Teacher’s Strategies to Cope with Students’ Problems in Writing Descriptive Text at SMA Negeri 1 Napabalano

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ABSTRACT
This research aims to investigate the teacher’s strategies to cope students’ problems by the students in writing descriptive text at grade ten of SMA Negeri 1 Napabalano. The design of this research was descriptive qualitative research. The subject of the study was the English teacher at SMA Negeri 1 Napabalano. The instruments to collect the data were observation, questionnaire and interview to analyze the teacher strategies to cope the vocabulary, structure and generic structure problems by the students in writing descriptive text. The result of this research related that the English teacher used four strategy namely t-chart strategy, idea-details strategy, mind mapping strategy and tell-show strategy. First, t-chart strategy is focused of the vocabulary problems by the students. Second, mind mapping strategy is focused of the structure problems by the students. Third, tell-show and idea-details strategy are focused of generic structure problems by the students. The last, the strategy that is not applied by the teacher through the three instruments is draw label caption.

Keywords: teacher strategies to cope vocabulary problems, structure problems and generic structure problems.

1. Introduction

In language learning, writing is one of the significant skills because it is the most precise way to show English proficiency of someone, difficulties, and ability (Ren, 2009). Most of the students suppose that writing is a difficult skills in English. In this case, it constructs writing to be a significant issue. Consequently, it is challenging for teachers to teach students about writing components. These components should be mastered in order to product the best writing. In addition, there are several types of writing. One of the types of writing that students learn in Senior High School is descriptive text. Moreover, descriptive text can recreate a reasonable impression through words arranged in sequence. In the descriptive text, students are required to be able to describe something. It will cause students to have to understand several concepts in describing something in order to be able to produce good and correct writing.

Based on the existing concept of the descriptive text material in English learning, students at school have many problems faced in writing. Students find it difficult to create a descriptive text that fits the existing concept in this problem. The difficulties experienced by students also vary. This case builds that student interest in writing descriptive text is relatively low. As evidence, some of the students have problems writing descriptive text in SMAN 1 Napabalano. It is located in Muna Regency. The researcher observed the teacher of English grade X in pre-research. The
are several problems in writing descriptive text, such as vocabulary problems, structure problems, and generic structure (distinguishing between identification and description).

Based on the above phenomenon, a teacher is obliged to make a strategy in overcoming the problems faced by these students. It is also supported by the 2013 curriculum, which requires a teacher to provide a stimulus to students to be able to achieve a goal. The stimulus is in the form of a plan that will be implemented by a teacher to support the success of a student, especially in writing descriptive text. The plan that will be followed up by the teacher is usually called a teaching strategy. Furthermore, teaching strategy is a generalized plan that involves structure, planned tactics, and instructional objective that is included by the instructional system for lesson learning activity (Issac, 2009). The teaching tactic in question is that a teacher manifests behavior in the form of teaching strategies that have been designed in such a way.

2. Methods

The research design of this research was descriptive qualitative research method to analyze the teacher using the teacher strategy. The subject of this study is the English teacher of class I in SMA Negeri 1 Napabalano. In this descriptive qualitative, the instrument consisted of observation, questionnaire, and interview to examine the result of this study. Researcher made observation in classroom. The researcher stood by in side of the teacher to observe the learning process. The researcher had observed in two classes which are X Mia 1 and Mia 2 class. The researcher had taken some documentations in the teaching and learning process. In the questionnaire, the researcher constructed the arrangement of questions related to a teacher’s personal data and questions related to the strategy applied by the teacher to students in learning of writing descriptive text. Then, in interview section, the researcher used an employee tape recorder. When the researcher interviewed the teacher, the interview process already recorded. In this study, the researcher analyzed the data descriptively. Furthermore, technique of data collection was based on (Sugiyono, 2008). Those are data reduction, data display, and conclusion drawing/verification.

3. Result

The researcher obtain results that several strategies have been applied by teacher. The teacher apply a t-chart strategy to overcome students' problems related to vocabulary specifically leading to students' understanding of several elements in the vocabulary. Then, the teacher use a mind mapping strategy to solve students' problems related to grammatical. The use of tenses that are still wrong is the center of the problems faced by students in this aspect. In addition, the teacher's strategy for dealing with student problems related to generic structure is the tell-show strategy and the idea-details strategy. In conclusion, there is a strategy that was not applied by the teacher in this study, namely the draw label caption. This has been decided by the researcher because this strategy is not seen in some research instruments.

