

**TEACHING STRATEGIES USED BY THE TEACHER  
IN TEACHING WRITING RECOUNT TEXT  
AT SMP NEGERI 17 MEDAN**

**A THESIS**

**Submitted to Partial Fulfillment of the Requirement  
for the Degree of Sarjana Pendidikan**

**By**

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2022**

## **DECLARATION**

I have familiarized myself with the University's Policy on Academic integrity. Except where appropriately acknowledged, this thesis is my own work, has been expressed in my own words, and has been not previously submitted for assessment

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Medan, September 2022

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## **ABSTRACT**

**Dina Yuniantika Annisah. Registration Number: 2181121005. Teaching Strategies Used by the Teacher in Teaching Writing Recount Text at SMP Negeri 17 Medan. A Thesis. English Education Study Program, English and Literature Department, Languages and Arts Faculty. State University of Medan. 2022.**

This study was about Teaching Strategies Used by the Teacher in Teaching Writing Recount Text at SMP Negeri 17 Medan. The main purposes of this research are: (1) to find out what strategies were used by the teacher in teaching writing recount text, and (2) to describe how the teaching strategies were applied by the teacher in teaching writing recount text. This type of research was descriptive qualitative. In this research, the English teacher and Class VIII-3 become the subject and sources of the data. The techniques of data collection used were observing, distributing questionnaire and interviewing. The data was examine using theory by Haynes and Zacarian (2010) and theory of Scientific Approach related to the implementation. The findings showed that: (1) The teacher use five strategies of seven strategies which listed by Haynes and Zacarian (2010) those were providing comprehensible input, make lesson visual, link new information, determining key concept, and modifying vocabulary instruction. The teacher did not used cooperative learning and modifying testing strategy. (2) The teacher use scientific approach in applied those teaching strategies. The teacher used make lesson visual strategy in observing stage, providing comprehensible input strategy in questioning, determining key concept strategy in experimenting stage, link new information in associating stage, and modifying vocabulary instruction strategy in communicating stage.

**Keywords: Teaching Strategies, Writing, Recount Text**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language can be defined as a means of communication that is used to transfer information, ideas, and feelings from one person to another. Language is also can be defined as a system of communication based upon words and the combination of words into sentences. By using language, people can develop their knowledge so that they can know about something. Chaer Lyons (1995) states, “Language is a form, not substance” and mentions the characteristics that constitute the essence of language as a symbol of the sound system are arbitrary, productive, dynamic, deverse and humane.

In learning English, There are four language skills which should be mastered by students, namely: reading skill, speaking skill, listening skill and writing skill. Harmer (2004) states, “Writing (as the one of four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching English. From those four language skills, writing is believed most difficult than others three language skills. Westwood (2008) states, “it is because writing is a complex skill involving multiple processes and abilities that problems can arise for some students.”

Writing is also a skill that not easy to be mastered. As Richards and Renandya (2002) states, “writing is the most difficult skill for second or foreign language learners to master”. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text.

From other language skills, writing has a difference. It is because, in writing, students communicate their own ideas in which they must be able to express and elaborate their ideas without an interlocutor, by maintaining the accuracy of every sentence and words in the text to make the reader understand the message written in the text. Different with listening and reading skills, the students get and find a message that is formulated by another or the writer.

Writing also has a significant role in communication. Sparrt (2005) states, “writing is one of the of the four language skills that involves communicating a message (something to say) by making signs on a page. That is why, writing cannot be left since it is a form of communication in which people are expected to understand our thought through writing. And because of the problem, it supposes 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 because the teacher’s strategy in teaching learning determines the students’ success in learning.

In Junior High School, it is include as the beginner stage for learning English well, so that, the teacher should teach them from the very basic lesson for them. Students in eighth grade of Junior High School should learn about writing because they have to know how to make sentences correctly, so that they can write well when writing about something. And also, in writing, the students need to learn how to be able to express ideas, thoughts and feelings in the best way on the page.

In the syllabus of curriculum 2013, writing becomes one of the parts. Based on syllabus of curriculum 2013, in Junior High School, there are several kinds of text that must be mastered by the students such as recount text, transactional text, procedure text, and so on. In this research, the researcher will focuses on recount text. Anderson (1990) states, "Recount text is a piece of text that retells past events, usually in order in which they happened". The purpose is to give the audience a description of what occurred and when it occurred.

Haynes and Zacarian (2010) states, there are seven teaching strategies, namely : (a) providing comprehensible input, (b) make lesson visual, (c) link new information, (d) determining key concepts, (e) modifying vocabulary instruction, (f) use cooperative learning strategies, and (g) modify testing. Those seven strategies are the strategies that can be used by the teacher in teaching writing.

Hermina (2018) in her research found that there are problems and difficulties faced by students in learning writing recount text. By using questionnaire, the data found related to students' problems and difficulties were vocabulary and arranging sentences. Meanwhile, the teacher's problems in teaching writing recount text were preparing teaching preparation, and motivate the students, this is consider difficult to do because after the teacher motivate the students, the students still not motivated yet to learning writing. The result showed that the strategies were used by the teacher are grouping and giving punishment. It was purposes to make the students more cooperative during teaching learning process. The teacher gives reward to motivate students during teaching learning process.

Usman, Yani and Ubat (2021) in their research, based on interview result with English teacher, found the problems faced in the class are students have difficulties to build and develop their ideas, choose right dictions and use grammar. Making the students to work individually also does not work optimally to improve students' writing skill, it sometimes make the students feel bored and sleepy if they learn individually.

Related to research conducted above, based on researcher's observation, the researcher found that many students still cannot write a text well when learning about writing transactional text. They still had struggles when asked to writing transactional text. Similar with the findings by Usman, Yani and Ubat (2021) research, that students had difficulties in developing their ideas through writing. And supported by Hermina (2018), it can be from students lack of vocabulary in arranging sentences. The teacher's strategy in that time was asked the students to bring dictionary. When teaching, the teacher teach each component completely and asked the students to practice their writing. The strategy used by was teaching using power point so that the material explained can be clearer because it was supported by visual. Another factor faced during teaching learning process was the limit of lesson time, in which only 30 minutes for 1 meeting. That time considered too fast to teaching the material. When learning writing a sentence, the students were asked to say the words in English, but they feel difficult to answer. It needs several repetition when teaching so that the students can understand about the topic. This problems were already happened also when the researcher was conducting PLP II in that school while they studied about descriptive text.

Related to previous research and those problems that exist in teaching learning process especially at SMPN 17 Medan, it can concluded that the problems generally found were students lacks of vocabulary and difficulties in expressing their idea. Therefore, the researcher intended to conduct a study under the title **“Teaching Strategies Used by the Teacher in Teaching Writing Recount Text at SMP Negeri 17 Medan”**.

### **B. Problems of the Study**

In line with the background above, problems of the study formulated as follow :

1. What kinds of strategies were used by the teacher in teaching writing recount text ?
2. How the teaching strategies were implemented by the teacher in teaching writing recount text ?

### **C. Objectives of the Study**

In line with the research problems above, objectives of the study formulated as follow :

1. To find out what strategies were used by the teacher in teaching writing recount text.
2. To describe how the teaching strategies were implemented by the teacher in teaching writing recount text.

#### **D. Scope of the Study**

This study focused on analyzing teaching strategies used by the teacher based on teaching strategies by Haynes and Zacarian (2010) and also the implementation based on theory of Scientific Approach. Specifically, this study observed what strategies were used and analyze the implementation of the teaching strategies in teaching writing skill on recount text only in the main activity. This study applied at grade eighth of SMP Negeri 17 Medan.

#### **E. Significances of the Study**

The findings of this research were expected to provide information which may have theoretical as well as practical value for the teachers.

- a. Theoritically, provide information and theories about the use of teaching strategies by Haynes and Zacarian (2010) in teaching writing skill on recount text.
- b. Practically, the findings will useful for :
  - English Teacher: inform the teacher related to teaching strategies use by the teacher in teaching writing recount text to improve the quality of teaching.
  - Students: after knowing about the use of the teaching strategies, the students are hopefully able to understand the way their teacher teaching in the classroom to improve students' writing skill to be better.
  - Future Researcher: the result of this study was also beneficial as references.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, there are theories that needed to explain the concepts or terms that applied in the research. In this chapter, the researcher presenting theories that will be focused on teaching strategies used by the teacher in teaching writing recount text.

