TEACHER'S STRATEGIES IN TEACHING WRITING RECOUNT TEXT AT SMP GAJAH MADA MEDAN

*Sri Rejeki Ganda Ria

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

ABSTRACT

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The aims of this study were to investigate teacher's strategies in teaching writing recount text at SMP GAJAH MADA MEDAN and to discover the reasons on why teacher implemented that teaching strategies the way he did in an online class. The method of this research was qualitative research. The technique of data collection in this research were observation and interview. The research finding showed that the teacher applied two strategies in teahing writing namely Shared Writing Strategy and Guided Wring Strategy. According to the teacher, the reasons for using Shared Writing Strategy and Guided Writing Strategy are these strategies are suitable and effective to overcome students difficulties in writing especially in an online class that more complicated than face to face learning. Both of these strategies also made the students easily to understand the lesson and become more independent to write their own recount text.

Keywords: Teacher's Strategies, Shared Writing Strategies, Guided Writing Strategies, Recount text.

INTRODUCTION

Background of The Study

Learning English as a foreign language is essential, particularly in the field of education. English is required in Indonesian education in order for students to compete in the international world. Not only is it used for communication, but it is also used for information transfer. English is one of the languages that students must learn as EFL students. Reading, speaking, listening, and writing are the four skills that students should be able to master when learning English. Writing is the most difficult skill to learn of the four language skills taught. Writing is a process that develops learners' ability to think specifically about how to arrange and convey thoughts, feelings, and ideas in a way that is compatible with the expectations of imagined readers, according to Kern in Samosir (2000). Writing is one of the talents that students should learn because it assists them in completing their work or assignment, communicating, and expressing their feelings through writing. In writing, students are requiring practices and training to generating ideas, feeling, emotion, organizing and translating ideas into readable and understandable written text. Think and imagine about what we will write is important before writing a text.

Various text kinds such as recount, narrative, spoof, anecdote, descriptive, report, explanation, procedure, hortatory exposition, analytical exposition, and news item are assigned to study based on the Curriculum of 2013 revised edition of 2016. Recount text is one of the texts taught in the 2013 curriculum to students in grade eight of Junior High School. Recount text, according to Dirgeyasa (2014), recount text is the retelling or recounting of an event or

experience; otherwise, recount is a text that retells prior events or experiences. In this study, the researcher will only focus on recount text writing skills.

Writing is a difficult talent to master since it requires students to picture the topic they wish to write about. Students usually think about how they should produce nice sentences when producing text, and they are frightened of making mistakes in grammar and how they identify and expand a concept into a text. Writing is a challenging skill for pupils to learn, according to Rass in Siswita (2005), since they must balance many difficulties such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. As a result, writing is a difficult task since the writer must consider the content, organization, purpose, audience, terminology, and mechanics. In fact, many students struggle when they first start writing, particularly when writing recount texts. Students, for example, spend a lot of time thinking about what they'll write and the words they'll use because they can't think of ideas quickly and their writing is riddled with errors and mistakes.

The teacher's role has a significant impact on the teaching and learning process, and students can achieve more if the teacher assists them, especially when teaching writing. Brown (2007:7) stated that teachers play a critical role in the teaching and learning process by assisting students in mastering skills by transferring knowledge, giving instructions on how to do something using various techniques, and as a result, students understand and are able to do and produce something.

Based on researcher's observation at SMP GAJAH MADA MEDAN on preliminary observation. The researcher is curious about the teacher's strategies in teaching writing recount

text in an online class. Another problem is to the reason of the teacher on why teacher implemented that teaching strategies the way he did in an online class.

It is difficult to become an English teacher because the subject requires mastery of four skills. Mastering English can be defined as mastery of four skills. It's not easy to teach English. Teachers must utilize successful tactics that allow pupils to acquire the topic with varying levels of skill in each lesson. Teachers must be resourceful in their content selection and able to pique students' interest. As a result, the teacher must employ a variety of strategies to aid in the teaching and learning process. Using strategies, learning can be made "easier, faster, more pleasurable, more self-directed, more effective, and more transferable to other settings" (Oxford, 1990:8).

