

**ENGLISH TEACHING TECHNIQUES USED BY TEACHERS IN TEACHING
WRITING DESCRIPTIVE TEXT TO STUDENTS OF
SMK TELKOM MEDAN**

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ABSTRACT

This research was dealt with teaching techniques used by teachers in teaching writing descriptive text. The objective of this study were (1) to analyze the teaching techniques used by teachers in teaching writing descriptive text to students at SMK Telkom Medan and (2) to find out the reasons of doing that way in the process of teaching writing descriptive text to students. The subject of the study was the teachers of SMK Telkom Medan. A descriptive qualitative design was used in this study. The data were collected by recording the utterances of teacher. The data were analyzed by data condensation, data display, conclusion drawing/verification. There were three types of teaching techniques used by teachers in teaching writing descriptive text namely Collaborative Writing Technique, Graphic Organizer Technique, and Cubing Technique. Based on the result, it may be concluded that : (1) from three techniques above 50% teacher used collaborative writing technique, 50% teacher used graphic organizer technique and there was no teachers using cubing technique in SMK Telkom Medan. (2) For the reasons of doing that way in process of teaching writing descriptive text to students. There were two reasons, building team work and helping critical thinking.

Keywords : Teaching Techniques, Teaching Writing Descriptive Text, Descriptive-Qualitative.

I. INTRODUCTION

A. The Background of the Study

In learning English, there are four skills that should be mastered by the students. They were speaking, writing, reading, and listening. It is better for English learners to master in all those skills, but the fact is different. Many English learners are not master in all of those skills, for example, some English learner are good in reading skill, but are not for writing skill. The other example, some English learners are good in listening, but are not well in speaking. It means that those English learners have different abilities in acquiring language.

Writing was defined as a process of doing something dealing with problem and difficulty in discovering interesting ideas, organizing and putting them on paper that is appropriate with the writing project. Then, the writing skill product should be reshaped and revised to make it better and understandable by the reader. Writing skill was an ability of writer to write with fluency, as natural as possible with the accuracy of grammar, the coherent and authentic ideas, clear purpose of writing and reader in mind, and using some strategies for dealing with the problems in writing process in order to get the best writing product.

Writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means the writing is the complex skill (Wallace et al 2004).

Teaching writing was one of the most important skills that educator should be mastered. Before teachers conduct the activity of teaching writing, they must have a good preparation such us selected material and resources, technique for teaching, media for teaching and also prepare the appropriate steps or processes to teach the students to

writing. Besides, the teachers have to give suggestion to improve students writing, and evaluate students writing by showing where they write well, and where they make mistake.

In effective teaching writing comprehension, teachers lead students in the classroom to become proficient and successful writer. Creative teachers do not use only one specific method and technique, but implement some techniques and skills to accommodate the needs and learning styles of each student in the classroom. Teacher must use various techniques in teaching writing descriptive text to improve the students' writing comprehension. By applying the correct techniques in teaching and learning process, the teacher are able to evoke the student's confident to write correctly and students will more comfortable in classroom.

II. RESEARCH METHODOLOGY

This study conducted by using descriptive qualitative research. This study conducted by using descriptive qualitative research. Ary (2004) stated that qualitative research is the understanding social phenomenon from perspective of human participants. It means that data of the study would analyzed by describing, identifying and analyzing phenomenon. Descriptive research means that the data of this study would describe or explain. Through this design, it described teaching techniques used by teacher in teaching writing descriptive text and explained the reasons why the teachers teach used those techniques at SMK Telkom Medan.

The data of this study were the transcripts of the video recording of the teachers and the transcripts of teachers' interview. The sources of data were four English teachers who teach at SMK Telkom Medan especially of first grade students. The instruments of collecting data were observation, video recording and interview.

The observation was used to observe the teaching process in classroom. Video recording was used to record the learning process in classroom. The interview was used to know the reasons of why the teachers teach used those techniques in teaching writing descriptive text. After collecting all the data, the data was analyzed by using descriptive qualitative research. The result of interviews was analyzed by using analytical method proposed by Miles and Huberman (1994). He stated that there are four steps in analytical method; data collection, data reduction, data display, and conclusion or verification.

III. RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

1. Types of Teacher's Techniques in Teaching Writing Descriptive Text

Table 4.1. The Distribution of The Types of Techniques

No	Type of Technique	Total Teachers	Percentage (%)
1	Collaborative Writing Technique	2	50
2	Graphic Organizer Technique	2	50
3	Cubing Technique	-	
Total		4	100%

From the table above, it was known that two types of three types of techniques are used by the teacher. From a total of two techniques, two teachers are categorized as using collaborative writing technique and two other teachers were categorized as using graphic organizer technique. Out of types of techniques used by the teacher, it was found that collaborative writing technique was same graphic organizer technique was the frequently used by the teacher. And there were no teachers using the cubing technique because this technique was not familiar for teachers at SMK Telkom Medan.

2. The Underlying Reason the Teacher Used the Types of the Techniques

Table 4.3 The Reason of teachers

No	Teachers	Technique Used	The Reason
1	T1 & T2	Collaborative Writing Technique	Building Team Work
2	T3 & T4	Graphic Organizer Technique	Helping Critical Thinking

From the table above, it was known that the reason why teachers used techniques in teaching descriptive writing is for two reasons, namely: (1) building teamwork to collaborative writing technique and (2) helping critical thinking to graphic organizer technique. The teacher facilitates students towards understanding with techniques to help students understand descriptive text well.

B. Discussion

Supiani (2015) conducted the study about improving the students' ability in writing descriptive texts through collaborative writing technique". The result of the research, could be drawn into three points as follows: first, collaborative writing technique could improve the students' writing ability; second, collaborative writing technique could improve the students' behavior and motivation; thrid, collaborative writing technique could improve the class situation. Based on the result of the research, the researcher concludes teaching writing through collaborative writing is a suitable technique to improve the students' writing ability.

The study about the effect of using graphic organizer to students' writing ability by Juniarti (2017). This research was designed as a quasi-experimental research

aimed to investigate the effect of using Graphic Organizer to students' writing ability. Pre-test and posttest were involved as the instrument of this research. The first group was as experimental group taught by graphic organizer technique and the second group was as control group taught by conventional technique. The pre test was given to both experimental and control groups at the beginning, treatments were given in six meetings, and post test given at the end of the term. The data were analyzed by using t-test formula. From the calculation, the researcher found that the t-test value was 5.00, the degree of freedom value was 50, and the t-table was 3.49. Since t-test was higher than t-table ($5.00 > 3.49$), it meant that alternative hypothesis (H1) was accepted. Thus, it could be concluded that the use of graphic organizer was effective to students' writing ability in term of content, organization, and language use.

IV. CONCUSSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the following conclusions are drawn: There were two writing techniques used by teachers at SMK Telkom Medan. Two teachers used collaborative writing technique and two other teachers used graphic organizer technique. Cubing technique was not familiar at SMK Telkom Medan so that there were no teachers used this technique.

The teacher's reason for using the technique were to build good teamwork for collaborative writng technique and help think critically for graphic organizer technique. The teacher facilitates students towards understanding with techniques to help students understand and be able to write texts better.

B. Suggestions

Based on the above conclusion, some suggestion are offer to teachers, students and other researchers. First, for the teachers. This research can improve the quality of the English teacher in teaching English. Teacher's techniques in teaching writing must be applied because this is the teacher's way to determine learning goals during teaching learning process. The teachers should be able to make students learn actively, especially in practicing writing comprehension. And the teachers have to give more activity in writing text and give learning motivation so that the students can improve their writing skill. Second, for the students. Students should be more active in teaching learning process. Students should have self confidence when they write English without worrying their mistake in using English structure. And students should study hard and explore their capable to enrich their vocabulary and increase their skill by writing English text in their daily. The last is for the other researchers. The next researcher can conduct the research about the teaching techniques that used by English teacher in teaching and learning process. Therefore, that result will give more advantage and easily applied in a larger area. The researcher expects that there will be other researchers who investigate other aspects relating to teaching techniques, and hopefully this research will be useful as a reference to their research. Besides, it can also be used by them who carry out and develop similar study.

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