

CHAPTER I

INTRODUCTION

This chapter discusses about background of the research, setting of the research, limitation of the research, formulation of the research, and purpose of the research. This chapter finds the background of the strategies used by the teacher in teaching writing recount to the students. This chapter will explain more detail and more focus to make the readers easy to understand about the problem of the research. Definition of the key terms discuss about definition of teaching strategy and writing of descriptive text. More explanation can be found in the following subchapter.

A. Background of the Research

Writing is the process of transferring ideas into a text or written words which can be read and understood. Writing is one of basic language skills which are very important for students to be mastered. It is because this skill helps students in completing assignments, doing homework, and communicates with people, even expressing their feelings. Writing is not only done in schools but can also be done anywhere. Besides that students can also write various kinds in electronic media, as taught by teachers in online class now, as explained by Harmer (1998:79) the reasons for teaching writing to students of English as foreign language include reinforcement, language development, learning style and importantly, writing as a skill in its own right.

In senior high school, students also learn about writing some genres of text,

such as: descriptive, narrative, procedure text and descriptive text. In writing, there are some components to be mastered by the students such as the component of the type of writing and the tenses form used in every type of writing itself. For example in descriptive text, it uses present tense as the tense in language feature of the text.

In SMAN 1 Ujungbatu, one of the texts taught for the eleventh grade students is Descriptive text. According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best method are flexibility and support. According to the English teacher of grade eleven, students' writing skill in descriptive text needs a lot of improvement to get the better writing result than the now. It is purposed to make students are able to explain and describe their ideas about certain thing.

Based on the first observation at the eleventh grade students of SMAN 1 Ujungbatu, there were found that almost 50% students of one class still get confused to write a descriptive text. The observation showed that the students of senior high school could not write in English correctly. It is supported by the interview results about writing which have done to the ten students at the school. They said that writing learning is so difficult because they did not understand and know how to translate the sentences from Indonesian into English. They often felt confused how to use the grammar to make the English writing correctly. Westwood (2008:57) states it is because writing is a complex skill involving multiple processes and abilities that problems can arise for some students.

The problems suppose the teacher should be able to find good strategies to make students solve some problems faced in teaching learning process, especially in teaching writing. It is caused by the teacher's strategy in teaching learning determines

the students' success in learning. Strategy is most often conscious and a purpose want to be reached, especially in the beginning stages of tackling an unfamiliar language task (Anna, 2005). Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions.

The strategies used by teachers should also be able to support the implementation of the 2013 curriculum as set by the government. 2013 curriculum (K13) is a curriculum of values that occupied by character building (Djuwairiah, 2014). The 2013 Curriculum is applied by the scientific approach. This approach emphasizes more on student activated learning. In the implementation of this approach emphasizes five important aspects: observing, questioning, experimenting, associating, and communicating. These aspects are the main activities which should be done by students as long as the teaching learning process. The teacher served as a facilitator and controller. Therefore teachers should be able to find teaching strategies that can create these five aspects in teaching learning process.

Based on the problems above, it could be concluded that the eleventh grade students of SMAN 1 Ujungbatu have problem in writing descriptive text. That is why teacher applies some strategies to improve students' ability in writing descriptive. Based on that situation, the researcher was interested in doing a research entitled *“The Study on Teacher's Strategies in Teaching Writing of Descriptive text to the Eleventh Grade Students of SMAN 1 Ujungbatu”*

B. Setting of the Research

Based on the researcher's observation to the eleventh grade students of SMAN 1 Ujungbatu, teacher usually used a proper strategy in teaching a lesson related with certain English skill. Teacher should be able to find good strategies to make students solve some problems faced in teaching learning process, especially in teaching writing. It is caused by the teacher's strategy in teaching learning determines the students' success in learning. Strategy is most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions.

