

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Basically, language is one of the human primer need in alive , because language is a tool to communicate among Human, Animal, and others things in the world. We can not communicate or interact with others in our daily life and in the media social networking without language. Language is also is a means of communication ideas, thought, desire, and feeling. It will be used by human to express these to get the information, message and emotion. The communicattion can be done through many languages, expecially in English.

English is a global language and use in activities such as, education, technology, sosial status, and modernization. Since Englis language use as an international language, since language used as an international language, people are demanded to know more english language. It is proved that we can find english easily likes in radio, televisi, social media, computer, and etc. Therefore english is very important to be understood include in indonesia.

In indonesia, english is used as a foreign language, it is taught from elementary school up to university level. There are four skill in english namely writing, speaking, listening and reading so four elements called as language skill. Writing is the one of skill that should be mastered by students so that they can write well and with a good structures, it will make the reader easy to understand our writing.

Writing is one of the language skill which are important in our daily life. Through writing, we can inform others or communicate with others, tell the information, persuade, tell what's on our mind and etc. However, writing or learning to write especially in a first grade is not easy to do, because it is the one of four basic skills that are very complex and difficult to be learned. So in here the teacher should be known more about technique or strategies to overcome the students difficulties, especially in writing descriptive text because teacher is the key of quality education and the foster parent of the child. Child will look up to teacher for knowledge, wisdom, manners, moral, moral inspiration, enlightenment and so on.

A teacher performs many function in the classroom for the comprehensive development of the students. Teacher keeps the student' safe, protects and improve the knowledge or understanding of the students. Because if the teachers are competent and the students will follow them, otherwise if the teachers are not competent so the students will follow them, and they will grow up with the wrong understanding about certain knowledge, a certain teaching strategy is associated with a certain teaching material.

The strategies of writing are good to improve students' comprehension in writing something, namely in writing descriptive text, it will help the students to make a good writing so that the reader easily to get it. Therefore the writer states writing is the way of someone concept their feeling or thinking and then transferred it into a form of writing.

When teaching writing, we need to make sure that our students have some writing purpose. In process writing students should find a lot of words especially to create their writing, and sometimes students also difficult to make a good writing, that's why the teacher can be as a helper, assessor, motivator, where the teacher can help the students overcome it likes provoking

students into having ideas, inthusing them with with the value of the text, and persuading them what fun it can be. So in here the teacher has a number crucial text to be performed. It is proved when the students are doing writing for writing activities.

Many activities that students do when they want to write something and it will command by the teacher, so many ways of the teacher to teach their students in the classroom it can be called as the strategy. The strategies are used by the teacher can be change over time. It based on the teacher and what is the matery will be taught by the teacher. The strategies that the teacher can be used such as cooperative learning, mind mapping, teamwork, debate or the other to achive the goal of teaching and to overcome the difficulties in writing learning process.

Learning process actually need and should be used the strategy, method and technique. Strategy is a plan of action designed to achive long-term or overall aim. According to Harmer (2003:78) defined that method as the practical of an approach. He also mentioned that method include various procedures and technique. In choosing particular method or strategy a teacher might make speacial technique to to ensure more effective learning process to create a good learning process and to overcome the students difficulties in writing expecially descriptive text.

Descriptive text is the one part of many other types of writing text. Description text is is a piece of text that describes a particular person, place, or thing. According to (Browne:2001) states that description is aboutsensory experience, how something looks, sounds, taste.

Based on the background above, the writer had experience in field practice at SMP N 29 Medan. When The writer taught at the school, the writer found many of problems and the difficulties that students faced when they wrote descriptive text, the basic of problems are: they did not know how to start and to write a good sentence. When the learning process began, it

could not run well, because they spend a lot of time to wrote the sentence and the class was noisy.

The best way to overcome it is the teacher should have an idea and create the good plan or even use suit strategies in teaching process, expecially writing learning process. The students could not be success in writing because the teacher do not use appropriate strategies that can help the students to comprehend the materal expecially in writing.

Based on the reason above the writer conducted a research to know what are the teacher strategies used by English teacher in overcoming student's difficulties in writing descriptive text of first grade students at SMK Swasta Jambi Medan.

1.2 The Problem of the Study

Based on the description above, the writer formulated research question as follow:

What were the strategies in overcoming student's difficulties of teaching writing descriptive text used by the teachers of first grade students at SMK Swasta Jambi Medan?