Table 1. The teacher strategy and problems by the students
<table>
<thead>
<tr>
<th>No</th>
<th>Problems by the students</th>
<th>Strategies by the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students find it difficult to answer questions from the teacher regarding the meaning of</td>
<td>The teacher invites students to fantasize by describing the characteristics of the vocabulary</td>
</tr>
<tr>
<td></td>
<td>vocabulary in a text</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>students make a mistake in answering the teacher's questions regarding the classification</td>
<td>the teacher asked the students again, &quot;what is a noun? and what is a verb?&quot;</td>
</tr>
<tr>
<td></td>
<td>of vocabulary in the form of nouns and verbs</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>students make a mistake in placing verbs and nouns in a sentence when writing descriptive</td>
<td>the teacher directs students to make a list of verb and noun vocabulary in the notebook</td>
</tr>
<tr>
<td></td>
<td>text</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Some of the students wrote wrong in some vocabulary when writing descriptive text</td>
<td>the teacher directs students to be careful in writing vocabulary when writing text</td>
</tr>
<tr>
<td>5</td>
<td>students forget when asked by the teacher regarding the tenses used in descriptive texts</td>
<td>the teacher re-explains the tenses used in the descriptive text</td>
</tr>
<tr>
<td>6</td>
<td>students are wrong in answering the teacher's questions regarding the use of to be in nominal</td>
<td>the teacher tries to restore students' memories by asking one of the students who is considered to remember the tense material</td>
</tr>
<tr>
<td></td>
<td>sentences</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>students are wrong in using tenses when writing descriptive text</td>
<td>the teacher directs students to make simple pictures to map parts of simple messages</td>
</tr>
<tr>
<td>8</td>
<td>students are confused when the teacher asks the generic structure in writing descriptive</td>
<td>the teacher leads students' minds by giving directions that identification is at the beginning while description is a few paragraphs after identification (using of tell show strategy)</td>
</tr>
<tr>
<td></td>
<td>text</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>students find it difficult to make the description part clearly when they write descriptive</td>
<td>the teacher directs students to create a table containing the main idea and supporting sentences (using of idea details strategy)</td>
</tr>
<tr>
<td></td>
<td>text</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>students find it difficult to find ideas to arouse the reader's emotions so that readers feel</td>
<td>the teacher directs students to choose appropriate vocabulary and conjunctions so that readers are able to dissolve in reading</td>
</tr>
<tr>
<td></td>
<td>the feeling in the written text</td>
<td></td>
</tr>
</tbody>
</table>

4. Discussion

Vocabulary problem in writing is one of the aspects that is often faced by students at SMA Negeri 1 Napabalano. Based on the result above, the teacher has a strategy in overcoming student problems related to vocabulary in writing descriptive text. This is T-Chart strategy. This strategy is strategies owned by the teacher that can be implemented in the classroom to make students more active in overcoming the vocabulary they have. Furthermore, this strategy has their respective benefits in teaching a teacher to achieve the desired learning objectives. The researcher found T-chart strategy has been used by the teacher in class X SMA Negeri 1 Napabalano. According to Peha (2003) said that by making and saving several different lists, you
can generate enough vocabulary to last an entire school year. The students can use the vocabulary they have after making a vocabulary list.

The problem of structure is a problem that often makes students of SMAN 1 Napabalano when making correct sentence patterns, especially in writing descriptive text. It means that the big problems that focused on the tenses material especially writing descriptive text. The students were difficult to compare the verb and noun in making a sentence. This problems often occur in the class of writing according to the teacher. Because of the some problems above, the teacher should apply the best strategy to cope with students problems. The strategy that has been applied is another way made by the teacher to form a learning model that is able to create a different atmosphere in the classroom. It is supported by Wena (2011), teaching strategy is dissimilar ways to attain the different results which are conducted in different conditions of learning process. As a teacher is obliged to provide a strategy for teaching in order to be able to achieve the desired goals.

The strategy given by the teacher must be creative in order to support students to understand theoretical concepts. One of the theoretical concepts that are difficult for students at SMA Negeri 1 Napabalano to understand is tenses. The teacher has provided theory by drawing on the blackboard and focusing on the simple present material in detail. For instance, the teacher plans a strategy that aims to make students understand how the patterns of nominal sentences and verbal sentences are when writing a text, especially descriptive text. In this case, the students find it difficult to understand the difference between nouns and verbs because they have little knowledge of verbs and nouns. According to the teacher, she has caught the students' attention by choosing a strategy that focuses on picture design to record the material. The material that has been delivered by the teacher is creative and easy to understand. It is supported by Buzan (2005) suggests that mind mapping is a creative and effective way to take notes, removing information in the brain, mind mapping using color, symbols, word, curved lines and pictures that match the way the brain works. Thus, the teacher has had an attempt or a tactic to change the teaching model to a more creative one through pictures containing learning content.

In addition, the identification in writing descriptive text is one of the initial parts that is the introductory part in a text. In this section, the students are sometimes wrong in placing the introduction. According to the teacher, some students are reversed in placing the introduction and description parts. This is because students do not understand the descriptive text model well. The teacher has drawn up the strategy to cope with this problems about the best writing in particular of descriptive text. Furthermore, the teacher provided two strategies which were a tell-show strategy and Idea Details strategy to help students understand more about the generic structure.

Furthermore, the description part is the second part in the descriptive text stage. In this section, students are required to develop the first paragraph by reviewing several aspects. Tell show strategy can be used by the teacher by taking any simple sentence from your current piece that mentions something you can describe (Peha, 2003). It means that the teacher has applied the strategy by explaining to the students about something that she has described through a description of something
close to the students. This strategy emphasizes the ability of students to capture understanding in the description section related to the generic structure.

5. Conclusion

Based on the result of analysis teacher strategies to cope students problems in writing descriptive text at SMA Negeri 1 Napabalano grade ten, the researcher has some conclusion. First, the teacher has a strategy to cope with vocabulary problems in writing descriptive text at SMAN Negeri 1 Napabalano. The researcher found T-Chart Strategy in observation and interview. Second, the teacher has mind mapping strategy to cope with structure problems in writing descriptive because the researcher found the result from the questionnaire, observation and interview. Third, the teacher has used Tell-Show strategy and Idea Details strategy to cope generic structure in writing descriptive text. Based on the overall analysis, there are some differences in the results obtained by the researcher through three research instruments. This shows that there is an invalid strategy in the results that have been obtained by the researcher. It is Draw label Caption strategy. Based on the four strategies, the students are more interested of the mind mapping strategy because it very suitable for them. The teacher think this strategy can pay attention the students through the drawing.

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