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C. Limitation of the Research

Based on the problems of the research above, the researcher decided to find out and analyze the strategies used by the English teacher in teaching writing of descriptive text to the eleventh grade students of SMAN 1 Ujungbatu.

D. Formulation of the Research

Based on the limitation of the research above, the researcher formulates the problem on the following question: “What are the strategies used by the teacher in teaching writing of descriptive text to the eleventh grade students of SMAN 1 Ujungbatu?”

E. Purpose of the Research

The purpose of this research was to analyze the strategies used by the teacher in teaching writing of descriptive text to the eleventh grade students of SMAN 1 Ujungbatu.

F. Significance of the Research

There are some significances of this research which is can be described such as:

1. *For students*: The result of this research hopefully can be motivation to improve their ability in writing descriptive text.
2. *For teachers*: This research hopefully can be an additional information for English teachers about the strategies used in teaching writing descriptive text and its effect .
3. *For the next researcher* : The researcher hopes that this research can be a reference for the next researcher in doing the research related to the teacher’s strategy in teaching descriptive text.

G. Definition of the Key Terms

- 1. Teaching Strategy** : Stone and Morris in Isaac (2010) says teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. It means that, teaching strategy is teacher's way of handling the class of learning process.
- 2. Writing** : According to Nunan (2003:88), writing is a work of formulating ideas and figuring out how to express them into clear paragraphs and statements to the reader. It can be concluded that writing is the process of expressing ideas in written form so that the messages of the authors can be delivered to the readers.
- 3. Descriptive text** : According to D'Angelo (1980), descriptive text is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern. The researcher concludes that descriptive text how to describe about the something. It is mean describe about person, place, thing, or idea using concrete and also vivid details.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the description of the review of related literature of relevant theories about a study on the teacher's strategies in teaching writing descriptive text. There is also review related findings which is purposed to compare among this research and other researches in the same field of research. Conceptual framework is also put by the researcher to display the whole concept of this research to the readers.

A. Review of Related Theories

A.1. The Definition of Teaching Strategies

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. Aswan et al, (2010 : 133) stated that teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has planed. In other word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to applied the material.

According to Chamot (1987 : 93) strategies are often more powerful when they are used in appropriate combinations. hen strategy is as a remedy the teacher in making system area that happened to process teaching learning. (Ahmadi:2005: 32).

Strategies are subconsciously applied, as certain learners seem to have a “knack” for language learning that they are not consciously, systematic application of a better of strategies (Brown: 1994: 190). In implementing the teacher’s role, it is closely related to the language teaching activities where the teacher and their students actually do in the classroom. In this context, the concept of approach, method, technique and strategy has characteristic that describes way of doing things in English language teaching situation. According to Brown (1994 : 51), there are some differences among them, as follows:

1. Approach is theoretical positions and beliefs about the nature of language, the nature of language learning and the applicability of both pedagogical settings.
2. A Method is overall plan for systematic presentation of language based upon a selected approach.
3. Technique is any of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objective.
4. Strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information.

Based on those definitions above, the researcher concludes that teaching strategies are any tools or tactics that learners employ to learn more effectively and more autonomously.

A.2. Strategies Used in Teaching Descriptive Text

in Senior high schools especially of SMAN 1 Ujungbatu 1, the majority of students still struggled to write English text. The students find it hard for them to generate ideas when they start to write. In addition, they also had difficult time in producing sentences when the poor grammar, mistakes, and understanding difficulty.

The following strategies are:

a. Think Pair Share Strategy

Think pair share (TPS) can be said like learning strategy. It is used in every subject in school such as: Biology, Mathematics, English, and some others. In English itself TPS is used to teach English skills as like listening, speaking, reading, and writing. The application of TPS is differently in used, depend on the teacher. In the following, there are some explanations about what is TPS, what is the purpose, how the applications, management and the advantages of TPS. The explanation below based on some arguments of the Expert. According to Shoimin (2013 : 32), Think pair share is a cooperative discussion strategy developed by Frank Lyman in his colleagues in Maryland. They get it name from the tree stages of student's action, with emphasis on what students are to be doing at each of those stages. (1) Think, the teacher asked the students' thinking with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question or topics. (2) Pair, using designated partners nearby neighbours or a desk mate, student's pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most

convincing, or most unique. (3) Share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class.