1.3 The Objective of the Study

There are many approaches and strategies which can be used to achieve the goal of teaching and overcome the students difficulties , expecially in teaching writing descriptive text. This tudy will focus on to find out teacher strategies in overcoming students difficulties in writing descriptive text of first grade students at SMK Swasta Jambi Medan.

1.4 Scope of the Study

Based on the background above the writer limits just focus on the teacher strategies in overcoming students difficulties in teaching writing descriptive text by the first grade students of SMK Swasta Jambi Medan. There are several types of genres in writing namely report text, recount text, narrative text, descriptive text, discussion text, news item text, explanation text, procedure text, anecdote text and review text, and the writer will be focused on descriptive text.

In other hand, the writer specifies the respondent of this study was the one of english teacher at first grade of SMK Swasta Jambi Medan. It will be conducted at first grade students of SMK Swasta Jambi Medan

1.5 The Significance of the Study

Finding of the study to be theoretically and practically relevant:

1. Theoretically

1. As a new perceptive in teaching writing descriptive text.
2. Can be used as an alternative strategies in teaching especially in overcoming students difficulties in writing descriptive text.

2. Practically

1. Teacher

The result of the study is expected to give alternative contribution and information about the teaching strategies in overcoming students difficulties in writing descriptive text.

2. Students

Help the students to become a good writers especially in writing descriptive text, that's why the teacher should make the teaching learning process in good quallity.

3. Researchers

The writer is expected to give a good understanding about strategies of teaching and the result of this research can be used as the reference for the next researcher who was interested in writing teaching strategies.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To conduct a research, theories are needed to explain some terms that have relation in this research. Some terms are used in this study and they need to be expalined theoritically.

2.2 Writing

The are four skills in english, one of them is writing skill. According to Carrol et al (2001:2) states that writing is probably already in integral part of people daily routine. Consider everything people might write in one day like writing messages or reminder at home, email at the computer, notes in a school and idea in a journal. So writing is an activity another needed everything.

According to Yakhontova (2001:1) said that writing is a complex process that requires a number of various skills.

According to Nunan (2003:5) states that writing is 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.

According to Sacolik in Linse (2005:98) writing is the combination of process and product. It means that the process refers to the act of gathering the ideas and working the ideas until they are presented in a manner that is polished and comprehensible to the readers.

According to Jim A.P (2010:2) “writing skill in second language”, explains that writing skill is complex and difficult to be learned. 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 matters.

Based on the opinions above the writer conclude that writing is a process gathering our ideas and express it into statements or paragraph by the good structure that can be read easily by the reader so that the reader can get the more information.

2.2.1 Teaching Writing

Teaching writing start by looking at the process that a component speaker for English goes through after they decide to write a piece of text, and how our understanding of this has implications for the way we should approach the teaching of writing (Jeremy Harmer 2004:5). The importance given to writing differs from teaching situation to teaching situation. Many traditional approaches, for example, failed to incorporate the kinds of insight into the writing process.

In some teaching writing, for example students write a composition in the classroom which the teacher corrects and hands back the next day covered in red ink. The students put the

corrected pieces of work in their folders and rarely look at them again. Teaching of writing focus on the written product rather than on the writing process (Hyland 2001:61-69). In their words, the students' attention is direct to the what rather than how of text construction. Product approaches expected the student to only analyze texts in terms of what language they will use and how they will construct. When helping students become better writers, teachers have a number of crucial tasks to perform. This is especially true when students doing writing for writing activities, there may be obstacles to express themselves to their satisfaction. That's why teachers need to perform first to help the students to be a good writer. And here there are things that should be known when teaching writing are following : demonstrating (students need to be aware of writing convention and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention), motivating and provoking (students can ask to complete tasks on the board or resemble jumbled texts as a prelude to writing, they can ask to exchange 'virtual' e-mails or discuss ideas before writing the activity starts), supporting (students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out), responding (we react to the content and construction of a piece supportively and often make suggestions for its improvement), and the last evaluating we indicate where they write well and where they made mistakes, and we may award grades; but even though test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity.

2.2.2 The Process of Teaching Writing

Teaching writing is a big challenge for teachers. The teacher must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Many traditional approaches failed to apply writing process in teaching writing. "for many years the teaching of writing focused on the written product rather than on the writing process. In other

words, the student's attention was directed to the 'what' rather than 'how' of text construction" (Harmer, (2004:11)

According to Harmer (2004), "writing process is the process which writer begins to write down their ideas on paper which is valuable aim to the whole learning process.:" Harmer (2004) said that the final product is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product. The process of writing is usually more complex than the process of speaking, but not always.