#### **1. Writing in Language Learning**

In teaching English there is an expectation, it is so that students can mastered the four skills especially in writing, because this skill requires more capabilities and need more preparation that other skills. Writing skill also being important because this skill can help students to do good communication with other people through written language. Writing is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. McCrimmon (1972) states, “Writing is a process that can be learned and used; it is not like height, a product of the genes which little or nothing can be done”. And Harmer (2004) states, “to deliver from that explain of course we used to practice of express what idea in our mind in the form of list, letter, essay, reports or novels”. The teacher must teach the students in writing maximally in teaching learning process.

## **2. Teaching Recount Text in English Language**

### **2.1 Teaching Writing Recount Text**

In curriculum 2013, in teaching learning process, there is an approach that can be used by the teacher in teaching, namely Scientific Approach. Hosnan (2014) states, “scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data by various techniques, analyze data, draw conclusions and communicate concepts, laws or principles found”. The scientific approach is intended to provide understanding to students in recognizing, understanding various materials using a scientific approach, that information can come from anywhere, anytime, not depending on direct information from the teacher. Scientific approach is emphasized as one of the main learning approaches in 2013 curriculum.

### **2.2 Scientific Approach in the 2013 Curriculum**

Scientific approach is one of the learning approaches in the 2013 curriculum. The stages of scientific approach in the curriculum 2013 generally are divided into five stages :

#### **1. Observing**

Hosnan (2014) states, “observing is a deliberate and systematic activity to study a social phenomenon or real object through utilization of the five sense.”

In this stage, teacher contextualizes learning activity for students in the classroom.

## 2. Questioning

Hosnan (2014) states, “The learning activity is asking questions about information that is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions.”

Questioning is the process of constructing knowledge in form concepts of social function in particular material, procedure of structure text through group discussion or class discussion.

In this stage, students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material. And also, in this stage, students pursue their own knowledge to construct a concept, principle, procedure, theory or law of the material learned.

## 3. Experimenting

Hosnan (2014) states, “The learning activities are conducting experiments, reading sources other than textbooks, observing objects/events/activities, interviewing resource persons. Experiments/trying can be defined as detailed activities that are planned to produce data to answer a problem or test a hypothesis.”

In this stage, students get real or authentic learning, for example they have to do experiments. Experimenting might be started by

visiting new places, try new things, seek information through various sources. Therefore, the roles of the teacher in this stage are as director and as controller who plan and manage the activity.

#### 4. Associating

Hosnan (2014) states, “Experiences that have been stored in the brain's memory relate and interact with previous experiences that are already available. This process is known as association or reasoning.”

In this stage, students and teacher are engaged into learning activities such as text analyzing and categorizing. The information that have been collected from experimenting, must be analyzed to draw conclusion.

#### 5. Communicating

Hosnan (2014) states, “In this stage students present their abilities about what they have learned while other students respond. Other students' responses can be in the form of questions, objections or support about the presentation material. The teacher acts as a facilitator.”

The last stage is communicating. In this stage, students communicate their product as a collaborative learning. In this stage, teacher holds role that provides correct information and the reciprocal scaffolding.

## **2.3 Recount Text**

### **a. Definition of Recount Text**

Ken-Hyland (2003) states, “Recount text is telling what happened.” Watkins (2006) states, “Recount are sequential text that do little more than sequence a series of events.”

Recount text purposes to entertain by retell something or event that happened in the past. Recount text give information to the readers about what happened, where this event took place, and when it happened.

### **b. Generic Structure of Recount Text**

Generic structure is a systematic in a flow that is presented in a text. Generic structure also can be defined as a pattern or plot that is inserted in the stage of mapping the ideas of the text. In short, this generic structure is needed to create sentence patterns presented in subsections. Generic structure is structured with the aim that a text can achieve its purpose.

#### **- Orientation.**

Orientation tells who was involved in the story, when, where and why the story happened. Orientation provides the setting and introduce participant.

#### **- Events.**

Events tell what happened, in what sequence.

- Re-Orientation.

This is the conclusion of the story. It is optional element. In the end, there is summarize of events.

### c. Language Features of Recount Text

Language features are linguistic elements of a text that are related to grammar. Language feature is also known as structure or arrangement related to grammar.

Recount text has language feature, there are: focus on individual or group participant, using past tense, using material processes, and focus on temporal conjunction.

### d. Example of Recount Text

**(Orientation)** : I spent my last holiday in Medan. I went there with my family.

**(Events)** : Then we went to Medan by car and checked in to the hotel that we already booked. We decided to take a rest for a while. At night, We went to Merdeka Walk, a famous place in Medan. We went to eat several kinds of street food there. On the next day, we went to Istana Maimoon. We spent our time there. We went back to the hotel at 9 PM and immediately went to sleep.

**(Re-Orientation)** : We spent our last day in Mall and bought some stuffs and souvenirs. After all already finished, we went back to hotel at 3 PM to prepare things because our return trip was at 5 PM.

I had a fantastic experience in Medan and made wonderful memory with my family. It was a great experience.

According to syllabus of curriculum in Indonesia, the purpose of teaching English writing is to make the students able to communicate with others use English. It is written on Basic Competence:

<b>Basic Competences</b>
3.11 Comparing social functions, text structures, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use.
4.11.1 Capturing contextual meaning related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount).
4.11.2 Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context.

*Table 2. 1 Syllabus of Recount Text on Eighth Grade Junior High School*

### **3. Teaching Strategy**

#### **3.1 Definition of Teaching Strategy**

Eggen and Kauchak (2012) states, “Strategy can be defined as approaches to instruction that apply in variety of content areas and are used to meet a range of objectives”. Supported by Wijayanti (2018), strategy is a way to increase proficiency in the learning process. Brown (2004) states, “the fundamental of teaching strategies is to make it easier to implement a variety of teaching methods and techniques.” Silver, Strong and Perini (2007) states, “strategies are different types or styles of plans that used by the teacher to achieve the goals.”

From definition above, it can concluded that teaching strategy is the way of teaching that used by the teacher during teaching learning process. In addition, teaching strategy is a method that helps the teacher to teaching the students so that the material can be easier to understand so that can maximally achieve the goals of learning. Related to those definition, this research represents seven teaching strategies which are listed by Haynes and Zacarian (2010) that can be used in teaching writing, those are: providing comprehensible input, make lessons visual, link new information, determining key concept, modifying vocabulary instruction, use cooperative learning strategy, and modify testing.



### **3.2 Teaching Strategies by Haynes and Zacarian**

#### **a. Providing Comprehensible Input**

Comprehensible input is a hypothesis first proposed by Krashen (1981). He purports that students acquire language by hearing and understanding messages that are slightly above their current English language level. In teaching writing, to make comprehensible input, the teacher need to know the way in conveying meaning to the students. The teacher need to speak slowly, use gestures and body languages to get across the meaning to student. Because if the teacher provides information without use comprehensible input, it will difficult to the students to get and receiving the input and the effect is the students will not understand the lesson. For example, the teacher repeat what they said used mix language (English and Bahasa Indonesia) during teaching until the students understand well.

#### **b. Make Lessons Visual**

Associating information from the textbook by using images or graphics when teaching so that the students know how to organize the information are called make lessons visual. Haynes and Zacarian (2010) state, “teacher also need to think about the visual aids that will best aid comprehension, how to simplify the language instruction, and how to deliver instruction that is targeted to both the English proficiency levels of students and their gade-level content.”

For example, tell a story about information that exist in the textbook using visual can be one of the implementation. The visual can be picture, drawing, or etc in which it is purposes to teach new vocabulary to the students.

### **c. Link New Information**

Haynes and Zacarian (2010) states, “the teacher need to consider what schema students bring to the classroom and to link instruction to the students’ personal, cultural and world experiences.”

The teacher need to know about the information related to the students’ personal, cultural and world experiences. It can impacts learning in their classroom. Link the new information can be the strategy to solve it.

For example, the teacher related the material about recount text with students’ experience and teach the change of words in form of verb two.

### **d. Determining Key Concepts**

Haynes and Zacarian (2010) states, “the teacher determining key concepts for the unit and define language and content objects for each lesson.”

The teacher writes content objectives at the beginning of each lesson and write the key concept of the topic that will be studied using student-friendly language. The teacher also need to set language objectives for the students, such as : learn new vocabulary, understand grammar rule, found adjective words, etc.

For example, the teacher told the students before teaching learning process that they will learn about recount text.