Implementation of Think Pair Share Strategy

These are steps to apply this strategy:

- a. First, (Think) teacher gives a question which is related to the learning material. Teacher gives question which is can be might answered by all the students.
- b. Second, (Pair) teacher asks the student make a pair and start thinking about the problem/question which is given by the teacher.time is depending on the teacher assumption of his/her students understanding.
- c. last, (Share) student individually go infront of class for bringing his/her pair name to report the result of discussion to whole class.

The "think" step may require students merely to be quiet for responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or

she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

In addition, Solomon (2009 : 41) Think Pair share is an equity pedadogical best practice because it provides students with “Think Time”, practice stating their thought with classmate and sharing it.

Furthermore,based on Lie Palupi (2013) Think Pair share is a technique that gives opportunity for students to work alone or together. Alone when she or he think it individually and then get in group or with pair.

b. Think Talk Write Strategy

Think–Talk–Write strategy is one of the strategies in teaching learning process especially in writing. According to Shoimin, Think Talk Write is a strategy which its plan of learning activities by thinking, talking and writing. In this learning model is based on the understanding that learning is a social behavior. Also that learning model, learners are encouraged to think, talk, and then write about a topic. This method is a method that can train the ability to think and speak learners.

So in the TTW strategy is a learning that starts with thinking through the material (scrutinize, criticizing, and alternative solutions) the results of the reading will be presented and discussed. TTW strategy is making time for counting the idea.

According to Huinker and Laughlin (1996:82) the think-talk-write strategy build in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.

TTW has important role in couraging to write down the idea. according to Huda (2014:218) think-talk-write is a strategy that facilitates the exercise verbally and writes the language fluently. So, from the assumed researchers about this strategy can build the basic of student knowledge. Also that, this strategy can encourage learners to think, speak, and write. This learning model is used to develop writing fluently and trains the language before written.

So, from the above research can be concluded that this strategy is to make to build ideas, or students' thinking before writing. Besides TTW strategy can also be able to help students more actively expose their ideas or thoughts in text with their own understanding with classmates.

The Steps of Think Talk Write

According to Shoimin (2013:214) this is steps of Think-Talk Write (TTW):

1. The teachers gives LKS about what the students going to do and the instructions.
2. Students read the problem and make note about things they dont know and try to find out its answer.
3. The teacher divides students into groups contain 3-5 students.

4. Students discuss about the problem and share their ideas to get conclusion.
5. From the result of discussion, student write down the ideas they get when discussion in written.

c. PLEASE Strategy

According to Graham & Harris (2005 : 111), PLEASE strategy is a plan and write a paragraph containing a topic sentence, supporting sentences or details and a concluding sentence/statement. In addition, Akincilir in Monalisa (2013 : 27) tells that PLEASE strategy is effective for improving the students' ability in writing paragraph. This strategy consists of six words, they are:

a. Pick

1. Pick a topic
2. Pick your audience
3. Pick the appropriate textual format given the topic, purpose and audience.

b. List

1. List ideas about the topic
2. This is to be used for sentence generation

c. Evaluate

1. Evaluate your list of ideas
2. Determine if it is complete
3. Plan the best way of organizing or sequencing the ideas that will be used to generate supporting sentences.

d. Activate

1. Activate with a topic sentence to introduce the paragraph
2. Students are introduced how to write short and simple declarative topic sentence that will “activate“ the written idea for the reader.

e. Supply

1. Supply supporting sentences
2. Use the list generated for supporting sentences ideas.
3. Gradually enhance by generating clarifying or “expansion” sentences.