Harmer (2004) stated in his book, "how to teach writing" describes process of writing namely :

1. The way to get students to plan

Before getting students to write the teacher can encourage them to think about what they are going to write by planning the content and the sequence of what they will put down on paper. There are various ways of doing this including, at one end of the scale, brainstorming (where the students in pairs or group come up with as many ideas as they can through discussions) to more guided tasks.

2. The way to encourage them to draft, reflect, and revise

Students who are unused to process writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempts and not as finished product.

3. the way to respond to our students' writing

In order for a process writing approach to work well, some teachers may need to rethink the way in which they react to their students' work . teachers can read through a draft and then make written suggestions about how the text could be recorded.

4. The process trap

One of the problems of process writing is that it takes time. Over planning can take up too much time and sometimes restrict spontaneity and creativity. Working intensively on second and third drafts also requires periods for reflections, editing and re-writing. If it this being done conscientiously it can be quite long process.

2.2.3 Principles for Teaching Writing

According to Nunan, Maggie (2003), there are some principles in teaching writing, namely:

1. Understand the students' reason for writing

The greatest the dissatisfaction with writing instruction comes the teacher's goals do not match the students or when the teacher's goals do not match those of the school or intuition for students to write

2. Provide many opportunities for students to write

Writing almost always improves with practice. Practive writing should be providing students with different types of writing as well. Short responses to a reading, letter writing, summaries, poetry, or any type of writing we find useful in class should be practice in class.

3. Made feedback helpful meaningful

Students crave feedback on their writing, yet it does not always have the intended effect. Take time to discuss them in class. Feedback should not entail correcting a students writing. In order to foster independent writers, the teacher can provide summary comments that instruct students to look forproblem and correct them on their own.

2.2.4 The Difficulties of Writing

Writing is the activity to write some paragraphs which have one main idea in each paragraph and have one topic in one text. The good text must have relation among the paragraph one to another. Many of students found the problem when they want to express their idea into writing. They often confuse how to start, how to manage the sentences, and how to apply their idea based on the structure.

According to Bryne (2002:14) there are three headings that cause problem in writing :

1. Psychological problem

Speech is the natural and normal medium of communication for human in most circumstances and accustoms them both to having someone physically present when use language and getting feedback for some kinds. Writing in the other hand is a essentially a solitary activity and the fact that people are required to write on their own, without the possibility of interaction or benefit of feedback, in itself makes the action of writing is difficult.

2. Linguistic problem

Oral communication is sustained through process of interaction and except expecially circumstances, such a lecturer all the participants to keep it going become speech is normally spontaneous, people have into time to pay attentions either to organizing then sentences structure or to connecting their sentences to some extened the letter is maintainest through the process of interaction. They repeat, backtrack, expand and so on, depending on how people react to what they say, while incomplete and even ingrammatical utterances are tolerated.

They also have considerable prosodic features at our disposal. In writing, people have to compensate for the absence of these features : people have to keep the channel of communication open throught their own efforts and to ensure., both through their choice of sentences structure

and by the way sentences are linked together and sequence, that the text they produce can be interpreted on its own.

3. Cognitives problem

People grow up learning to speak and in normal circumstances spend much of their time doing it. They also appear to speak without much conscious effort or thought and generally they talk because they want to, about matters which are of interest or relevant to them or socially or professionally. Writing, in the other hand, is learnt through a process of instructions people have to master the written form of the language and to learn certain structure which are important for effective communication in writing. They also have to learn how to organize their ideas in such a way that they can be understood by a teacher who is not present and perhaps by a reader who is not known.

2.2.5 Types of Writing

The text classification may differ one theory to another. Based on generic structure and language feature dominantly used, According to Pardiyo (2007:3) there are several types of genres in writing :

1. Report

Report is the piece of text that describes the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

2. Recount

Recount text is a piece of text that retells events for the purpose of informing or entertaining.

3. Discussion

Discussion text is a piece of text that presents at least two points of view about an issue.

4. Explanation

Explanation text is a piece of text that explain the processes involved in the formation or working of natural or socio-cultural phenomena.

5. Exposition (Analytical)

Exposition analytical is a piece of text that ppersuades the readers/listeners that something should or should not be the case.

6. News item

News item text is a piece of text that inform readers, listeners, and viewers about events of the day which are considered neswworthy or important.

7. Anecdote

Anecdote is written english text in which the writer shares with the others an account of an unusual or amusing incident.

