

Teacher's Strategy in Teaching Writing Descriptive Text Using Whatsapp Applicationat Smp N 3 Medan

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ABSTRACT

This research focused on the descriptive text teaching teaching teaching text using the WhatsApp application. This study was limited to the writing of a descriptive text in which the descriptive text was considered for the teacher's education. Limited to the strategies used by a teacher class master in the seventh grade. The education focus is the descriptive text for the seventh degree of SMP N 3 Medan. The question of this research is one of the teachers at high school, in particular the English teacher of the seventh grade at SMP N 3 Medan. This turned research was qualitative descriptive with direct observation, interviewed. Data analysis shows that the teacher of SMP N 3 Medan applied two learning strategies by teaching online even if only a part of the two strategies have been used. The strategies that the teacher used in teaching the descriptive writing used by the teacher were two strategies, imaginary strategy and strategy of scaffolding. The purpose of this strategy was to make the material understand the material. Also, when using this strategy, the teacher can get students independently in writing and increase the students who understood the material. In scaffolding strategy, the professor trained students to think independently. When you think independently, students could end up at home, students have done at home and made a writing description of the product on their favorite and then discussed together when the class online process.

Key Words: Teacher's Strategy, Teaching Writing, descriptive text, Whatsapp Application.

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1. INTRODUCTION

Writing is one of the important skills for middle school students. Through writing, they can express their thoughts, information, experiences and feelings in a written language on a regular and thorough basis. But in reality, students still make many mistakes when expressing their thoughts and feelings in texts and paragraphs. Additionally, writing effectively is a must for anyone involved in social, economic, educational, technical, and other activities. This is because not all communication activities can be separated from the use of writing media. Therefore, written communication is the most necessary form of communication.

Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just relaxation, especially as students. Through writing, the students can enlarge their point of view of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories. Writing is frequently useful as a preparation for some other activity. It is a process of discovering and organizing ideas, putting them on paper, and revising them. By writing, we can express our ideas well; however, to get out meaning strong, interesting, and clear for to reader, this skill must be improved by practicing a lot. Because writing has many contributions four our life, we need to develop this skill. In junior high school, English is taught generally which consists of speaking skills, listening skills, reading skills, and writing skills. Among the four skills, writing is the most difficult skill to be learned by the students, because it needs hard thinking to produce words,

sentences, and paragraphs at the same time. In writing, there is some aspects that must be considered, like diction, grammar, etc. The objective of teaching is to make students able to produce many kinds of written text. They should open their mind to develop the title, and then develop the main idea to form the phrases, sentences paragraphs. The students also must pay attention to the word structure, grammatical rules, etc.

According to Trombley (2018), it's hard to write. Writing requires concentration, practice, diligence, courage, and humanity in writing. Writing is the subject of this teacher and should be taught in a fresh, fresh, engaging and even innovative way. In this case, the teacher should apply the appropriate strategy to the educational process until the student understands the teacher's explanation and the researcher knows it. Implement the strategy in the classroom.

Because of this situation, writer tried to investigate the strategies of teachers who teach writing using the Whatsapp app on SMP N 3 Medan. Based on the researcher's observations, the teacher taught using the Whatsapp app, learning what the teacher gave instructions and explanations. Based on an interview with a 7th grade teacher on how to teach writing strategies. It was also discovered that one of the teachers did not supervise the students while learning to write. Teachers evaluate their writing, assign homework, students write in their books and send them from the Whatsapp app.

2. TEACHING WRITING SKILLS

Writing is considered a language skill that must be mastered. Writing is important to speaking, reading, and listening, as writing is a tool for recording and organizing knowledge into useful, reusable notes. To achieve

the purpose of writing, you need to know how to write all kinds of sentences, such as letters, reports, and advertisements. Students will also need to learn some spelling (punctuation, paragraph structure, etc.). They learn the pronunciation to speak correctly. This is why writing is taught in language education. English is one of the most important languages used in many countries as a means of communication. This means that English has become one of the compulsory subjects taught in school. In Indonesia, English is taught from elementary school to university.

Effective written communication requires real writing skills. In addition, writing is one of the language skills you need to master to strengthen your vocabulary and use grammar to create text and sentences. This is an important skill that can be applied to all aspects of life. We said that people can write down their thoughts. There are many ways to indicate text that should be used text. There are many kinds of sentences taught in schools. Each text has students with different social, schematic and language functions. This letter reminds students to master vocabulary and use grammar when writing texts and expressions. When writing, people should express their ideas in writing. There are many ways to express what you have written. One of them is the use of text. There are many kinds of phrases taught in universities. Each text introduces many social characteristics that are stereotypes, structures, and language for students. Jim A.P in Hongqin (2014) states that writing skill in second language, explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and

information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

3. STRATEGY OF TEACHING WRITING DESCRIPTIVE TEXT

Based on Malaysian Journal of Learning and Instruction (Vol. 13 No. 2, 2016: 75-77) there are many descriptive writing strategies used in teaching such as the models introduced by Johannessen (1995), Manery (2003), McCathy (1998) and many others. But the writer chooses SFV models in her study. This model consists of three process which are free writing, whilst writing and post writing. In the free writing process, the technique of brainstorming and main mapping are introduced and whilst writing involves the detailed description of the descriptive writing elements.

The imaginary learning strategy plays an effective role in improving thinking in general and the historical thinking in particular among students where imagination gives the subject which students know some of structural information that resembles with what may get from the direct sensory experience. This means that structural information which the imagined mental image includes affect students' judgments and their thinking methods of the same level which the direct sensory experience affect that subject (Al-Ameer, 2009). Using creative strategies, teachers can create an activity that motivates students to write. In addition, students can easily develop their ideas into good paragraphs and improve the overall structure.