#### **e. Modifying Vocabulary Instruction**

Haynes and Zacarian (2010) states, “teacher should also provide practice in pronouncing new words.”

The Teacher need to does more exposure about new terms, idioms, and phrases to the students, and the teacher should teach about those exposures with tying new vocabulary to prior learning and use visual to inforce meaning.

For example, the teacher can providing a text about recount text then ask the students to looking for the words that unfamiliar, collect it then looking for the meaning of those words.

#### **f. Use Cooperative Learning Strategy**

Haynes and Zacarian (2010) states, “working in small groups is especially beneficial to students who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts.”

Cooperative learning strategy is a systematic pendagogical strategy that encourages small groups of students to work together for the achievement of common goal.

For example, the teacher could give the students a job in a group, monitor that they are participating to make the students more focus in their discussion, to the students get benefit from cooperative learning strategy.

### **g. Modify Testing**

Haynes and Zacarian (2010) states, “content area are homework and assessments needs to be differentiated for the students.”

Sometimes, the teacher need to remember that not all of their students are take a note from the material, so the teacher need to test students’ ability about the lesson (modify testing) by making homework and assessment that should be directly linked to classroom instruction and students should be provided with study guides to make them what to study.

For example, the teacher differentiate kind of homework and task between students who have High Order Thinking Skill (HOTS) and students who have Low Order Thinking Skill (LOTS).

## **B. Relevant Studies**

Relevant Studies will be reviewed as the references to analyze the teaching strategies use by the teacher in teaching writing recount text. There are some journals in which related to this study.

Hermiana (2017) with the title “Teaching Writing Recount Text at MTs Miftahul Ulum Warungdowo Pasuruan” found that the strategies used by the teacher in teaching writing recount text were grouping and giving reward and punishment. Grouping used to make students share their ideas, giving reward to the best group and giving punishment to the worst group so that they can try to be better. This strategies were used and expected to make the students more active and trying their best during teaching learning process so that the teaching learning objectives can be achieved.

Aprilia (2019) with the title “A Study on the Teaching Writing Ability of Recount Text at Second Year Students of SMP Negeri 3 Bojonegoro at Academic Year 2018/2019” found that, from two teachers as the source of data, the strategy used by the Teacher 1 in teaching writing recount text is Problem Based Learning, the teacher present to the students as a problem solver to work and decide their goal. Meanwhile, the Teacher 2 used strategy Inquiry Based Method, the method that focus on vocabulary implemented in writing class.

Ronica (2021) with the title “Improving Students’ Writing Skill in Recount Text by Using Transition Action Detail Strategy of the Eighth Students of SMP Islam El Syihab Academic Year 2020/2021” found that the strategy used by the teacher in teaching writing recount text is transition-action-detail strategy, this strategy is successful helping students to master writing skill.

Usman, Yani and Ubat (2021) with the title “Teaching Writing Recount Text by Using Cooperative Learning Type Team Assisted Individualization (TAI) Strategy” found that Cooperative Learning type TAI that used by the teacher in teaching writing recount text. This strategy is helpful to teaching writing because it can improve students’ ability in mastering writing skill especially recount text.

Astuti, Febriani and Rustandi (2020) with the title “Improving the Students’ Ability in Writing Recount Text Through Collaborative Task Writing on Facebook” found that the strategy used by the teacher is collaborative task writing. The findings showed that this strategy is very beneficial for the teacher in teaching writing recount text.

Based on relevant studies above, it can be concluded that there are many strategies that can be used by the teacher in teaching writing recount text. Implementation of those strategies expected can help the students become more active in the classroom and mastered writing skill well so that they can have good ability on writing recount text.

### **C. Conceptual Framework**

Haynes and Zacarian (2010) listed teaching strategies into seven, those are : (a) providing comprehensible input, (b) make lesson visual, (c) link new information, (d) determining key concepts, (e) modifying vocabulary instruction, (f) use cooperative learning strategies, and (g) modify testing. This study will concern with the teaching strategies used by the teacher in teaching writing recount text related to the theory. In which the purposes of this study were to describe what strategies often used by the teacher and how the implementation of the strategies while teaching in the classroom.

The researcher begins by getting information about the teaching strategies used by the teacher in teaching writing recount text. To find out what strategies often used by the teacher in teaching writing recount text as the first research problem, the theory will be used is theory by Judie Haynes and Debbie Zacarian (2010). Haynes and Zacarian listed there are seven strategies in teaching, namely: (1) providing comprehensible input, (2) make lesson visual, (3) link new information, (4) determining key concepts, (5) modifying vocabulary instruction, (6) use cooperative learning strategies, and (7) modify testing.

The researcher also analyze about how the teaching strategies were applied by the teacher by relating the theory by Haynes and Zacarian (2010) to Scientific Approach proposed by Hosnan (2014). In curriculum 2013, there are five stages of scientific approach, namely: (1) observing, questioning, experimenting, associating, and communicating. Scientific approach will be reference to analyze how the teacher applies those seven strategies.

The conceptual framework figure is below:

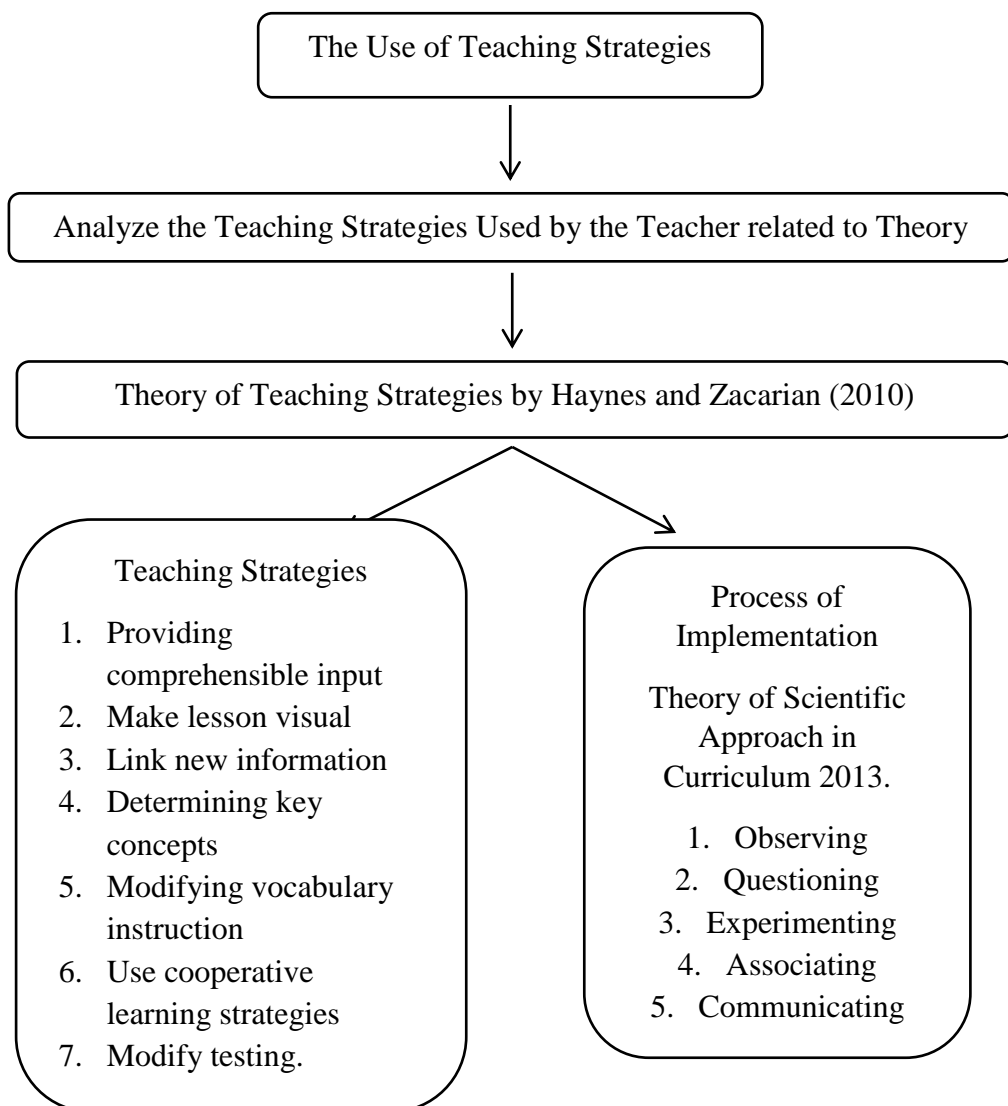


Figure 2.1 Figure of Conceptual Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research was conducted based on the descriptive qualitative research. Huberman (1994) states, “Qualitative data, usually in the form of words rather than number”. It is designing to get a better understanding about phenomenon related to teaching strategies used by the teacher while teaching writing recount text.