8. Narrative

Narrative is written english text in which the writer wants to amuse, entertain the people and deals with actual or vacirious experience in different ways.

9. Procedure

Procedure text is a written english in which writer describes how something is accomplished through a sequence of action or step..

10. Description

Description is written english text in which the writer describes an object, the object can be concrete or abstract object.

11. Review

Review text is a piece of text that critiques an art work or event for a public audience.

2.2.6 Descriptive text

Descriptive is a text which describes something, person, place, and time. According to Siahaan and Shinoda (2008:89) “descriptive is a written English text in which the writer describes an object. In the text an object can be abstract or concrete object”. It can be a person, animal, tree, house and the others.

According Siahaan and Shinoda (2008:89) state there are three parts of descriptive text writing namely : Social function, Generic structure, and Language features.

1. Social function of descriptive text

The social function of descriptive text is to describe a particular person, place, thing or animal.

2. Generic structure

The generic structure of descriptive text are :

- 1) identification : a statement that identifies the phenomenon will be described.
- 2) description : the statement that describe the parts, qualities and characteristics of someone or something in detail.

3. Language features

- 1) using simple present tense
- 2) using relational verbs when describing appearance and parts of phenomena (is, are, has, have)
- 3) using action verbs when describing behaviors (life, lays or etc)
- 4) using adjective to add extra information to nouns (hard, cool, and etc).

2.3 Teaching Learning Process

According to Kochar (1967:24),”teaching is a process of giving guidance and demonstrating student learners’ abilities and all of which are done by student-centered”.

Teaching in principles to guide the students in learning activities or implies that teaching is an attempt to organize the environment in the relation with the students and teaching materials

that cause the learning process. This understanding has the meaning that teachers are required to be able to act as an organizer of student learning activities and also should be able to use the environment, both in the classroom and outside the classroom that support the teaching and learning process.

2.3.1 Significance and Meaning of Learning Process

According to Moore (2001:5), teaching is an action of someone who tries to help others achieve progress in various aspects as optimal as possible and in accordance with their potential. It means that the success rate of teaching is not depend on how much knowledge that the teacher delivers to the students, and how much the teacher gives opportunities to students to learn but how much the teacher facilitates the students to improve their skills and knowledge.

Teaching learning process is a means where by society trains its young ones in a selected environment (usually the school) as quickly as possible to adjust themselves to the world in which they live. Teaching learning has four aspects namely : teachers, students, learning process and learning process. The teacher creates the learning situation for the students. The process is the interaction between the students and the teacher. By learning, the learners are expected to have not only a better understanding to certain knowledge but also a better personality since the exact purpose of education is to educate both academic and spiritual sides of the students. Learning process actually used the strategy, method, and technique. According to J.R. David (1976), strategy is a plan method, or series of activities designed to achieves a particular educational goal.

A teacher is expected to understand the significance of the following :

1. Who is taught

The teacher is to teach and she must understand himself thoughtly- her strengths and weakness and strive to present a reasonably good model before his students.

2. Whom to teach

The child is to be taught. Therefore, a teacher should understand her thoughtly- her abilities, aptitudes, attitudes, manners, and temperaments and accordingly cater to the individual differences of students.

3. Why teach

The teacher should always keep in view that the aim of education is to develop harmonious personalities, who are culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient spritually englihtene.

4. Where to teach

The teacher ought not to visualize the school to be merely a place of imparting information but a place where men of tomorrow are trained to take their place as enlightened citizens in the society and contribute to nasional development.

5. What to teach

The teacher must have mastery over the subject she teaches. The teachers must prepare the material before the teachers teach the students.

6. How to teach

The teacher must use new teaching-learning technology to make her teaching effective and inspirational. The teachers also should use the strategies and method in teaching and learning process.

7. When to teach

Appropriate steps need to be taken by the teacher to develop motivation of the student in the entire work.

2.3.2 Function of Teaching

There are some function of teaching generally as follows :

1. Explaining, Informing

The good teacher is expected to be well-informed in the areas in which she teaches. The teacher is expected to be able to communicate information needed for background, motivation and on many occasions to explain relationship to children.

2. Initiating, Directing, and Administrating

One of the most important function of teaching of concerned with initiating, organizing, directing and making decision.

3. Unifying the Group

In the beginning of the session, the teacher is confronted with a number of children who are not unified. In the classroom discussion of one types or another often take place, sometimes deliberate and at others spontaneous.

An important task of the teacher is developing a group spirit, and identification with common purposes and some common concern. The characteristics of successful teacher can be conveniently group under to main heading, namely personal and professional.