Scaffolding as a learning strategy is based on the socio-cultural theory of Lev Vygoski and the concept of space for youth development (ZPD). "The next area of development is the distance between what children can do on their own and the next learning that can help them get competent help" (Raymond,

2000, p. 176). The scaffolding teaching strategy provides personal support based on the student's ZPD (Chang, Sung, Chen, 2002). In the preparation of forests, others provide more experienced forests or media to promote the student's development.

4. ONLINE LEARNING

Online learning is a learning that can enable students and teachers to perform online learning interactions with help from the internet (Kuntarto, e. (2017). At the implementation of online learning requires mobile devices such as smartphone or android phones, laptops, computers, tablets, and iphones that can be used to access information at any time and anywhere (Gikas & Grant, 2013). Online learning has been a requirement of the educational world since the last few years (He, Xu, & K ruck, 2014).

In teaching learning, teachers can use WhatsApp as a medium to facilitate students in learning English. There are some basic considerations why the social media is used in the process of learning, according to Kheryadi (2017) students are familiar with technologies and it can be an alternative device to provide new learning experiences for students, furthermore, Gon and Rawekar (2017, p.23) state that “as of today, it seems that WhatsApp has advantages over other technological tools employed by the education system, such as low cost, simplicity, accessibility, and efficiency”. It is important to note that students are familiar with technologies because most of them use gadgets and active in social media, particularly WhatsApp. It is a free application, easy and simple to be used. With the use of such media, it can engage students in learning English and improve their skills.

5. RESEARCH METHODOLOGY

The study focuses on Strategy teaching writing descriptive text using whatsapp application at SMP N 3 Medan. The study observed this phenomenon via online courses and WhatsApp and described it in the survey. Thus, a descriptive study is an appropriate design to conduct this study. The design of this study also includes two phases. The first step is to observe teacher and students. Researcher monitored online courses, school conditions and learning processes. The second stage is an interview with your English teacher. In this interview, the researcher asked for more details about the strategy used to teach you descriptive text written in WhatsApp.

This research conducted is descriptive qualitative with the direct observation, interviewed. According to Sugiyono in Sarjan (2017), the descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur.

6. RESEARCH FINDING AND DISCUSSION

A. FINDING

After investigating the teaching strategies in descriptive writing teaching, the researchers finally got the data. Researchers are observing Ms. AP. is one of the seventh grade teachers of SMP N 3 Medan. The research data is also collected from our WhatsApp application on smartphone. In this WhatsApp application, the researchers checked what the teacher taught to the students during the teaching process. In related observations, the researchers found that the strategies used by teachers in the teaching of descriptive writing are imagination strategies and scaffolding strategies.

a) Imaginary Strategy

Imagination strategy is a strategy to cultivate student's writing ability, especially when writing descriptive articles. Using creative strategies, teachers can create assignments that motivate students to write. In addition, students can easily develop their ideas in well-organized and good pieces. Imagination leads students to write creatively, especially descriptive. In SMP N 3 Medan, the teacher asked the students to write down their thoughts on paper after distributing the materials and sending them to the group via WhatsApp. Obviously, according to the instructions given to him by the teacher, the teacher adopted an imaginary strategy.

b) Scaffolding Strategy

The second is to implement the scaffolding strategy when students correct their work and when students receive materials. In order for students to develop descriptive writing skills, teachers should use appropriate methods or techniques. Teacher train students' memory by writing descriptive words and starting to form descriptive words. Under the direction of the teacher during this working session, the teacher trained the students' memory and wrote descriptive words. We can learn in the classroom that teachers use scaffolding strategies when teaching. In the second meeting, the teacher simply repeats what the students understood in the last meeting.

B. DISCUSSION

Based on the strategy of analysis English teacher in descriptive education, the researcher elaborated and discussed the information

gathered in previous studies. By implementing fantasy strategies, students must imagine everything they want to do in the future, their experiences, their parents, their neighbors, their villages, etc. Then students can write down their thoughts. On the other hand, when teaching descriptive literature, teachers must also use appropriate methods and techniques to teach writing. In other words, the teacher uses a staging strategy.

Both of strategies used by teachers in the WhatsApp application and SMPN 3 Medan are imagination and scaffolding. Of course, the goal of this strategy is to make the material easy to understand. Most importantly, this strategy allows teachers to independently involve students in the writing and receiving of materials to improve their understanding. In the scaffolding strategy, teachers teach students to think independently. Students can think about themselves and do it at home, reflect on, do it at home, write down and discuss descriptions of their favorite products.

7. CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the research and discussion in chapter iv, we come to the following conclusions. The teacher uses two strategies to convey the description used by the teacher: a fictional strategy and a stage strategy. Obviously, the purpose of this strategy is to help students understand the material. Most importantly, this strategy allows teachers to independently defeat students in writing and deepen their understanding by receiving materials. The scaffolding strategy teaches students to think independently.

Independent thinking, students can do it at home, students can do it at home, write product descriptions according to their own wishes, and discuss together while studying online.

B. SUGGESTIONS

- a) For teachers, this research is most suitable for teaching them, especially descriptive writing, to improve students' writing skills. Teachers will also use interesting ways to train students, such as writing down what they like and helping them understand, if they know how to write is important for the future, then in the book. Independent textbook.
- b) Other researchers can analyze many aspects of the strategies used by teachers to teach explanatory writing and how these strategies are implemented. Or other English skills that are passionate about English. The researchers also hope that other researchers can conduct this research in a wider range of fields. This makes the results more meaningful and can be used on a large scale.

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