The qualitative research used to describe the analysis of the teaching strategies used by the teacher in teaching writing recount text in the classroom. The data focuses on finding what kinds of teaching strategies used by the teacher and analyzing the implementation of the teaching strategies by using theory by Haynes and Zacarian (2010).

#### **B. Data and Source Data**

##### **1. Data**

The data in this study were information needed that used in answering research problems. The data is the facts that found and needs to be processed. The data can be found by observation, questionnaire, interview, documentation, etc.



## 2. Source of the Data

The source of the data from this research will be an English teacher (J) of SMP Negeri 17 Medan. VIII-3 will be chosen as the class. The researcher will focus on one teacher and one classroom only.

## C. Instruments of Collecting Data

Sugiyono (2014) states, “The research instrument is a data collection tool used to measure the observed natural and social phenomena”. Thus, the use of research instruments is to find complete information about a problem, natural or social phenomenon. Related to this theory, the data of this research collected by using instruments as follow:

### 1. Recorder

Researcher conducted observation in the classroom using video recorder. Video recording used for capture spoken interaction in the classroom and data collection carried out by observation.

### 2. Field Notes

Information of observation in the classroom also written in field notes. Field notes used to collect information related the teaching strategies used by the teacher in teaching writing recount text in the classroom.

### 3. Questionnaire

Questionnaire distributed to students in the classroom. This was to get students' idea about what teaching strategies that used by the teacher. This was to support researcher's observation and to get two-way data

about teaching strategies that used by the teacher. The questionnaire was answered by 31 students in the classroom.

#### 4. Interview Questions

The researcher interviewed the teacher in order to get the data about the implementation of those teaching strategies related to the result of students' writing skill itself after the teacher teach used those teaching strategies in the classroom.

### **D. Techniques of Collecting Data**

In this research, there are three techniques that will be used by the researcher namely observation, questionnaire and interview.

#### 1. Observing

Fraenkel and Wallen (2009) states, "observation can be defined as an activity in observing individuals or record what happen as a things naturally occur."

The researcher observed the teaching learning activities in writing class by recording and writing in the field notes. The researcher coordinates with the teacher to conduct the observation for gathering the data related to teaching strategies used by the teacher during teaching learning process. Observation held twice, the first meeting used video recorder and the second meeting used field notes.

## 2. Distributing Questionnaire

Sugiyono (2014) states, “Questionnaire is a technique of collecting data in which the researcher providing and distributing a list of questions or written statements to be answered by the respondents.”

The researcher prepared the questionnaire to be distributed and answered by the students in the classroom.

## 3. Interviewing

Seidman (2006) states, “the researcher has to conceptualize the project, establish access and make contact with participant, interview them, transcribe the data, and then work with the material and share what she/he learned.”

Interview is an activity to get real and objective information, in this case the researcher interview the teacher about the implementation of teaching strategies in teaching writing recount text. The researcher interviewed the teacher to gain adequate information.

## **E. Techniques of Analyzing Data**

The techniques in analyzing data from this research using data analysis by Miles and Huberman (1994) in which consist of three stages namely Data Reduction, Data Display and Drawing Conclusion.

a. Data Reduction

The first step of data analysis is data reduction. Miles and Huberman (1994) states, “Data reduction refers to the process of selecting, abstracting, and transforming the data that appear in written-up field-notes or transcription.”

In this stage, the researcher gets the data from observation, questionnaire, and interview. The interview conducted to gain more information needed.

b. Data Display

The second step of data analysis is data display. Miles and Huberman (1994), states “a display is an organized, compressed assembly of informations that permits conclusion drawing and action.”

In this stage, the researcher use form of table or essay in displaying data so it gets more understable.

c. Conclusion Drawing

The last step of data analysis is conclusion drawing. Miles and Huberman (1994) states, “Final conclusion may not appear until data collection is over, depending on the size of the corpus of field-notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and the demands of the funding agency, but they often have been prefigured from the beginning, even when a researcher claims to have been proceeding inductively.”

In this last stage, the researcher make the conclusion of the research from the data gather that have been analyzed from previous stages related to theory of teaching strategies by Haynes and Zacarian (2010).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Source of the Data**

Sutopo (2006) states “data sources are places where data are obtained using certain methods, either in the form of humans, artifacts, or documents”. Sources of the data in this study are an English teacher of SMP Negeri 17 Medan and Class VIII-3.

#### **B. Data**

Arikunto (2002) states “data are all facts and figures that can be used as material for compiling information”. The data in this study were information related what teaching strategies that used by the teacher and also the implementation. Haynes and Zacarian (2010) listed seven strategies, those are: Haynes and Zacarian (2010) states, there are seven teaching strategies, namely: providing comprehensible input, make lesson visual, link new information, determining key concepts, modifying vocabulary instruction, use cooperative learning strategies, and modify testing. Researcher found that the teacher used five strategies from seven strategies, those are : providing comprehensible input, make lesson visual, link new information, determining key concepts and modifying vocabulary instruction.

## C. Data Analysis

### 1. Findings

#### 1.1 Teaching Strategies Used by the Teacher in Teaching Writing Recount Text

Istiqomah (2019:13) states, “teaching strategy is a strategy used in the teaching learning process as a method of planning or teacher’s activities to achieve the desired goals or objectives.

In the first meeting, researcher found that the teacher applied five strategies in teaching writing recount text, those are: providing comprehensible input, make lesson visual, link new information, determining key concepts and modifying vocabulary instruction. In form of table it can poured as :

No	Strategy	Appearance	Percentage
1	Providing Comprehensible Input	16	35%
2	Make Lesson Visual	6	13%
3	Link New Information	4	9%
4	Determining Key Concepts	2	4%
5	Modifying Vocabulary Instruction	18	39%
6	Cooperative Learning Strategy	X	0%
7	Modify Testing	X	0%
			100%

Table 2.2 Result of Strategies Used

Based on the table above, it can conclude that the teaching strategy mostly used by the teacher is Modifying Vocabulary Instruction.

In the second meeting, researcher found that the teacher used same strategies as the first meeting. The teacher told that in the second meeting it was just repetition and re-discuss about the material, the media (powerpoint) used was same and also the strategies used was same. It supported by what researcher had found, that in the second meeting the teacher used the same strategies. It can conclude that the teacher used same strategies in both meeting, in the second meeting was just repetition and re-discuss from first meeting.

### **1.1.1 Providing Comprehensible Input Strategy**

When teaching, to provide comprehensible input, the teacher used mix language between English and Bahasa Indonesia.

It captured as :

- *Teacher : recount text adalah teks yang menceritakan tentang pengalaman*

(Teacher : Recount text is a text that tells about experiences)

- *Teacher : Nah, di recount text ada generic structure nya. Apa generic structure? Generic structurenya pertama ada orientation. Orientation itu pertama, ada tokoh, tokoh dari cerita, kemudian ada dimana kejadian peristiwa terjadi.*



*Kemudian kapan peristiwa itu terjadi. Itu masuk ke orientation.*

(Teacher : Well, in the recount text there is a generic structure. What is the generic structure? First, generic structure has orientation. In orientation, there are characters, characters from the story. Then, where the events occur. Then when did it happen. It goes into orientation.)

- *Teacher : Kemudian ada event. Event itu peristiwa. Peristiwa itu biasanya dia hanya menghibur. Ya biasanya itu happy ending.*

(Teacher : Next, event. event usually entertaining, and has happy ending)

- *Teacher : Ada terakhir, sesudah event apalagi?*

(Teacher : Last?)

- *Teacher : Re-orientation. Re-orientation ini adalah kesimpulan dari cerita yang kita buat.*

(Teacher : Re-orientation. Re-orientation is the conclusion from the story we have made)

- *Teacher : Di dalam recount text ada language features atau ciri-ciri kebahasaannya, apa saja disitu? Pertama dia menggunakan tenses?*

(Teacher : In recount text, there is language features. What include? First, it use tenses?)

- *Teacher : Ini. Past tense ini contohnya go berubah jadi?*

(Teacher : Here, the past tense of word “go” changed into?)