1. Giving Security

Many children are in need of warmth recognition, praise. The teacher should identify the need of such children and when they need protection, the teacher should protect them.

2. Clarifying Attitudes, Beliefs and problems

The teacher creates opportunities for children to state their attitudes, interest, and problems to talk their purposes and aspiration, to speak their beliefs and convictions, to indicate what they think might and should be done.

3. Diagnosing Learning Problems

There are children in every class who do not make expected progress in their studies, growth and development. The teacher must diagnose the learning problems of individual students and should suggest the possible course of action.

4. Making Curriculum Material

The teacher should modify the curriculum in accordance with the needs of group and the local community.

5. Evaluating, Recording and Reporting

The teacher has to evaluate the progress of the class as a whole and individual students by means of test and periodical examination the teacher has to report the progress to the principal and parents.

6. Arranging and Organizing the Classroom

It is the important responsibility of a teacher to make the classroom become a beautiful place for learning. Physical facilities should be appropriately provided in the room.

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2.3.3 Classroom Relationship Between a Teacher and Students

According to Aggarwal (2008), a teacher and the students communicate, generally there are three types :

1. Authoritarian teacher

The authority has been given to him/her by the society to shape the personality of children. The teacher centralizes all powers in their self and firmly directs the action of their students. The teaching completely teacher-centered. Students are the followers of the orders of the teacher. They are passive listeners of the information which is impart in the class. this type of relationship has no place for free discussion and expression on the part of students.

2. Democratic teacher

A democratic teacher respects the individuality of their students. The teacher works as a leader of the group. The teacher leads her students in the study of significant problems in which she is interested. The teacher and the students work on the principle of give and take and respect each other's idea.

3. A Laissez-faire teacher

A laissez faire teacher is quite opposite to authoritarian teacher. The teacher does not direct or guide the students' activities. Students are left free to do what they like. The teacher may answer to the question put by the students but the teacher does not impose anything from his own side.

2.4 Strategy

Literally, the word strategy, *strategia* meaning the art of war or war captain (Ikandarwassid and Sunendar (2008:2)). Generally, it is like an art to design planning in war, such as the ways to arrange position or war tactics. Specifically, strategy in teaching and learning can be defined as procedures used in learning, thinking, etc, which serve as way of teaching a goal (Richards and Schmidt, 2002:15)

According to Gagne (1974:3) asserts that strategy is someone's internal ability for thinking, solving problems, and taking decisions.

In addition, Mintzberg (1994:12) proposes several different definitions of strategy, as follows :

- 1) strategy is a plan, a means to get some movements
- 2) strategy is pattern to act overtime
- 3) strategy is position reflecting decisions to offer particular products or services in particular markets and

4. strategy is perspective, vision and direction.

According to Oxford in Nunan (2003:76) strategy is not single even, but rather a creative sequence of events that learners actively used. Strategy is a tool for active, self-directed involvement that necessary for developing communicative ability. Effective teacher take a define approach to to teaching each lesson. They select the specific method and develop them into general and complex strategies. It is only when several strategies are carefully and systematically integrated that substansial in provements in learning become possible.

Based on the explanations above the writer conclude that strategy is a plan for achiving something. In teaching and in learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has firs obligation for designing strategy and it followed the students in learning activities. Moreover ste teacher, the teacher should have many strategies in their way of teaching. Thus, the teacher should be able to use a variety of teaching strategies and think about relational decisios, when teaching strategy seems to be the most effective.

2.4.1 Teaching strategies

According to Hunter (1994:6), teaching is a process of making and implementing a decision before, during, and after the learning process. The writer concluded that teaching is the process of making decision from the began until the end of the teaching prosess that use to express the knowledge to the students so that the students get or master the knowledge given by the teacher. The process of teaching it should be structured step by step.

The teaching strategies as a teaching agenda is concluded as the direction of the classroom activities to help the students to make an achievement of a certain knowledge and skill on the language aspect. It means that teaching strategy is a direction that teacher use to achive

the goal of the learning process which in here the strategy suppose to help the students to get the knowledge and the achivement where it has planed by the educator first.

Good teaching is difficult job teaching as a teacher. In a teaching, teachers need a lot of physical and mental energy to teach in the classroom, the teacher should be able to create some ways in order to make the class be active, precisely the students When examiningly the aspect of good teaching, the students will be get enjoyment in learning process and it can make the stuednts more active and easy to get the material.