A teaching strategy is a method or approach used by a teacher to organize students, resources, methods, media, equipment, and time in order to successfully complete the learning process. Ragin, G., and others in Sutarto (2020). The method of instruction employed by educators in the teaching-learning process is referred to as a teaching strategy. Teaching learning strategies is an important part of the frequently asserted promotion of self-regulated learning and classroom management. There are four strategies which will be observed in thie study namely, personal journal writing, shared writing strategy, guided writing strategy and TAD writing strategy.

REVIEWED OF LITERATURE

Theoritical Framework

a. **Definition Of Strategy**

Stratos, which means "multitude" or "that which is spread out," and again, which means "to lead" or "to bring together," are the ancient Greek roots of the word strategy. According to Anni (2020), a strategy is a plan created by the instructor prior to teaching in order to attain the learning objectives. Brown (2000) defines teaching as "leading and encouraging learning, enabling the learner to learn, and creating the learning environment."

b. **Kinds Of Language Teaching Strategy**

The educators' teaching strategy and language pedagogy in the teaching learning process are referred to as teaching strategy and language pedagogy, respectively. Teaching strategies, according to Brown (2007), are split into three categories:

1. The term "metacognitive" refers to a "executive" function in information processing theory.
2. Cognitive methods are strategies that are restricted to specific learning tasks and involve more direct manipulation of the learning material itself.
3. Socio-affective strategy/communication strategy is a strategy which have to do with social meeting activity and interacting with other.

c. **Kinds of Teaching Writing Strategies**

1. Personal Journal Writing

A journal is a type of notepad where you keep track of your daily (or at least frequent) writing. "Journal writing is becoming a more popular strategy in education, personal and professional development," says Moon (2006). According to Tompkins, there are five different types of journals. They are as follows:

a. **Personal journal**

   Students can keep personal journals in which they can recollect experiences from their lives and write about whatever they like.

b. **Dialogue journals**

   Through writing, students and teachers have a private conversation with one another.

c. **Reading logs**

   During literary emphasis units and readers' workshop, students keep reading logs of stories and other books they are reading. Students can also make a vocabulary list, write down quotable quotes, and make notes about the characters, narrative, and other aspects of the story.

d. **Learning logs**

   Learning logs are used by students to record or respond to what they are learning in social studies, science.

e. **Simulated journal**

   Students take on the persona of another person and write from their point of view. Students can take on the role of a historical figure by reading biographies or studying social studies sections.

2. Guided Writing

Writing with a guide by definition, Guided writing is a writing instruction strategy in which students are given step-by-step instructions. It is one in which the teacher demonstrates to the students how to write a sentence or paragraph using proper English conventions (Carol Simpson, 1998: 1). The term "guided writing" refers to a small-group instructional framework delivered to students with similar needs at the same time (Fountas & Pinnell, 2001). In summary, the guiding premise of the guided writing strategy is to provide instructional materials or relevant media to assist students in writing. The nature of guided writing groups should be adaptable and based on observations of students' current needs.

3. Shared Writing

According to Fountas (1999), interactive writing lessons may begin to resemble shared writing as the teacher and students collaborate to create longer and more complex text. A shared writing strategy, according to Graves (1994), is one that allows teachers to make the writing process concrete and visible to their students. It is possible to conclude that using this strategy to write text with the teacher could help students generate ideas. Students and teachers both contribute ideas and thoughts to the process. The teacher and students collaborate to create text in shared writing by contributing their thoughts and ideas to the process. Routman (1994) cites several advantages of using a shared writing strategy with students. Some of this includes as adventages writing:

1. Encourage and support both reading and writing. This point implies that writing and reading are inextricably linked.

2. Make it possible for all students to take part. By utilizing shared writing, all students have an equal opportunity to present their ideas without fear of making mistakes.

3. Encourages close examination of words, texts, and author choices. Because shared writing focuses on editing, students can quickly examine their text before finishing their writing.

4. Demonstrate the conventions of writing spelling, punctuation, and grammar. Before students finish their shared writing, they must reread their writing text. The goal of this writing activity is to ensure that their text contains correct spelling, punctuation, and grammar.