- *Teacher : went itu masuk ke past tense. Was? Berasal dari I? am. Gaboleh kita buat I am karena ini adalah bentuk past tense. Oke apalagi? Ada conjunction.*

(Teacher : Went is past tense. Was? Came from? I? am? No, we can not write I am because it should be past tense. Oke what’s next? There is conjunction.)

- *Teacher : Bukan and aja yaa, adalagi disini gak? Dia bisa but, bisa after that.*

(Teacher : not only the word and, ok? What else? It can be “but” or “after that”)

- *Teacher : nah, ini contoh dari sebuah teks, yaa? Sebuah teks, disini sudah dibuat yang mana orientationnya, on Friday, ini masuk kemana on Friday?*

(Teacher : So, this is the example, the orientation already made, on Friday, it considered as?)

- *Teacher : when. When. Yakan? Kapan? Hari?*

(Teacher : when. Right? Day?)

- *Teacher : jumat. Kemudian ini mountain masuk kemana?*

(Teacher : Jumat. Them mountain?)

- *Teacher : place. Yakan? Dimana? Di gunung. Apalagi? Ini juga where yaa dimana. Ini juga tempat. Tennis?*

(Teacher : Place, right? When? At the mountain. What next?

Also this is called place. Tennis?)

- *Teacher : Masuk ke event. Event ni peristiwa.*

(Teacher : Go on event.)

- *Teacher : is ya, kalau I? I am? I was. Ya? Kalau ini is. Ini is disini yaa.*

(Teacher : is, right? If I? I am? I was. Ok?)

- *Teacher : Berarti di recount text dipakek tenses simple past tense. Nah kalau kita buat satu teks, kamu harus pahami mana orientationnya, mana event nya, mana re-orientationnya.*

(Teacher : It means that in recount text must use simple past tense. If we made a text, you should understand where is the orientation, event and also the re-orientation.)

This data from researcher observation was supported by the students answer from the questionnaire. From the question :

Apakah guru menggunakan strategi “masukan materi yang mudah dipahami” dalam mengajar? Artinya, apakah guru menjelaskan dengan kalimat yang mudah dipahami?	Ya	Tidak

31 students answered “Ya” for this question.

It can conclude that the teacher used this strategy in teaching writing recount text.

### 1.1.2 Make Lesson Visual Strategy

When teaching, the teacher explain about recount text used Powerpoint.

The teacher visualize the material in powerpoint slide by slide about:

- Definition of Recount Text
- Purpose of Recount Text
- Generic Structure of Recount Text
- Language Features of Recount Text
- Example of Recount Text
- Example of Recount Text to work on

This data from researcher observation was supported by the students' answer from the questionnaire. From the question :

Apakah guru menggunakan strategi “visualisasi materi” dalam mengajar? Artinya, apakah guru menampilkan visual dari materi yang diajarkan? Seperti gambar, dll?	Ya	Tidak
--	----	-------

31 students answered “Ya” for this question.

It can conclude that the teacher used this strategy in teaching writing recount text.

### 1.1.3 Link New Information Strategy

Haynes and Zacarian (2010) states, “the teacher need to consider what schema students bring to the classroom and to link instruction to the students' personal, cultural and world experiences.”

When teaching, the teacher related about recount text with students' personal experiences and environment. It purposes to make the students imagine about an event that happened so that they can used it as something that can be told to other people.

It captured as:

- *Teacher : Ya, menceritakan tentang pengalaman. Di masa lampau. Walaupun tadi pagi, itu masuk ke dalam recount text.*

(Teacher : Yes. Telling about experience. In the past. Even when just happened in the morning, it still considered as recount text)

- *Teacher : went itu masuk ke past tense. Was? Berasal dari? I? am. Gaboleh kita buat I am karena ini adalah bentuk past tense.*

(Teacher : Went include past tense. Was? Came from? I? am. We can not made I am because this is past tense)

- *Teacher : Experience ya. Oh tadi pagi aku di rumah. Ngapain? Di rumah aku pagi-pagi bangun tidur, sarapan. Lagi sarapan datang tamu. Iya? Siapa tamunya kamu buat. Contohnya ya, itu masuk ke recount. Atau pengalaman kamu liburan di kampung. Atau pengalaman kamu waktu masih SD, itu masuk ke? Recount text.*

(Teacher : Experience. Oh this morning I was at home. What are you doing? At home I wake up early in the morning, having breakfast. While having breakfast, guests come. Who are your guests? That is example, it goes into recount. Or your experience

on vacation in the village. Or your experience when you were still in elementary school, it count as? Recount text.)

- *Teacher : took? Nah. Took itu verb two dari? Take. Ta-ke. Take, ya. He took me to the garden. Took itu mengambil, disini artinya mengajak. Ia mengajak saya ke kebun belakang rumahnya.*

(Teacher : Took? Took is the verb of? Take. He took me to the garden)

This data from researcher observation was supported by the students' answer from the questionnaire. From the question :

Apakah guru menggunakan strategi “menyalurkan informasi baru” dalam mengajar? Artinya, apakah ada informasi baru yang diberikan guru saat mengajar?	Ya	Tidak
---	----	-------

31 students answered “Ya” for this question.

It can concluded that the teacher used this strategy in teaching writing recount text.

#### 1.1.4 Determining Key Concepts

The teacher told about subject that will be learned, and what things that involved.

It captured as:

- *Teacher : Nah sekarang, now, topik kita tentang recount text.*

(Teacher : Oke. Now, our topic is about recount text)

- *Teacher : nah. Bisakah kamu buat. Tentukan bagian orientation, event and re-orientationnya. Tulis beberapa kata sulit yang kamu rasa jarang kamu dengar. Yang kamu temukan disini? Ada gak? Coba kamu buat sekarang.*

(Teacher : So, can you do. Point out where is the orientation, event and re-orientation. Write down the unfamiliar words that you rarely heard, are there exist? Try to made now.)

The teacher told in advance that the material will be learned is recount text. This data from researcher observation was supported by the students' answer from the questionnaire. From the question :

Apakah guru menggunakan strategi “menjelaskan inti dan tujuan dari topik” dalam mengajar? Artinya, apakah guru menyampaikan di awal pertemuan terkait tujuan pembelajaran yang akan dicapai?	Ya	Tidak
--	----	-------

31 students answered “Ya” for this question.

It can concluded that the teacher used this strategy in teaching writing recount text.

### 1.1.5 Modifying Vocabulary Instruction Strategy

Haynes and Zacarian (2010) states, “teacher should also provide practice in pronouncing new words.”

This is the strategy that often used by the teacher. When explaining about a recount text, the teacher always practice how to pronounce the word itself.

It captured as:

- *Teacher : went itu masuk ke past tense*

(Teacher : Went is past tense)

- *Teacher : and. But.*

(Teacher : and. But.)

- *Teacher : after that.*

(Teacher : after that)

- *Teacher : Itu masuk ke conjunction*

(Teacher : Its conjunction)

- *Teacher : Dia bisa but, bisa after that.*

(Teacher : it can be but, can be after that)

- *Teacher : on Friday, ini masuk kemana on Friday?*

(Teacher : on Friday, what is it on Friday?)

- *Teacher : jumat. Kemudian ini mountain masuk kemana?*

(Teacher : next, mountain?)

- *Teacher : nah went. Ini juga satu nak. Saw asal kata dari? Verb one nya apa?*

(Teacher : went. Saw came from what word? What is the verb one?)

- *Teacher : see. Apa arti see?*

(Teacher : see. What is the meaning of see?)



- *Teacher : Kemudian ini juga went. Asal kata dari? Verb one nya apa?*

(Teacher : next also went. What is the verb one of went?)

- *Teacher : go. habis, ini juga went. I never got.*

(Teacher : go. This is also went. I never got.)

- *Teacher : and then?*

- *Teacher : oke, in the afternoon, we swam in the pool in the backyard.*

*It was so fun. I really enjoyed visiting Ryan's house.*

- *Teacher : took?*

- *Teacher : iya apa arti spent?*

(Teacher : what is the meaning of spent?)

- *Teacher : ha? Ini? Bird cage.*

(Teacher : this? Bird cage)

- *Teacher : swim. Apalagi? So fun?*

(Teacher : swim. What else? So fun?)

- *Teacher : I really enjoyed visiting Ryan's house.*

The teacher make sure that the students know how to pronounce the words well.