According to Dict and Carrey (1985), the teaching strategy is a process and learning prosedure that is used together to generate learning outcomes for students. The writer concluded that the teaching strategy is the process that arrange structurally by someone that can influence the outcomes of the learning process to be good learning when the teacher want to explain the material and it will be engages the students in active discussion about issues and the problems inherent in the learning process.

According to Nunan (2003:76) states that strategies are the tools for achieve, sel-directed involvement in necessary for developing communicative ability. In applying teaching strategies in the class. In applying teaching strategies in the class, the teacher must consider some of the basics principles of learning and teaching strategies :

1. The students' prior knowledge can help or hinder learning
2. Students' motivation determines, directs, and sustains what they do to learn
3. How students organize knowledge influences how they learn and apply what they know
4. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.
6. Students' current level of development interacts with the social, emotional and intellectual climate of the course to impact learning.
7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

2.4.2 Types of Teaching Writing Strategy

A strategy is a generalized plan for a certain material that includes the structures, the goal of instruction and an outline of planned activities to implement the strategy, (Kaur: 2009). Students who are taught with a strategy are more highly motivated than those who are not. The reason why it is important is that a teaching strategy includes: what will be done, who will be involved, how long it will take, and how learning will be assessed.

There are types of strategy :

1. Think pair strategy

Think pair share strategy is one of the active cooperative learning strategies where they use to activate the students' previous knowledge of the position of the education or to work reaction about mathematical problem. Involve a three step cooperative structure. During the first step individuals think silently (or even write) about question that posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs to the entire class.

2. Three-step interview

With students in groups, each member of the group chooses another member to be a partner. During the first step individuals work with their partners asking clarifying questions related to the

subject matter being taught (these partners reverse the roles. For the final step, members share their partner response with the group.

3. Three-minute review

Teacher stop anytime during a lecture or discussions and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

4. Numbered heads together

According to Kagan (2007), numbered head together indirectly train the student to share information, listen carefully, and speak with the calculation, so that student become more productive in learning. A group for established. Each member will give member of 1,2,3,or 4. Question will ask by group. Groups work together to answer the questions. Teacher calls one a number and the teacher will ask each of group to answer.

5. Round robin brainstorming

The class divided into small group (4-6) with one person appoin as recorder. A question will pose and student will give time to think about possible responses. After the think. After the “think time” members of the team share response with one another round robin style. The recorder writes down the answer of the group members. The person next to recorder starts and each person in the group (in order) gives an answer until time calling.

6. Partners

The class is divided into groups of four each set of partner moves to opposite places in in the room. Half of each team (partner set one) is given an assignment to master and be able to teach the partner quiz and tutor teammates. Groups review how well the learn and teach, and how the might improve the process.

7. Individual work strategy

In the individual work the teacher provides for each student a task., then they will process and settle the task problem by self each student alone. The condition for individual work is the students' motivation, self-control ability and differentiation. Student work at their own pace, they are confident about what they know and what they need to spend more time on they can use their preferred learning styles and strategies.

8. Small group strategy

According to Barker, small group discussion (1987:159) said there are three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. Small group work, use both in and out of class, can be an important supplement to the lectures, helping student master concept and apply them to situation calling for complex application of critical thinking.

9. Collaborative learning/ or cooperative learning

Cooperative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they don't require permanently formed group.

10. Critical thinking

Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer and judge. It brings these activities together and enables the student to ask what knowledge exist.

11. Discussion strategy

Engaging students in discussion depends their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

12. Learner-centered teaching

Learner-centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

13. Teaching with case

Case studies present students with real-life problems and enable them to apply what they have learned in the classroom into real life situations. Cases also encourage students to develop logical problem-solving skills, if used in teams, or group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices. The strategies are lecture, questions and discussion, interactive exercises, grouping, reflective learning, role play, simulation and drama, source.

14. Lecture

Strategy is the center of attention as the teacher lectures.

15. Grouping

Group work requires that students know how to ask each other and share about knowledge to discuss about the topic. The working group is a formal teaching strategy that a teacher can use so that the students work together to maximize their learning and learning from each other.

2.5 Previous Research

The first taken from : Ahmad Ihmam, (2011). Entitled “The Teacher’s Strategy in Overcome Student’s Errors in Using Verb Form of Simple Present Tense in Descriptive Text at Eighth Grade Students of SMP Muhammadiyah 4 Surabaya”.. The strategies that teacher had applied is Team work. According to this research Team Work make students more active in group learning process, by team work the students might develop their leadership’s talent

increase the discussion's skilled. So team work/ group discussion more effective implemented in these research.