5. Concentrates on composition and delegated transcribing to the teacher.

4. TAD Strategy Strategy

TAD (Transitions- Actions- Details). This writing strategy makes use of a TAD (Transitions- Actions- Details) chart, which is made up of columns and rows that depict a sequence of events. Students must complete three columns: the transitions column (These are simple words or phrases that help or introduce each new action in the sequence. The transition can aid in the writing of them so that events can be detailed), the action column (Refers to events or things that occurred), and the details column (This column contains more information about each action. This column can provide assistance to the action column.). Then, several rows can be placed in each column. Students can combine the sentences about the transitional signal, the sequence of events, and several detail actions into a new recount paragraph after filling out each row and column with sentences   Peha (2003).

d. Interview

The interview is a data collection technique that entails the researcher and the subject conversing verbally. The three types of interviews are structured or standardized interviews, semi-structured interviews, and unstructured or in-depth interviews. In this study, the researcher relied solely on unstructured interviews to collect data from the interviewer. . Unstructured interviews (also known as "depth" or "in depth" interviews) are so named because they have very little structure, according to Mathers et al. (1998). In-depth interviews are a powerful qualitative

method for eliciting people's personal feelings, opinions, and experiences. It's also an opportunity to learn about how people interpret and organize the world. This can be accomplished by paying close attention to the causal explanations. The interviewer approaches the interview with the goal of discussing only a few topics, sometimes as few as one or two, and frames subsequent questions based on the previous response of the interviewee.

e. The 2013 Curriculum

The 2013 curriculum is a values-based curriculum with a strong emphasis on character development (Ahmad, 2014). Curriculum 2013's goal, according to Gunawan (2017), is to create productive, creative, and innovative Indonesians students by strengthening affective attitudes, skills, and integrated knowledge. Scientific learning is the process of learning to use scientific measures to construct knowledge in a scientific manner. Observing, questioning, experimenting, associating, and communicating are the five steps of using a scientific approach in the teaching and learning process.

1. Observing

The first step is to observe. Observing is defined as "a deliberate and systematic activity that uses the five senses to study a social phenomenon or real object" (Hosnan, 2014, p.40).

2. Questioning

The second stage is questioning. Through group or class discussion, questioning is the process of constructing knowledge in the form of social function concepts in a specific material, procedure, or structure text (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014).

3. Experimenting

Experimentation is the third stage. According to Nugraha (2017), at this stage, students receive real or authentic learning, such as having to conduct experiments.

4. Associating

The fourth stage is associating. At this stage, students and teachers are engaged in learning activities such as text analysis and categorizing.

5. Communicating

Students communicate, demonstrate, and publish their learning product as a form of collaborative learning, and they are subjected to a variety of changes at this stage.

f. The Nature of Writing

Writing is a challenging activity for students. Writing is the mental work of creating ideas, deciding how to express them, and organizing them into statements and paragraphs that will make sense to a reader Nunan in Siswita (2003). According to Harmer (2004), the writing process has four stages, each of which is explained below:

1. Planning

   It is the first stage before students start writing. This stage helps students generate ideas for their writing.

2. Drafting

   A draft is the initial version of a piece of writing. During the drafting stage, students should concentrate on getting their ideas on paper, organizing their information logically, and developing their topic with sufficient details.

3. Editing (reflecting and revising)

   After finishing a draft, writers usually go over it to see where it works and where it doesn't. Maybe the information isn't in the right order.

4. Final Version

   It is the last step in the writing process. After editing their draft and making the changes they believe are necessary, writers create their final version.

g. Components of Writing

A good written text also should have all writing components, such as topic sentences, supporting sentences, paragraph coherence, cohesion, unity, and completeness Boardman (2002:19-47) explains the components of writing:

1. Topic sentence

   Because it contains the main idea of the paragraph, the topic sentence is the most important sentence in a paragraph. A good topic sentence has two components: the topic and the controlling idea.

2. Supporting sentence

   The topic sentence is supported by the supporting sentences. A topic sentence is commonly supported by facts or statistics, examples, and personal experiences.

3. Coherence

   A coherence paragraph is composed of sentences that are arranged according to a set of rules.

4. Cohesion

   The paragraph has cohesion when all of the supporting sentences "stick together" in their support of the topic sentence. Cohesive devices are ways of linking sentences together.

5. Unity

   The paragraph has unity when all of the supporting sentences relate to the topic sentence.

