

ARTICLE

TEACHING STRATEGY IMPLEMENTED BY ELEVENTH GRADE ENGLISH TEACHER IN TEACHING WRITING AT SMAN 3 KEDIRI ACADEMIC YEAR 2018/2019



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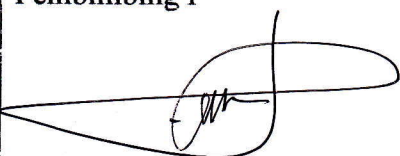

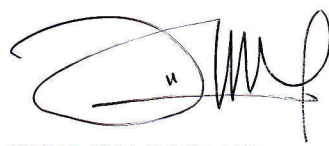
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Abstract

The aim of this research was to describe what teaching strategy was implemented by eleventh grade English teacher at SMAN 3 Kediri in the academic year 2018/2019. The method of this research is qualitative. The subject of this research was English teacher who taught writing of eleventh grade in XI-MIPA 3 class at SMA Negeri 3 Kediri. The techniques of collecting data were observation, interview, and documentation. Also techniques of analyzing data were data reduction, data display, conclusion drawing and verification. The study found the strategy that is used by English teacher in teaching writing is scientific approach. Scientific approach is a teaching strategy using scientific steps in teaching subject matter, there are: observing, questioning, experimenting, associating, and communicating. All the stages in this strategy were applied well. Among the five stages of scientific approach implementation, the stages of questioning are still difficult to be implemented by the English teachers. Based on the findings, the researcher would recommend teacher should be creative and innovative in selecting strategy in teaching English, so the student more interested to join the lesson and easy to understand the material that teacher gave.

Key Words : Writing, Teaching Writing, Teaching Strategy, Scientific Approach

I. INTRODUCTION

Writing is one of four language skill that is very important to learn. It is important to be mastered in order to ensure success. In some level education students have to be able to write a word, sentence, paragraph, text, paper, thesis, and other. Writing is also the way to communicate; between writer and reader. It shows that writing as language skill has big role in mastering English because it gives amount of language output. Nunan (2003: 88) explains that writing as the mental work of

inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It means that writing is a complex mental process in developing new insight.

Such condition leads the English teacher to take the important role in teaching their students. Furthermore, there are some reasons why the teachers need to teach writing. According to Coffin (2005: 20), there are some reasons for teacher to

teach writing for their students, including the following: as assessment; as an aid to critical thinking; understanding and memory; to extend students learning beyond lecturers and other formal meeting; to improve students communication skills; and to train students as future professionals in particular discipline.

Based on the writer's interview with teacher at SMAN 3 Kediri the writer found the problems that: first, some of students were not able to write these texts in a good order. Second, the students tended mistakes in mechanical like; capital letter, punctuation, generic structure, language feature, and overall paragraph. Although they had been given a topic to write, they could not automatically start their writing assignment. It happens, because they are less of understanding in grammar and they do not know how to recognize their text to write. The problems make the students frustrated so that they tend to stop their writing. Third, students do not know the way that can guide them in developing their ideas and put them in written form. In addition the problem which comes from the teacher is that strategy that use still incomplete and not in accordance with procedures because of the limited time and situation that are not appropriate.

In teaching writing skill, teacher has to be aware of how the strategy works and guides our students, through the use of

different task, toward using balanced approach if teacher helps them in improving their writing skill. Teacher can help the students by drawing attention to the strategy and overly practicing these writing skill in the classroom.

Strategy is very important for a teacher in learning process. According Herrell and Jordan (2004:05) define that strategy as way that can be used across curricular areas to support the learning of students. It means that it is very important for teacher to apply planned teaching strategies to maintain effective teaching. Moreover, Brown (2007:113) said that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intra individually; each of us has a number of possible ways to solve a particular problem, and we choose one- or several in sequence- for a given problem.

Strategy is important because the teacher can choose and decide procedure, method, and technique of teaching learning that are the most appropriate and effective so that they can be used as a guide for the teacher in carrying out teaching activities

and also strategy can help to achieve the goal of teaching.

Relating the problems above the researcher want to know what strategy is used by the English teacher in teaching writing for eleventh grade students. So, the researcher wants to make research about “Teaching Strategy Implemented By The Eleventh Grade English Teacher In Teaching Writing At SMAN 3 Kediri Academic Year 2018/2019”

II. METHODOLOGY

This research is using qualitative approach and type of this research is case study. This research conducted at SMA Negeri 3 Kediri and in here the teacher as the main informant and also the students of XI-MIPA 3 as participants. To collect the data the researcher use three instruments, such as: observation, interview, and documentation. In observation, the researcher did observation in the class with natural situation and made a field note about teaching strategy used by the teacher in teaching learning process. In interview, the researcher interviewed the teacher to get information about background of the teacher and teacher’s preparation. The last is documentation, here the example of documentation is lesson plan that was used by the teacher.

III. FINDING AND DISCUSSION

The finding of this research found that teaching strategy was implemented by eleventh grade English teacher in teaching writing at SMAN 3 Kediri. Teaching strategy that was implemented teachers in teaching writing using scientific approach. As for the learning activities through three stages: pre-activity, whilst activity, and post activity. Scientific Approach was implemented in stages whilst activity is observing, questioning, experimenting, associating and communicating. Through the description can be seen below.