F. End

1. End with a concluding sentence to summarize the paragraph and hold the ideas together.

Based on the expert’s statement above, the writer concludes that, this strategy is useful because it provides cues to help the students remember and apply activities involved in the process of planning and writing. Furthermore, this strategy has six steps not help the students’ writing, especially in writing descriptive paragraph.

The Advantages of PLEASE Strategy

According to Peha (2003 : 34), PLEASE Strategy is included in prewriting activity. As the explanation in steps of writing, prewriting is the first activity in writing. Peha state: “Pre-writing is any activity that helps writers figure out what to write about. Many things quality as prewriting activities. This strategy is very useful for describing the sequence of event of descriptive paragraph. The advantages of using PLEASE strategy are :

- a. To help students generate, organize , and to write sentences and paragraph.
- b. To help the students remember and apply activities involved in the process of planning and writing .
- c. It is suitable for all of genres/kinds of paragraph.
- d. PLEASE strategy can help the students to improve the students' writing ability especially in writing a paragraph and also in a text.
- e. PLEASE strategy can also help the students how to start their writing . This strategy also help the students to plan what they are going to write from pre writing activity and also help the students to generate their idea while writing and how to revise their writing.
- f. The PLEASE strategy helps the students to write independently . It will help the students to write independently because PLEASE strategy leads the students to find their own topic and ideas about what they will write. This strategy also leads the students to write from the beginning of their writing until they end it.

From this statement, it is clear that this strategy is good for writing descriptive paragraph. Then, it is useful for all students, and especially for students in the middle grades and those with disabilities.

d. Using Animated Stories

There are several medias can be used in teaching language to the students. Sugeng (2010: 163) states that audio-visual media are those which are audio and visual, for hearing and seeing at the same time. These are more complete than either

audio- or visual- only media. It means that the students are able to hear and see the medium at the same time. The examples of audio-visual media are TV, 8 mm and 16 mm, the movies, slide/tapes, and film strips/tapes. From the examples, movies are the most appropriate for literary topics such as narrative texts or stories.

In line with this, Sugeng (2010:163) says that the movies can be a great medium for language instruction especially for literary topics. Some teachers ask the students to watch movie showing a film based on literature such as novels or short stories. One kind of movies that can be used as media in teaching writing especially narrative texts is animation which contains short stories.

1. Definition of Animated Stories

Gartenberg in Miller (2003: 1) defines animation as “the arts, techniques and processes involved in giving apparent movement and life to inanimate objects by means of cinematography”. In line with the definition, Gonzales in Betrancourt (2005: 287) defines animation as “a series of varying images presented dynamically according to user action in ways that help the user to perceive a continuous change over time and develop a more appropriate mental model of the task”.

Meanwhile, Wright in Sulaiman (2012: 1) states that the word animate comes from the Latin verb *animare*, meaning “to make alive or to fill with breath.” In animation we can completely restructure reality. It means that animation is a moving picture which seems to be alive. So, when watching animation, viewers feel that they are seeing living creatures in reality like in a movie. From the definitions, it can be concluded that animated stories are stories which are presented in the form of

animation. It means that the stories are displayed in moving pictures to help the viewers understand the stories.

b. The Advantages of Animated Stories in Teaching and Learning

According to a module brochure of VIA University College in Denmark entitled “Animation as a Learning Tool”, children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage and develop children’s learning is not only fun but effective. It means that the students will enjoy the teaching learning process when the teacher uses animation because it is more interesting. The brochure also states that by using animation, children develop skills competencies in story-telling, visual communication, cognition, emotional, ethic and aesthetic aspects, observation and sensory aspects, concentration, problem-solving and innovative aspects. From the statement, it can be said that animation is a good choice to develop students’ competence. So, it can be seen that in story telling in the form of written language, animated stories are the most interested media for young students or senior high school students.

e. Using TAD (Transition, Actions, Details) Strategy

TAD Strategy is one of the strategies in teaching writing text process. Below is its definition:

1. Transition. A well-organized essay is the basic for coherence. Hence, there is a way that aids to coherence among the paragraph in order to the paragraph have logic easy to read and to understand. Christie and Maton in Tarigan, (2011) stated that transition is chain-link as a connector among paragraphs. It has the function as a

connector nearby two idea paragraph. It means that it works as a support paragraph in order to achieve coherence. Furthermore, this is similar to Reid (2005) who stated that transition in English sometimes called connector which has different grammatical uses. Then, this is different from Peha (2003) that pointed out that transition is a short phrase like “Then” or “After a while” or “in the beginning” that helps introduce each new action in these sequences. It is not necessary to have a transition for each action. However, transition can help writing flow more smoothly from section to section.

Based on the statements above, it can be inferred that transition works as a signal relationship among the sentences of the paragraph. It has the function as support coherence among the sentence and leads the sentence which will be discussed. Thus, the transition in the sentences connects a topic to one another on the paragraph.

2. Action. According to Peha (2003), action is actual events (the thing that happened) listed in the order in which they occurred. Thus, in this scene the writer needs the event to describe the action in order to know what going on. In conclusion, action is the process event which is being done by people based on their sequence of events to get the purpose. This is the character’s people do and say that happen to them (Lin, 2006).

3. Details. Peha (2003) defined detail as additional information about each action. For each action, the audience will probably have transition action detail strategy two or three important questions needed to answer. These answers are details. In conclusion, detail is the way to support information an action in one paragraph or more in order to be completed (Muhsin, M. A., 2016). Detail is extremely important part of writing. Because without details it is hard for readers to

know exactly what a writer is trying to say. It means that this TAD Strategy can be used for the students to write text by concerning the three basic structures such as transition, action, and detail. Furthermore, this strategy can also engage students' imagination or experience to write Recount Text easier.

TAD Writing Strategy pioneered by Peha (2003) is a writing strategy that uses TAD chart consisting of columns and rows showing a sequence of events. There are three columns that must be filled by participants, such as transitions columns, action columns, and details columns. Each column can be filled by several rows. After filling each row and column with sentences, students can move the sentences consisting of transitional signals, sequence of events, and some details actions into a new paragraph.

A.3. The Definition of Writing

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Writing is important and useful for learners who is in learning english procces. According to Harmer (2004:4), writing is used for wide variety of purposes it is produce in many different forms. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by

particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

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. Therefore the researcher concludes that writing is making a hand writing where the one who write gives a form for everything what he or she thinks and whatever he or she feels. The researcher has to be able in using written language to give an idea or message.

Writing also can be seen as a way of having thought about what we want to share .According to Brown (2001): “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. Hugley et al (1983:3) explain that “writing is a communicative act. It depends upon the awareness of the social expectation”. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication.

Writing becomes the most difficult skill when it is learned by the foreign language learners. “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” (Rass, 2001:30).

It means that writing is a way for sharing idea in written to express what they think and feel in a written form.

A.3. Elements of Writing

Harris stated that (1969:68-69) there are four elements of writing, there are:

a. Mastering Vocabulary or Diction

He stated that vocabulary's mastering / diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts, mastery of vocabulary can improve by reading and listening a lot.

Furthermore, Kerraf (1982:16) stated that vocabulary's mastering could be observed from two sides, those were quantitative and qualitative. Quantitative vocabulary mastering is defined as a must for the students to master the vocabulary in a language as much as possible, in this case, the students should master the vocabulary actively, it means that they are able to use vocabulary in communication.

Qualitative vocabulary *mastering* consist of knowledge, meaning of words and structure of words, Qualitative vocabulary's mastering will support the students to choose the appropriate words, so it can support the effectiveness of using language. The mastering of quantitative and qualitative vocabulary is a must. The mastering of quantitative vocabulary is the first demand to broaden a draft,

while the mastering of qualitative vocabulary is the second demand to deepen the knowledge of words.

b. Mastering Grammatical Rules or Sentence Structure

Mastering grammatical rule's / sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

d Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write.