This data from researcher observation was supported by the students' answer from the questionnaire. From the question :

Apakah guru menggunakan strategi “memaparkan vocabulary” dalam mengajar?  Artinya, apakah guru mempraktekkan cara pengucapan suatu kata dalam bahasa inggris saat mengajar?	Ya	Tidak
---	----	-------

31 students answered “Ya” for this question.

It can concluded that the teacher used this strategy in teaching writing recount text.

### 1.1.6 Use Cooperative Learning Strategy

Haynes and Zacarian (2010) states, “working in small groups is especially beneficial to students who have an authentic reason to use academic vocabulary and real reasons to discuss key concepts.”

Based on researcher observation, it known that the teacher did not used this strategy while teaching. It is because in this semester, that still considered as pandemic situation, to make teaching learning process safely, the teacher avoid the students to sit closer in large quantities.

It is also answered by the teacher in interview :

*Researcher : Apakah Ibu hanya menerapkan 5 strategy kecuali use cooperative learning strategy dan modify testing di setiap proses pembelajaran? Alasannya?*

(Researcher : Do you implement only five strategies except use cooperative learning strategy and modifying testing in teaching learning process? What is the reason?)

*Teacher : Ya. Kalau sekarang selama pandemi, langkah kami sangat-sangat kurang bebas melaksanakan semua kegiatan PBM ini, karena, yang pertama waktunya sikit, kemudian, anak-anak semangatnya sudah berkurang, apalagi kalau malam tuh udah hp yang ditangannya, yaitu semangatnya sangat-sangat berkurang. Cuma kalau dulu, sering kami terapkan yang paling dominan kerja kelompok, karena itu sangat menyenangkan bagi mereka kalau dulu. Mereka membuat teks dan mereka semua ikut bergabung, artinya kerjasama mereka nampak disitu, sesudah itu mereka presentase ke depan, cuman kalau sekarang, ya semaksimal mungkin kami lakukan, kalau group working itu gakbisa, karena gaboleh gabung-gabung.*

(Researcher : Ok. Because of this pandemic situation, it is difficult to make learning process as before pandemic situation. Because, there are time limitation, then, students' spirit has waned because too much playing handphone. But before pandemic era, I often use group work, because it is funny for them. They made text and they do the work together, after that they present their work. But for now, group working can not be implemented).

*Researcher : baik, berarti karena pandemi makanya tidak diterapkannya cooperative learning.*

(Researcher : alright, it means because of the pandemic era, cooperative learning did not implemented).

Even when the teaching learning process already offline, but because the condition still considering pandemi situation, the teacher decided to not used this strategy.

This data from researcher observation and interview were supported by the students' answer from the questionnaire. From the question :

Apakah guru menggunakan strategi “belajar berkelompok” dalam mengajar?	Ya	Tidak
--	----	-------

31 students answered “Tidak” for this question.

It can concluded that the teacher did not used this strategy in teaching writing recount text.

### **1.1.7 Modify Testing Strategy**

Haynes and Zacarian (2010) states, “content area are homework and assessments needs to be differentiated for the students.”

While teaching learning process, the students were asked to tagged where is the generic structure of the text and looking for the unfamiliar words and discussed it together in the classroom. Beside that, the example of testing is also in the Final Test Question. The teacher made one Final Test Question to be answered by all students. The teacher take the score include recount text from the Final Test. From the Final Test

that given, the score shows that 2 students got score 80, 17 students got score 75, and 12 students got score 70.

It was also supported by interview answer by the teacher :

*Researcher : Kalau alasan tersendiri untuk tidak menerapkan modify testing itu kenapa ya bu?*

(Researcher : what is the reason you did not implemented modifying testing?)

*Teacher : ya itu juga tadi, kemampuan siswa memang berbeda-beda, bagusnya yang pinter agak tinggi level soalnya yang kita berikan, kalau yang kurang itu kita buat lots, cuman sekarang keadaan kayakgini kita samakan aja.*

(Researcher : like I said, students abilities are different, it should be the clever one got the HOTS test, for the other got LOTS test, but considering the situation, I made it same for all students.)

This data from researcher observation and interview were supported by the students' answer from the questionnaire. From the question :

Apakah guru menggunakan strategi “membedakan tes pemahaman siswa terkait topik yang diajarkan” dalam mengajar? Artinya, apakah tes/tugas/ulangan yang diberikan kepada siswa berbeda-beda?	Ya	Tidak
--	----	-------

31 students answered “Tidak” for this question.

It can concluded that the teacher did not used this strategy in teaching writing recount text.

## **1.2 The Implementation of Teaching Strategies Used by the Teacher in Teaching Writing Recount Text**

The teacher implelement those teaching strategies used scientific approach in teaching learning process. Scientific approach include the steps such as : (1) observing, (2) questioning, (3) experimenting, (4) associating and (5) communicating.

The strategies used by the teacher poured into table form as :

No	Strategy	Used in Scientific Approach
1	Providing Comprehensible Input	Questioning
2	Make Lesson Visual	Observing
3	Link New Information	Associating
4	Determining Key Concepts	Experimenting
5	Modifying Vocabulary Instruction	Communicating
6	Cooperative Learning Strategy	X
7	Modify Testing	X

Table 2.3 Strategies Implementation in Scientific Approach

- **Observing**

Hosnan (2014) states, “observing is a deliberate and systematic activity to study a social phenomenon or real object through utilization of the five sense.”

Haynes and Zacarian (2010) state, “teacher also need to think about the visual aids that will best aid comprehension, how to simplify the language instruction, and how to deliver instruction that is targeted to both the English proficiency levels of students and their grade-level content.” When teaching, the teacher explain about recount text used Powerpoint. It purposes to make the students more interested in learning about recount text. The teacher also put the text in the powerpoint slide. Students have to pay attention to the material given. And in this stage, the teacher used make lesson visual strategy. Early, The teacher provide material in the powerpoint slide. The teacher ask the students to pay attention to the material that taught. The teacher also provide example of text of recount text. The teacher implement this strategy by providing the explanation with powerpoint slide so that the students can pay attention and understand what the teacher said during teaching.

- **Questioning**

In curriculum 2013, Questioning is a stage that constructing knowledge in form of concepts of social function in particular material, procedure of structure text through group discussion or

class discussion. In this stage, the teacher used providing comprehensible input strategy. Haynes and Zacarian (2010) states, “Comprehensible input is communication that is just above the learners’ of English ability.” When teaching, to provide comprehensible input, the teacher used mix language between English and Bahasa Indonesia, but dominantly used Bahasa Indonesia. This is happened with purpose to make the students understand easier. When the students did not get the knowledge while using English, the teacher will repeat using Bahasa Indonesia. The teacher explain the material used mix language between English and Bahasa Indonesia with purposes to make the students get the knowledge at first, and give a question related to it. It found in observation, in this stage, the students passive in giving question, so that the teacher explain while provoke students response about generic structure, conjunction, 5W+1H (what, where, when, why, who, and how), language feature and tenses in recount text. The teacher also explain about time and place adverbial in recount text. It found that in questioning stage the teacher more emphasize providing comprehensible input strategy to deliver the knowledge about recount text. And because the students were passive in giving question, the teacher explain but did not finish the explanation and make a question to ask for students response.



- **Experimenting**

In this stage, the teacher used determining key concepts strategy. Haynes and Zacarian (2010) states, “the teacher determining key concepts for the unit and define language and content objects for each lesson.”

It means that the teacher also need to set language objectives for the students, such as : learn new vocabulary, understand grammar rule, found adjective words, etc. Here, The teacher give the students a text, then ask the students to point out where the generic structure of recount text such as orientation, events and re-orientation of the text and collect unfamiliar words from the text given.

It was captured as follows :

*Teacher : nah. Bisakah kamu buat. Tentukan bagian orientation, event and re-orientationnya. Tulis beberapa kata sulit yang kamu rasa jarang kamu dengar. Yang kamu temukan disini? Ada gak? Coba kamu buat sekarang.*

(Teacher : so, can you make. Point out where is the orientation, event and re-orientation. And write down unfamiliar words.

Please make it now.)

The teacher applied this strategy purposes to make the students more understand about tenses. Because the teacher said in the interview, the most problem found were the students difficult to change verb one into verb two.