In pre activity, the teacher greeted the students by saying Assalamualaikum. Students responded by saying Walaikumsalam Then the teacher checked the students’ attendance by questioning “*Siapa yang tidak masuk hari ini?*” (who is absent today?) and the students responded by saying “*Gak ada pak.*” (Nobody,sir). The teacher also asked students the previous material discussed in last meeting. Then to make teaching learning run well the teacher told the students what they would learn that day and explained the aim of the lesson by saying “*Coba di cek BTPnya 3.4. Hari ini kita akan mempelajari teks eksposisi analitis*”.

In whilst activity, the teacher began to implement five stages of scientific approach, they are:

1. Observing Activities

In the observation, the teacher gave warming up which he gave leading question to the students about global warming so he said, "*Apa yang kalian ketahui tentang global warning?*" (What do you know about global warming?). Then the students replied, "*Pemanasan global yang disebabkan efek rumah kaca pak.*" (Global warming is caused by greenhouse effect). After that the teacher asked to students to open the book and read the text entitled "Global Warming: Is it an end of our world?" by saying "*Good, today we are going to read a text about global warming. Let's read the article on page 46. Tandai kalimat yang berisi fakta dan opini* (Mark the sentences that contains fact and opinion). *So please start it*". After the students' reading the text, the teacher asked students by questioning "*Teks tersebut termasuk jenis teks apa?*" (What kind of the text?). And the students replied, "*Analytical exposition, sir.*"

The teacher also explained the generic structure of analytical exposition text. Therefore, in observing the teacher invited the students to analyze analytical exposition text in general.

2. Questioning Activities

The next stage is questioning. The aim of questioning is stimulate students to process critical thinking and use it to problem solving. In the other hand

, the job of teacher in questioning stage is stimulate until the students ask question to the teacher. In this step the teacher gave stimulate by saying "*Mungkin dari kalian ada kata kata yang mau ditanyakan?*" (Maybe from you there are words that you want to ask?) *If you have difficulties please ask to me.*" Then students responded by saying "*No, sir*".

3. Experimenting Activities

In the experimenting stage, the teacher asked students to make groups discuss material about analytical exposition text and made a draft of analytical exposition based on the topic that given. After making the draft, students are asked to complete the draft by writing key words and supporting details. From the draft students practice writing simple sentences using language features analytical exposition text. It's appropriate with teacher's lesson plan, in the lesson plan written: 1. *Secara berkelompok siswa membuat draft teks eksposisi analitis tentang suatu isu actual* (In groups students make a draft analytical exposition text about an actual issue), 2. *Siswa melengkapi draft tersebut dengan menuliskan kata kata kunci dan supporting details.* (Students complete the draft by writing key words and supporting details.), 3. *Siswa berlatih menulis kalimat sederhana menggunakan language features teks eksposisi analitis.* (Students

practice writing simple sentences using language features analytical exposition text).

From the sentences used by the students, the teacher asked the students to arrange the paragraph from the sentences were made by the students by saying, “*Sudah selesai membuat kalimatnya? Have you done? Kalau sudah selesai silahkan dibuat paragraph, kalimatnya disusun. Jika perlu diberi pernghubung. Kalau ada yang kurang paham silahkan ditanyakan* (Have you finished to make a sentences? If you have done, please make a paragraph, arrange the sentences, if need please make connected, and if you don’t understand please ask)”

4. Associating Activities

In associating, the teacher asked to leader of the group to read the paragraph that made with the group. The teachers said, “*ayo ketua kelompok silahkan dibaca hasil diskusinyan.*” After that, teacher corrected the sentences and paragraph that was written by students. This is supported by teacher’s lesson plan: *Guru mengoreksi unsur kebahasaan dan struktur teks.* (The teacher corrects the language and structure of the text).

5. Communicating Activities

In communicating stage, teacher asked the student to make text individually and editing the text that they wrote depending on the comments of their friend

and teacher. Then individually, the students presented their text with power point. It is appropriate with teacher’s lesson plan was written: 1. *Secara individu, siswa mengedit teks yang mereka buat berdasarkan komentar teman dan guru* (Individually, students edit the text that they make based on comments from friends and teachers), 2. *Siswa mempresentasikan teks masing masing dengan power point* (Students present their text with power point).

In post activity, the teacher asked students maybe some of them got some problems and gave evaluation about the material. The teacher also gave conclusion about the material that was given before closing the lesson. Then, the teacher ended the meeting by saying Wassalamualaikum and thanks for an attention to the students.

From the research finding, it can be concluded that the strategy is used by the teacher is scientific approach. This is supported with *Menteri Pendidikan dan Kebudayaan (2013)* in scientific approach there are five stages: observing, questioning, experimenting, associating, and communicating. Moreover, in teaching learning process the teacher implemented process of writing. This is similarity with Richard and Renandaya (2002:316) state that the process of writing consists of four basic stages. They are planning, drafting, revising, and editing.

IV. CONCLUSION

Based on the research result data above, the researcher concluded that teaching strategy implemented in teaching writing by the eleventh grade English teacher is scientific approach. Scientific approach is a teaching strategy using scientific steps in teaching subject matter at senior high school in Indonesia.

The strategy used by the English teacher in teaching writing in the process of teaching is correct. All the stages in this strategy were applied well. Among the five stages of scientific approach implementation, the stages of questioning are still difficult to be implemented by the English teachers. Experimenting and associating are considered to be good enough, while communicating is considered to be well implemented. So the teacher must prepare the material and tools in order to create a conducive situation in teaching writing in the classroom during the teaching process.

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