The writer also concluded that there are differences with her thesis, for the first in Ahmad Ihmam's thesis is focused on teachers's strategy to overcome student's error in Using Verb Form of Simple Present Tense in Descriptive Text while in the writer's thesis focused on teacher strategies in overcoming student's difficulties in writing descriptive text and then the second the object of this study is Eighth Grade Students of SMP Muhammadiyah 4 Surabaya while in writer's thesis will be implemented at first grade of senior high school.

The similarity of the writer's thesis to this thesis are the first to find out the strategies that teacher use, because the writer also to find out the strategies and then the second is the research design use qualitative research, so both of the thesis use qualitative research.

The Second Taken from :Agung Ginanjar, (2013). Entitled "The Teachers' Strategy in Teaching Speaking to Students at Second grade of junior high school. The result of his research he found some strategies that teacher used in teaching speaking namely : Cooperative activities, Role play, creative task and the last drilling.

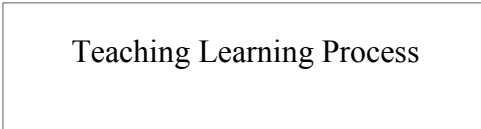
Based on this research the riter concluded that there are the differences to her thesis. In Agung Ginanjar thesis focused on teaching speaking while the writer's thesis focused on teaching writing and the second this thesis was implemented at second grade of junior high school while in writer's thesis will be implemented at first grade of senior high school and the third is the number of the students in Agung thesis there are 22 students while the writer's thesis the number of students are 30.

The similarity of writer's thesis to Agung Ginanjar thesis are the first is to find out the teacher strategies, of course these should be analyze the teacher when teaching in the classroom

and then the second is the research design use qualitative research, the writer also will be used the qualitative research.

So from these thesis i use them as my reference to conduct my research, because these will help me to facilitate me to do my reasearch.