A.4. The Definition of Descriptive Text

The researcher chooses descriptive text because it describes a piece of a person, place, thing, or idea using concrete and also vivid details. Furthermore, According to

Zumakhsin (2005), descriptive text is to describe what we see.

Meanwhile Pardiyono (2007:33-34) states that description is a type of written text which has the specific function to give description about an object (human or non human). In conclusion, from all theories of descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place.

According to Kane in Alawi (2011), the generic structures of Descriptive text is identification and description. Moreover, Seyler in Alawi (2011) states that descriptive text has some characteristics as follow:

Table 1. Characteristics of Descriptive Text

No	Characteristic of Descriptive Text	Meaning
1	Generic structure consists of identification and description	In descriptive text, the object that want to be told to the readers must be identified at the early paragraph and then described in the following paragraph
2	Focus in a specific participant	A topic that discusses in a descriptive text writing should be not change from the opening paragraph to the closing paragraph
3	Use attributive and identifying processes	In descriptive text, the writer try to inform the content of the text to the readers through describing all aspect of

		the content of the topic.
4	Frequent use of epithets and classifiers in nominal groups	The object or things described in descriptive text sometimes replaced by the epithets by the writer
5	Use of simple present tense	Descriptive text mostly use simple present tense.

Example of descriptive text:

Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore.

Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan

Orchard Road.

Source: <https://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa-inggris/>

Meanwhile, Pardiyono (2007:34) states that in descriptive text there are generic structures such as:

a. Identification is identifying phenomenon to be described (person, thing, object, or place). It means that the writer usually to recognize things to describe and explain clearly in his writing

b. Description is describing parts, qualities, characteristics, etc. it means that the description is a part where the reader can get the deeper information about the thing written on the text.

Based on explanation above, the researcher concludes that descriptive text consists of two generic structures. They are identification and description. Descriptive text uses present tense as the grammatical pattern.

B. Review of Related Findings

There are some studies about teacher's strategies in teaching writing descriptive text. They were conducted by some researchers and the studies related with this research, "*Teacher's strategies used in teaching writing of descriptive text to the eighth grade students of SMAN 1 Ujungbatu*" The researches below related with this research :

Mukhlisin (2017) on his research paper entitled “*Teachers’ Teaching Strategies in Teaching Speaking at Tenth Grade of Senior High Schools in Rambah*” Found that the english teachers in rambah use interview, dialog, and story telling. All of them told that is because it is easy for students’ speaking ability improvement. Also found that 8 strategies is used in controlled strategies , 2 in semi controlled strategies, 3 in free strategies, and only focus to the teachers’s strategies in teaching speaking.

Andriyansyah (2017) on her research paper entitled “ *The Correlation Between Teacher’s Strategies and Students’ writing ability*” Found that the students of fifth semester could not develops their idea so thats why the strategies is needed to improve their writing. It was suggested the teacher to use variative strategies in classroom.

Rahmiati (2010) on her research paper entitled “*Teacher’s Strategies in Teaching Reading Descriptive text at the First Year Students of MA Al-Islam Rumbio Kampar Subdistrict Kampar Regency*” found that the writer concludes that English teacher’s strategies in teaching reading descriptive text to the first year students at MA Al- Islam Rumbio in 2010 academic year is less. It can be seen from percentage (52.5%). While, the some strategies implemented by English teacher well. But, unfortunately, she can not apply yet some strategies in teaching reading of descriptive text, the teacher giving guessing the meaning of each word is 25%. Secondly, the teacher teaching the students by using cloze (fill in the blank) exercise to review vocabulary items is 25%. Thirdly, the teacher teaching the students by encouraging students to talk.

