, determine key concepts, modify vocabulary instruction, and use cooperative learning strategies. The used of strategies by the teacher attracted the students to do the five activities of scientific approach successfully. The teacher's strategies helped students to understand about the explanation of recount text, but they should practice more to write a recount text because the rime of that activity was so limit, and the student who communicated it only two students chosen by the teacher.

The condition that happened in this study was almost similarly occurs in some previous study. Sianturi (2017), Pahlevi (2014), Raharjanto (2016) and Harianja (2016). Sianturi (2017) concluded that provide comprehensible input, make lessons visual, link new information, determine key concepts, modify vocabulary instruction, cooperative strategy, and modify testing were the strategies of teachers in teaching writing descriptive text in her research. Pahlevi (2014) in this study found that to apply five learning phase of scientific approach the teacher used kinds of strategy such as the using of picture, working in group, and testing students in individual and group. The implementation of the strategies gained informative respomses from the students. Harianja (2016) concluded that cooperative strategy was the only one indicator of success of three English teachers when teaching writing narrative in her research. While, Raharjanto (2016) found that the strategies were applied by the teacher in teaching writing recount text were make lesson visual and

cooperative learning. The strategies applied by making a group and analyzing the picture. The problems faced by the teacher were about the students' vocabulary problem, structure problem and generic structure problem.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After conducting the research, it could be drawn the conclusion of the present study which were designed to suit the objectives of the study. There are two objectives in this study; (1) to find out the strategies which used by the teacher in teaching writing recount text.; (2) to describe how the strategies applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi. So, the researcher makes these following conclusions:

1. The teacher applied four strategies from seven strategies by Haynes and Zacarian (2010) in teaching writing recount text, they were (1) making lesson visual, (2) modifying vocabulary instruction, (3) using cooperative learning strategies and (4) determining key concepts.
2. The teacher applied 7 strategies by Haynes and Judie in 2013 curriculum. In 2013 curriculum there are five stages of scientific approach, they were : observing, questioning, experimenting, associating, communicating. Those are the ways how teacher applying the strategies: First, in observing he applied lesson visual strategy. The second, in questioning he modified vocabulary instruction. Third, in experimenting he applied cooperative learning strategy. Finally, he applied determining key concept strategy in associating and communicating stages.

Suggestions

In relation to the conclusion, some suggestions related to this study were presented as follows:

1. Theoretically, the finding of this research can later add some new theories and information in teaching writing recount text.
2. Practically,
   a. For teacher, the English teacher should know the appropriate strategy for their students.
   b. For next researcher, the next researcher is finally suggested to conduct varied research concerning to the teaching-learning process in classroom without having to tell the purpose of the study to the subject firstly before the study is completed, in order to get the result of the study more naturally.

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