2.6 Conceptual Framework



Teaching Learning Process

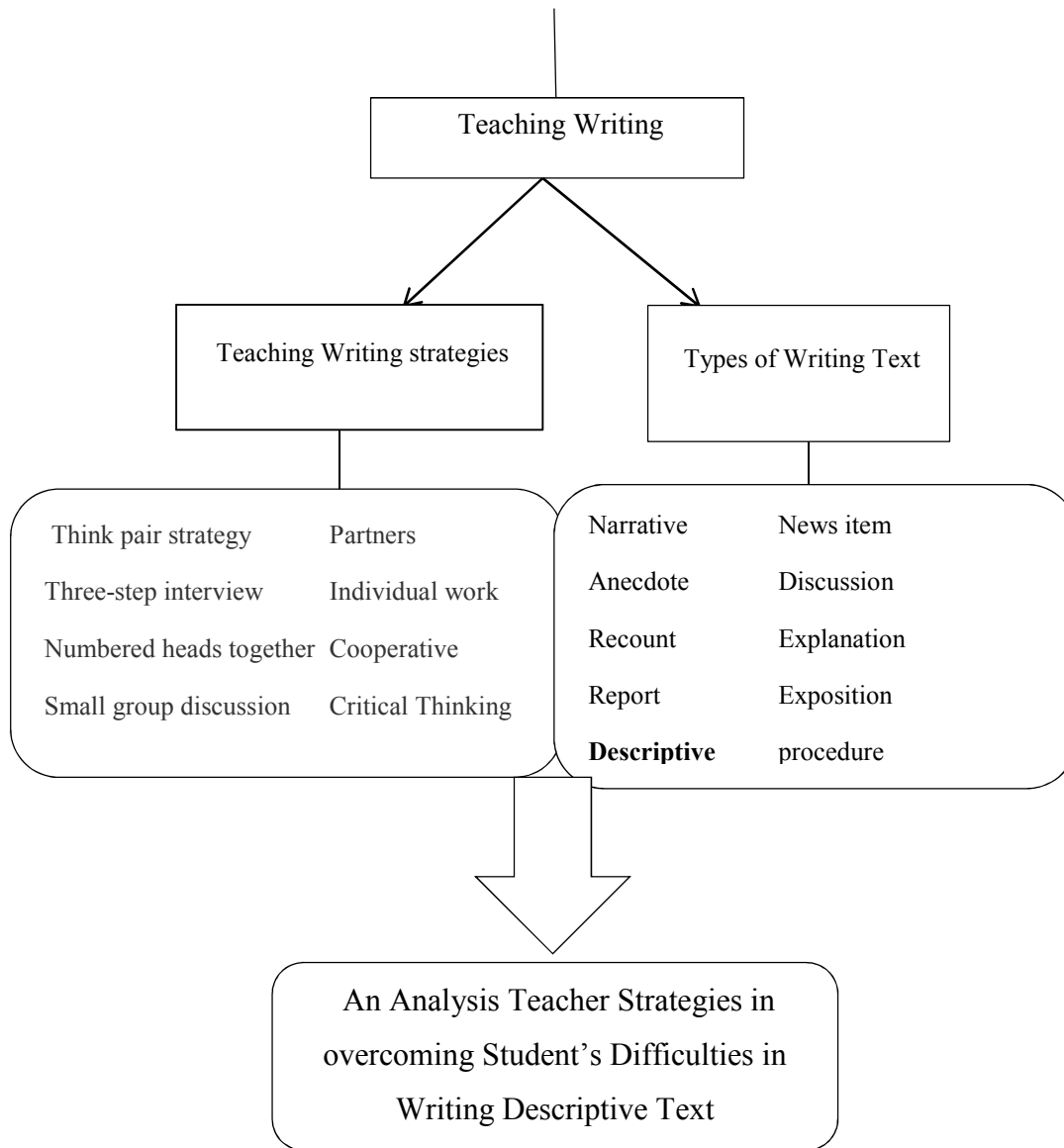


Figure 2.6 The Conceptual Framework of An Analysis Teacher Strategies in overcoming Student's Difficulties in Writing Descriptive Text (Goklina Manik: 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Based on this research , the writer used descriptive qualitative research. According to Lodico, et al, (2010:112) states that qualitative research is characterized by flexible, naruralistic methods of data collection and usually does not Use standardized instruments as its major data source. The writer attempted to got in depth opinion or from teacher' activities. Descriptive qualitative provides a detailed profile of an event, condition, or situation. Data gathering technique such as field research and case studies were for qualitative descriptive. In this research the writer analyzed teacher' activities and utterance while in teaching writing descriptive text. Based on this research the writer would to know the teacher strategies in orvercoming students' difficulties in writing descriptive text.

3.2 The Subject of Research

There are 40 teachers parallel classes and 4 english teachers from X class until XII class, the writer collected the data only from one of English teachers who taught at first grade students of SMK Swasta Jambi Medan. In order to know what are teacher strategies in overcoming students' difficulties in writing descriptive text.

3.3 The Instrument of Data Collection

This research applied to know the strategies of teaching writing by the English Teachers. The instrument of this research are observation, Questionnaire, and Interview.

According to Ary ,et al, (2010 : 476) “ Observation is the basic method for obtaining data in qualitative research”. Observation is committed to acquire the data of the strategy that teacher use in overcoming student’s difficulties in writing descriptive text and it will collect the data by using tape recorder and camera to record the teachers’ utterances while teaching and learning process.

According to Brown (2001 : 6) states “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The writer will use the Questionnaire to collect information from individuals about themselves so that the writer know the problem that they faced based on the questionnaire.

According to Ary, et al (2010: 480) states the interview is the one of the most widely used method for obtaining qualitative data. Interviews are used to gather data on subjects’ opinion, beliefs, and feelings about the situation in their own words. The qualitative interview is typically more probing and open ended less structured. In this research, the interview will be taken to collect the data in the form of information of the teachers’ assumption and perspective as respondent, as well as the participants that may give additional information.

3.4 The Technique of Collecting the Data

For collecting the data, The data in this research collected by the writer came to the class saw and heard the activities of teacher while teaching process and its called Observation, the writer observed the teacher and the students’ activity when the teaching writing descriptive text. The writer recorded the teachers’ utterances while teaching and learning process in order to

know what are the strategies in overcoming students difficulties of teaching writing descriptive text by the English teacher in teaching and learning process. In learning process the writer recorded all the activities of the teacher that happened in the class by used tape recorder and camera while teaching and learning process. For the interview, the writer came to the class with a set of questions and then the writer asked the questions that writer had been prepared. After that the writer recorded the teacher utterance while answered the questions.

3.5 The Technique of Analyzing the Data

After collecting the data, the data analysed descriptively by used the following steps :

1. Transcribed teacher utterances containing instructions to do activities.
2. Underlined the teacher utterances containing the strategies.
3. Classified the strategies based on the utterances.
4. Interpreted the strategies that used by the teacher
5. Concluded the stategies that the teacher used in the classroom.