Suryanto (2007) on his thesis “*A Correlation Study Between Students Mastery*

of Past Tense And Their Ability In Expressing Past Activities In Writing at Eleventh Grade Students of SMAN 1 Kudus” stated that The students should improve their mastery of past tense because the mastery of past tense can improve their ability in expressing past activities in writing. The students should read as much as possible in order to enrich and support their knowledge and improve their ability in expressing past activities. It was essential to the teacher to know that one of the factors affect the students ability in expressing past activities especially in writing is the students’ mastery of past tense, and the teacher should provide an opportunity for students to have an extensive writing practice in the class and give students more writing assignments.

Anjaniputra (2013), on his research paper entitled “*Teacher’s Strategies in Teaching Speaking to Students at Secondary Level*” found that In the meantime, regarding the strategies used by the teacher, the overall result shows positive feedbacks on the strategies used by the teacher. It reveals that 16 students (72.72%) agreed that the lessons help them speak English, 15 students (68.18%) agreed and six students (27.27%) strongly agreed that the activities require students to be active and to participate in the class, particularly in speaking, 15 students (68.18%) agreed that the lessons facilitate varied students visually, motorically as well as audibly, and 14 students (63.63%) agreed that the lessons make them brave to speak English.

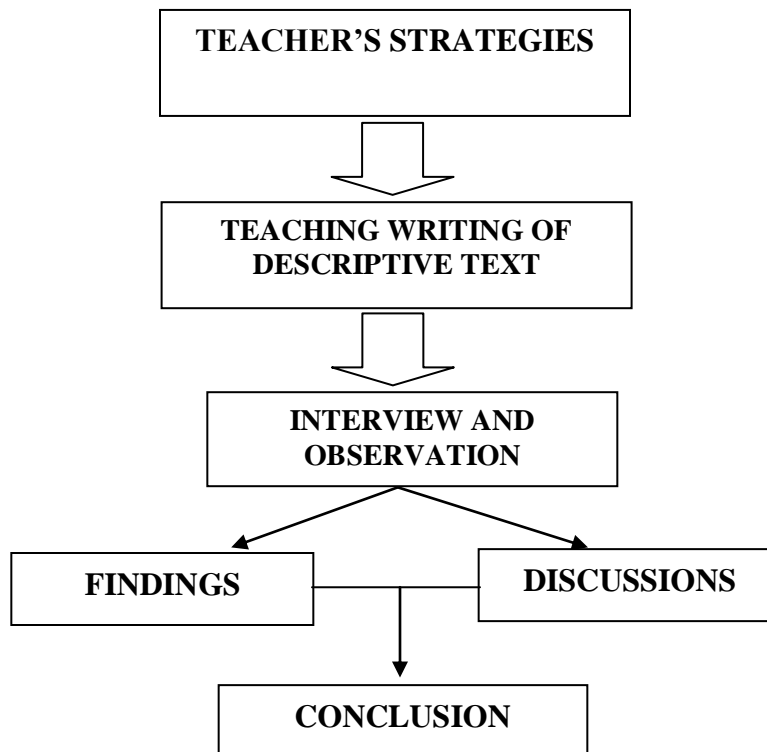
There are several differences between this research and those researches above, the strategies used by the teacher in teaching speaking. The difference of this research is on its variable where this research analyzed teacher’s teaching strategy in teaching writing of descriptive text, also Time and location. Therefore I did a

research about Teacher's teaching strategies to the eleventh grade students of SMAN 1 Ujungbatu.

C. Conceptual Framework

In conceptual framework, the researcher explains to the readers about the main line of the concept of this research. It can be seen from the following figure

Figure 1. Conceptual Framework



The diagram above explains about the process in taking the data to analyze by the researcher. To find out the teacher's teaching strategies in teaching writing of descriptive text, the researcher conducted an interview to the teacher. The researcher

analyzed and described the teacher's answers and then made the finding and discussion of the research and also doing the same thing that is observation during learning process. Finally, the result of this research was concluded by the researcher in the last chapter of this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that the researcher will use in this study. This chapter consists of several sections; research design, setting of the research, instrumentation, procedure of the research, technique of collecting the data, technique of analyzing the data.