6. Completeness

A paragraph is complete when it contains all of the major supporting sentences required to fully explain the topic sentence as well as all of the minor supporting sentences required to explain each major supporting sentence.

h. Text Types

According to Crown (2013), text types are classified into three categories: narrative, nonfiction, and poetry. Each of these genres has been further subdivided into specific text types such as adventure, explanation, or a particular type of poetry. Nonfiction texts are diverse and can be found in a variety of contexts. Discussion texts, explanatory texts, instructional texts, persuasion texts, non-chronological reports, and recounts texts are examples of non-fiction texts. In this study, the author only examined one genre-based text, a recount text.

i. Recount Text

Recount text is one of the text types that students should be familiar with. Anderson (1997) defines a recount as "speaking or writing about past events, or a piece of text that retells past events, usually in the order in which they occurred." The social function of recount texts is to recount past experiences by retelling them in their original order. Experiences, diaries, and personal letters are examples of recount text.

RESEARCH METHODOLOGY

This study used a descriptive qualitative design. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, and variations of words produced by teachers in e-learning classes. A qualitative study's goal is to describe the empirical reality of a phenomenon.

This study was conducted to discovering the teacher's strategies in teaching writing recount text at SMP GAJAH MADA in an online class and finding out the reason on why teacher implemented that strategy the way he did in an online class. The data source on this research is an English teacher.

The data collection is essential for determining the study's outcome. The technique of data collection in this study is using qualitative data. Data for this study was gathered through observation and interviews. The author observed the teaching and learning process of teaching

writing in this study in order to investigate the strategies used by the teacher to teach writing recount text in an online class by joining zoom with the students. In this study, after observing, the researcher conducted an in-depth interview by face-to-face interview with a teacher who does not have a teaching schedule. The interview's goal was to elicit an oral response from the English teacher. In order to obtain accurate responses and information about the reasons for the strategies used in the e-learning class, interviews were conducted. In this study, the purpose of the interview was to double-check the data and ensure that it was correct.

The descriptive qualitative research method is used to analyze the data. Miles, Huberman, and Saldana's analysis procedure was used to analyze the data obtained (2014) namely data condentation, data display and conclusion drawing/verification.
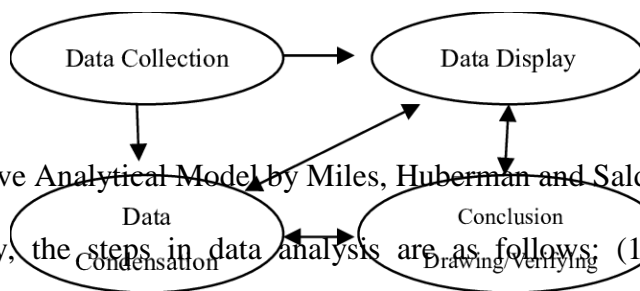

Figure 3.1 Interactive Analytical Model by Miles, Huberman and Saldana

In summary, the steps in data analysis are as follows: (1) Data is gathered by the researcher through observations and interviews. Following that, the researcher selects, identifies, and focuses on the data in accordance with the formulation of the research problem. (2) The researcher organizes the data into a good sentence after selecting it. (3) A conclusion is reached following the presentation of data.

DATA ANALYSIS, FINDINGS AND DISCUSSION

Data Analysis

The researcher did an observation on October 7th and 14th, 2021, at SMP GAJAH MADA MEDAN at grade eight and the interview with the English Teacher of SMP Swasta Gajah Mada Medan on the 8th and 15th of October 2021. The English teacher is Mam. T, S.Pd. The material presented by the teacher was recount text. This material was taught by the teacher in accordance with the RPP.