*Teacher : kendalanya di tenses. Itu aja. Di tenses aja. Kadang masalahnya di anak yang kurang semangat dalam belajar. Tapi kalo anak yang udah semangat, kadang ada yang bertanya “maam, took itu apa?” padahal itu dasarnya verb one nya “take”. “swam” asal katanya dari “swim”.*

(Teacher : the problem is in tenses. Sometimes it happened to students who low spirit while learning. But, for the students who exited while learning, sometimes they sometimes ask me “maam, what is took?” even though the verb one is “take”, “swam” from “swim”).

It found that this strategy purposes to increase students’ ability in writing recount text.

#### - **Associating**

The information from previous stage need to be analyzed to drawn into conclusion. In this stage, the teacher used link new information strategy. Haynes and Zacarian (2010) states, “the teacher need to consider what schema students bring to the classroom and to link instruction to the students’ personal, cultural and world experiences.”

When teaching, the teacher related about recount text with students’ personal experiences and environment. It purposes to make the students imagine about an event that happened so that they can used it as something that can be told to other people.

The teacher command and guide the students to finish their task in pointing out the generic structure and collecting unfamiliar words. Before the students finish their task in analyzing generic structure and collecting unfamiliar words, the teacher explain to the students by telling several information such about the grammar rules and also tenses in recount text. The teacher explain in recount text, the use of verb or to be must be adjusted into simple past tense form, it can not use simple present tense form. The teacher also give information that every events that happened in the past considered as recount text. The teacher considered that the unfamiliar words caused by the change of word's form. As the teacher said:

*Teacher : Mungkin kesulitannya karena verb one berubah jadi verb two yakan? Contohnya ini. Kalau verb one nya tanpa "ed".*

(Teacher : maybe the difficulty is because the change from verb one into verb two, right? For example like this, the verb one is without "ed".)

#### - **Communicating**

In this stage, the teacher gives explanation, feedback, suggestions or more information related to students' work about finding out the generic structure of text and also the unfamiliar words. There are interactions between the teacher and students and among the students. At the end, the teacher make sure if the students understand about their work and also the material well.

In this stage, the teacher used modifying vocabulary instruction strategy. The teacher and the students discussed their work about generic structure and unfamiliar words that have been collected. The teacher explain and give the meaning about those unfamiliar words so that the students understand and getting know new vocabularies. After the teacher and the students discussed about generic structure of the text given, then the teacher helps the students in giving meaning of unfamiliar words that have been collected. In this stage, the teacher helps the students to know what the meaning of those unfamiliar words and also pronouncing the words. It purposes to make the students understand well about the words pronunciation after getting the meaning of the words.

## **2. Discussion**

Based on the findings, it found that:

- a) The teacher used five strategies from seven strategies that listed by Haynes and Zacarian (2010).
- b) The teacher used some session while teaching. First is pre-teaching, in this session, the teacher opened the meeting by greeting the students and checked for students presence. While teaching, the teacher teaching recount text used those strategies. The last is post-teaching, the activity of post-teaching is closing.
- c) From the observation that held twice, it known that class VIII-3 has two days of meeting in a week. The teacher told that material about recount

text will done in a week with two meetings. From the researcher observation, it found that the teacher used same strategies in teaching for recount text in two meetings. The powerpoint that used also same. In simple way, it can said that the last meeting is only the repetition and re-discussed of recount text material to make sure the students understand well about the material given. The different is in the last meeting, the teacher give task to the students so that the students try to write a recount text by themselves at home.

- d) It fount that the teacher still use Teacher Centered method in teaching about recount text. It should be Student Centered method. The teacher should ask the students to practice, the teacher should ask the students to pronounce. Because, besides in conducting research. There is a need of change from teacher centered method into students centered method.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusions**

After conducting the research, it could be drawn for the conclusion of the present study which were designed to suit the objectives of the study. There are two objectives of this study; (1) to find out what strategies were used by the teacher in teaching writing recount text.; (2) to describe how the teaching strategies were applied by the teacher in teaching writing recount text. The researcher makes the following conclusions:

1. The teacher used five strategies from seven strategies by Haynes and Zacarian (2010), those are : providing comprehensible input, make lesson visual, link new information, determining key concepts and modifying vocabulary instruction.
2. The teacher implement those teaching strategies related to theory of Scientific Approach. The way the teacher used the strategies were: first, in observing, the teacher used make lesson visual strategy. Second, in questioning, the teacher used providing comprehensible input strategy. Third, in experimenting, the teacher used determining key concepts strategy. Fourth, in associating, the teacher used link new information strategy. And the last, in communicating, the teacher used modifying vocabulary instruction strategy.

## **B. Suggestions**

In relation with the conclusions, some suggestions related to this study were presented as follow:

1. Theoritically, the findings of this research can later add some new theories and information in teaching writing recount text.
2. Practically,
  - a. For the teacher, the English teacher should know the appropriate strategy for their students.
  - b. For next researcher, the researcher expects that the findings of this research will give contribution as the source of the data to next research related to teaching strategies used by the teacher in teaching writing recount text.

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## APPENDICES

### 1. Observation Transcript

\*Main Activity\*

In minute 04.50.

Teacher : Nah sekarang, now, topik kita tentang recount text.

Teacher : recount text adalah teks yang menceritakan tentang pengalaman, yang di?

Students : masa lampau

Teacher : sudah berlalu. Nah, di recount text ada generic structure nya. Apa generic structure? Generic structurenya pertama ada orientation. Orientation itu pertama, ada tokoh, tokoh dari cerita, kemudian ada dimana kejadian peristiwa terjadi. Kemudian kapan peristiwa itu terjadi. Itu masuk ke orientation. Ini dia \*teacher shows the explanation through the text that shows using powerpoint on the whiteboard\*

Teacher : Kemudian ada event. Event itu peristiwa. Peristiwa itu biasanya dia hanya menghibur. Ya biasanya itu happy ending. Apa happy ending? Ceritanya meng?

Students : hiburan

Teacher : iya hiburan. Ada terakhir, sesudah event apalagi?

Students : Re-orientation.

Teacher : Re-orientation. Re-orientation ini adalah kesimpulan dari cerita yang kita buat. Ya? Di dalam recount text ada language features atau ciri-ciri kebahasaannya, apa saja disitu? Pertama dia menggunakan tenses?

Students : past tense.

Teacher : nah, iya. Ini. Past tense ini contohnya go berubah jadi?

Students : went

Teacher : went itu masuk ke past tense. Was? Berasal dari? I? am. Gaboleh kita buat I am karena ini adalah bentuk past tense. Oke apalagi? Ada conjunction. Apa conjunction?

Students : kata penghubung dalam satu peristiwa

Teacher : Iyak, yang disebut conjunction apa saja?

Students : and?

Teacher : and. But.

Students : After that.

Teacher : after that. Ya? Ada beberapa dan lain-lain. Itu masuk ke conjunction atau conjunction itu kata sam?

Students : sambung.

Teacher : kan biasa kan? Conjunction kan? Contohnya, ada di dalam teks itu, ada terdapat conjunction. \*teacher shows the slide that provide example of text\*

Teacher : yang mana ini conjunctionnya? Ada gak?

Students : and..

Teacher : mana and nya? One? Two? Berapa and nya? Disini dapat? Dua conjunction namanya. Disini ada gak? \*teacher points the second paragraph\*

Students : adaa

Teacher & students : satu

Teacher : mana lagi?

Teacher & Students : dua, tiga

Students : empat maam

Teacher : empat? Bukan and aja yaa, adalagi disini gak? Dia bisa but, bisa after that.

Students : Cuma and ajaa mam?

Teacher : iyaa disini and aja, Cuma dia bisa but, banyak diaa.

Teacher : nah, ini contoh dari sebuah teks, yaa? Sebuah teks, disini sudah dibuat yang mana orientationnya, on Friday, ini masuk kemana on Friday?

Students : \*silent\*

Teacher : when. When. Yakan? Kapan? Hari?

Teacher & Students : jumat.

Teacher : jumat. Kemudian ini mountain masuk kemana?

Students : gunung

Teacher : place. Yakan? Dimana? Di gunung. Apalagi? Ini juga where yaa dimana. Ini juga tempat. Tennis?

Teacher & students : court

Teacher : dah? Masuk ke event. Event ni peristiwa. Bisa gak kamu pahami ini?

Students : \*silent\*

Teacher : Apa yang disebutkan disini? Bisa gak dipahami?

Students : \*silent\*

Teacher : Bisa dipahami? Apa yang diceritakan disini? Oke. Saya liat disini dulu. Mana yang bentuk past tense disini? Yang mana?