A. Research Design

This researcher was designed as a descriptive qualitative research. This design was used by describing and explaining of the pure information in wide perspective. According to Williams (2007:67) says that qualitative research describes as unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. Qualitative descriptive study is a part of a qualitative research. The purpose of descriptive qualitative research was to find the result of analysis what the researcher wanted to observe. In this research, the researcher wanted to analyze the teacher's strategies used in teaching writing descriptive text to the eleventh grade students of SMAN 1 Ujungbatu.

B. Setting of the Research

This research was conducted in SMAN 1 Ujungbatu. The researcher conducted this research to an English teacher of the eleventh grade of SMAN 1 Ujungbatu. This research was conducted in May 2021.

C. Population and Sample

Population is a generalization region consisting of the object or subject has a certain quantity and characteristics defined by the researchers to learn and then drawn conclusions. According to Arikunto (2010) population is a set or collection of all elements possessing one or more attributes of interest. There were 3 English teachers who teach English to the students at SMAN 1 Ujungbatu. In this case, the researcher chose the English teacher who teach only at the eleventh grade as the sample of the research and the object of this research was the strategies used by the teacher in teaching writing of descriptive text.

D. Instrumentation of the Research

According Suharsimi and Arikunto (2012:136) state that the instrument is a tool or a research facility used by researcher to collect data in order to work more easily processed. For the instrument of this research, the researcher used interview which is administered to the teacher in attempt to writing descriptive text teaching strategies used by the teacher, as well as observation is administered to the classroom situation during the teaching and learning process and also the strategies used by the teacher and students' responses towards the strategies. The interview questions was given to the teacher in order to find out the strategies and teaching process conducted in the classroom. The questions for interview was adopted from the teaching steps of curriculum of 2013 (K13). It can be seen in appendix 1.

E. Technique of Collecting the Data

According to Sugiono (2010:224) data collecting technique are the most strategic step in the study, because the main purpose of the research is to obtain the data. To collect the data for this research, researcher will use observation and interview. Collecting the data of this research will be divided into several following steps: First, the researcher did an interview to the English teacher to find out the strategies used in teaching writing of descriptive text and all the aspects of teaching writing prepared by the teacher.

The researcher prepared a list of questions but does not necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation. In some cases, the researcher prepared only a list of general topics to be addressed, called an interview guide.

Second, the researcher did an observation in the online classroom during the teaching activity being conducted by the teacher. It was purposed to find out the classroom situation and the students' response toward the strategies used by the teacher in teaching writing of descriptive text.

F. Technique of Analyzing the Data

Analysis in this research was an important part, because through analyzing the data researcher will see the benefit, especially in problem solution and get the final research. According Sugiyono (2008:335) data analysis is process seek and develop in systematic data obtained from the interview, field note, and documentation by way of organizing data into categories spread into the units, synthesize, organize into a

pattern , choose which is important and which will be studied , and make conclusions so easily understood by oneself or others .

This research used descriptive method which aims to collect information on teacher's strategies in teaching writing of descriptive text to the eighth grade students of SMAN 1 Ujungbatu. This research will be conducted with descriptive analysis, with the following :

a. Identification of Teacher's Answer Through Interview

To know the strategies used by the teacher in teaching writing of descriptive text, the researcher used the interview. From this technique the researcher was able to find out the strategies and used by the teacher and its feedback toward students' writing skill in descriptive text.

b. Do an observation to know the online classroom situation during the study hours

The researcher did an observation to find out the situation in the online classroom during the lesson and see the students' activeness or response to the teacher's instruction. The situation in the online classroom was noted and described in the next chapter of research findings.