Finding

Based on the data analysis the researcher discovered that the teacher used two strategies to overcome the student difficulties in teaching writing based on the data analysis. The teacher

used Shared Writing Strategies and Guided Writing Strategies as a result of her observations. According to the observation, the teacher used these strategies effectively. The teacher used the strategies well and the students can understand with the explanation and direction of the teacher during the teaching and learning process. Guided the students in writing by giving step-by-step instructions, asked the students to find the necessary information, and evaluated all activities that had been completed. In Guided writing strategy, the teacher give an example of the recount text itself and both of teacher and students collaborating to generates the idea to create a recount text. According to the results of an interview with the English teacher. The teacher used these strategies because they have an impact on solving the students' difficulties in teaching writing, so the students are assisted in writing a recount text. Before implementing these strategies, the teacher must first understand the students' difficulties, so the teacher determines that these two strategies are appropriate to assist the teacher in overcoming the students' difficulties, particularly in an online class. As a result of the interview, it is possible to conclude that online learning is more challenging for both students and teachers, particularly those who teach the material to the students. Online learning is more difficult than face-to-face learning because the teacher must deliver the material and ensure that the students understand it. As a result, the teacher must determine which strategies were used to overcome the students' writing difficulties and which learning media were used to assist the students.

Discussion

The purpose of this study was to discover the strategies for teaching writing recount text and the teacher's reasoning for using the strategy. After analyzing the data and getting the findings, there are some points which considered as the important things to be discussed.

In this study, there are two strategies that are applied by teacher while teaching and learning writing recount text. The first strategies that applied by teacher is guided writing strategy. In guided writing strategy, the teacher, it can be seen that from the teaching and learning process, the teacher explain the study's purpose of recount text, help the students to locate the information that they need to write a recount text, teacher also guides the students to writing recount text by providing step by step instructions. The second strategies that applied by teacher is shared writing strategy. There are some process that applied by teacher in applying shared writing strategy, there are the teacher already prepare the topic of the lesson will be taught, in teaching, the teacher also used learning media, that is Power point of recount text and the teacher teach them based on the lesson plan. The teacher also has collaboration with the students to create a recount text. The teacher help the students to express their feeling by support them and help them to generate an idea.

The previous research that conducted by Atikasari Husna and Akhmad Multazim (2018) revealed that the factor of learning process study is suitability of the teaching strategy in learning process. In this study, the researcher also applied the guided writing strategy and shared writing strategy to solve the students difficulties. There are five sub topics of the students difficulties in writing namely content aspect difficulties, organization difficulties, grammatical difficulties, mechanic difficulties and generic structure difficulties, and the learning process also done by face to face learning while in this research the students difficulties are to develops their ability to arranging, communicating and expressing their feelings, ideas and emotions through writing. In this research also, the teaching and learning process done by online learning, which is more challenging for the teacher and students.

In this study, the researcher found that guided writing strategy and shared writing strategy can improve the students' writing skill especially in writing recount text. It can be seen, after the researcher did an observation of teaching writing process, the researcher found that the teacher already implemented the two strategies well and these strategies based on the steps of applying the theories of the strategies. It is really influenced of the result and ability of students' writing skills. From the teaching and learning process, it can be seen, that the students enjoy and get the point of the lesson in collaborating with the teacher in creating a recount text. Students pay more attention during the teaching and learning process. The students also able to create a recount text by themself after the teaching giving the direction and some ideas, that help the students to writing a text.

CONCLUSION AND SUGGESTION

Conclusion

The teacher used two strategies to help students overcome their difficulties in writing a recount text: shared writing strategy and guided writing strategy. Both strategies are beneficial to the teacher in teaching text writing and to the students in assisting them in writing texts, particularly recount texts. Students are more self-assured and enjoy the writing process. There is also collaboration between teachers and students during teaching and learning process. The researcher also discovered that the teacher used these strategies because they are appropriate for overcoming students' writing difficulties. Because online classes are more difficult and complicated than face-to-face classes, these strategies are also effective in an online classes.

Suggestions

Based on result and conclusion above, the researcher also offers recommendations that will beneficial to everyone in teaching English. The following are some suggestion:

For English teacher

Before deciding on a strategy to implement, the teacher should be able to understand the students' difficulties in English, particularly in teaching writing, and the students' needs to solve their difficulties. After that, the teacher should understand how to apply the strategies, as well as how to properly prepare the material and learning media before beginning the teaching and learning process.

For Students

Students should pay attention to the teacher's explanation, take notes, ask the teacher if they don't understand, and practice not only at school but at all times to improve their writing skills.

For future researcher

This study will be utilized as a model of applying suitable strategies for teaching writing recount text. The researcher hopes for a next researcher could develop this strategies and find more theory.