Students : went

Teacher : nah went. Ini juga satu nak. Saw asal kata dari? Verb one nya apa?

Students : see

Teacher : see. Apa arti see?

Students : melihat.

Teacher : Kemudian ini juga went. Asal kata dari? Verb one nya apa?

Students : go

Teacher : go. And then, ini asal kata dari? \*teacher points the word “was”\*

Students : Is.

Teacher : is ya, kalau I? I am? I was. Ya? Kalau ini is. Ini is disini yaa. Manalagi? Ni? Went verb onenya? Go. And then? Manalagi? \*teacher points the word “tried”\*. Ini verb one nya?

Students : try.

Teacher : went. Banyak kali went nya. Then ini? \*teacher points the word “saw”\* sama ya, verb one nya?

Teacher & students : see.

Teacher : habis, ini juga went. I never got. Ini got ini asal kata verb one nya apa?

Students : get.

Teacher : Berarti di recount text dipakek tenses simple past tense. Nah kalau kita buat satu teks, kamu harus pahami mana orientationnya, mana event nya, mana re-orientationnya. Paham gak? Ini kalau teksnya disatukan gak dipisah gini paham gak mana orientation, mana event nya, mana re-orientationnya, paham gak?

Students : \*silent\*

Teacher : ha? bisa gak?

Students : bisa

\*teacher shows another text without hint about orientation, event and re-orientation\*

Teacher : nah. Bisa gak dibuat mana orientation, event dan re-orientationnya?

Students : bisa

Teacher : yang mana?

\*Teacher points a paragraph\*

Teacher : kalau ini dah pasti?

Students : orientation.

Teacher : orientation. Kalau ini?

\*Teacher points a paragraph\*

Students : event

Teacher : event. Ini adalah peristiwa yang dilakukan mereka.

\*Teacher points a paragraph\*

Teacher : dan ini?

Students : re-orientation.

Teacher : nah. Bisakah kamu buat. Tentukan bagian orientation, event and re-orientationnya. Tulis beberapa kata sulit yang kamu rasa jarang kamu dengar. Yang kamu temukan disini? Ada gak? Coba kamu buat sekarang saya kasih waktu five minutes. Bisa gak? Cukup?

Students : engga maam.

Teacher : oke, bisa gak? Yang mana orientation, yang mana event, yang mana re-orientation. And then, kamu cari kata sulit yang jarang kamu dengar. Kayaknya gak ada ya? Semua gampang kan? Inikan bahasa yang biasa kita pelajari kan? Ada gak yang sulit? Mungkin kesulitannya karena verb one berubah jadi verb two yakan? Contohnya ini. Kalau verb one nya tanpa “ed”. Tapu coba dulu kamu cari. Banyak ini. Coba dulu kamu cari. Just five minutes. Cukup ga waktunya? Kurang?

Students : baik maam.

Students : maam? Di kertas boleh?

Teacher : di kertas aja. Iya. Mana orientationnya dibuat, mana event nya dibuat.

Students : ini dicatat dulu?

Teacher : iya. Kurang waktunya?

Students : 10 menit

Teacher : hah? Tambah 10 menit? Kelamaan yaa? Oke.

Teacher : ini nanti topik ini keluar di ujian. Topiknya apa? Recount?

Students : text

Teacher : apa recount text? Ha? Menceritakan tentang?

Students : pengalaman

Teacher : itu aja yang kamu ingat. Experience ya. Oh tadi pagi aku di rumah. Ngapain? Di rumah aku pagi-pagi bangun tidur, sarapan. Lagi sarapan datang tamu. Iya? Siapa tamunya kamu buat. Contohnya ya, itu masuk ke recount. Atau pengalaman kamu liburan di kampung. Atau pengalaman kamu waktu masih SD, itu masuk ke? Recount text.

\*students continuing answer the task that given by the teacher around 15 minutes.\*

Teacher : have you finish?

Students : yes

Teacher : oke. Contoh teks recount yang mana kata-kata sulit. Oh engga, ini dulu, orientationnya yang mana?

Students : \*silent\*

teacher : orientationnya yang mana? start from?

Students : last weekend.

Teacher : and then? Apalagi? Event-nya?

Students : in the morning.

Teacher : in the morning.. sampe?

Students : flower

Teacher : oke. And then? Re-orientation

Students : in the afternoon.



Teacher : oke, in the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed visiting Ryan's house. Oke sekarang maam mau nanya yang mana kata-kata sulit yang kamu jarang tau? Ada? Udah tau semua? Mana?

Students : t.o.o.k

Teacher : took? Nah. Took itu verb two dari? Take. Ta-ke. Take, ya. He took me to the garden. Took itu mengambil, disini artinya mengajak. Ia mengajak saya ke kebun belakang rumahnya. Nah apalagi yang susah? Ini ya? \*teacher points the word "spent"\* iya apa arti spent?

Students : menghabiskan

Teacher : saya menghabiskan banyak waktu untuk memberi makan burung. Ada lagi?

Students : bird chak

Teacher : ha? Ini? Bird cage. Apa arti bird cage? sangkar?

Teacher & students : Burung.

Teacher : Adalagi? Ini kan tau kan? Makan, istirahat, dibawah?

Students : pohon

Teacher : ada lagi? Ini apa? \*teacher points the word "butterflies"\* kupu-kupu yang?

Students : berterbangan

Teacher : dengan? Diatas bunga-bunga yang berwarna-warni. And then? Di re-orientation mana yang susah? Gak ada kan? Ini apa? \*teacher points the word "swam"\*

Students : berenang.

Teacher : berenang. Asal kata dari?

Students : swim.

Teacher : swim. Apalagi? So fun? Tau so fun kan? Sangat?

Students : menyenangkan.

Teacher : iya menyenangkan. Nah ini udah. I really enjoyed visiting Ryan's house.

## 2. Field Notes Result

In the second meeting, the strategies used are same. The teacher told that it is just repetition and re-discussed of the material to make sure the students understand well about recount text. And it supported by researcher's found that the teacher used same strategies.

No	Strategy	Use and Implementation
1	Providing Comprehensible Input	The teacher repeated the material about recount text.
2	Make Lesson Visual	While teaching, the teacher re-display powerpoint that same as the first meeting that contain the material.
3	Link New Information	The teacher repeated the material by asking the students <i>"ini kemarin maam bilang apa? Kalau tenses di recount pake verb berapa?" "kalau sudah terjadi tetap dianggap recount text atau tidak?"</i> and other questions related to information that have been taught in the first meeting.
4	Determining Key Concepts	The teacher repeated that they were going to learn about recount text. When teaching the teacher repeated by asking the students <i>"ini kemarin maam nyuruh apa? Tandain generic structure sama apa? temukan kata-kata yang...sulit kan? Mana kemarin hasilnya?"</i> The teacher ask the students if they still remember what they have done in the first meeting.
5	Modifying Vocabulary Instruction	The teacher repeated the answer of generic structure and the words that exist in the powerpoint by asking <i>"nah</i>

		<i>kemarin kan ada yang nandain katakata sulit sama generic structure, apa kemarin contohnya? Yang mana orientation kemarin?” “yang mana event kemarin? Yang mana re-orientation?” then the students give respond by answering “orientation start from this maam” “events start from this” and “re-orientation start from this” and the answer for unfamiliar words the students answer “took” “bird cage” “swam”.</i>
6	Cooperative Learning Strategy	X
7	Modify Testing	X

### 3. Tabulation Data of Questionnaire

Apakah guru menggunakan strategi “masukan materi yang mudah dipahami” dalam mengajar? Artinya, apakah guru menjelaskan dengan kalimat yang mudah dipahami?	Ya	Tidak
Apakah guru menggunakan strategi “visualisasi materi” dalam mengajar? Artinya, apakah guru menampilkan visual dari materi yang diajarkan? Seperti gambar, dll?	Ya	Tidak
Apakah guru menggunakan strategi “menyalurkan informasi baru” dalam mengajar? Artinya, apakah ada informasi baru yang diberikan guru saat mengajar?	Ya	Tidak

Apakah guru menggunakan strategi “menjelaskan inti dan tujuan dari topik” dalam mengajar? Artinya, apakah guru menyampaikan di awal pertemuan terkait tujuan pembelajaran yang akan dicapai?	Ya	Tidak
Apakah guru menggunakan strategi “memaparkan vocabulary” dalam mengajar? Artinya, apakah guru mempraktekkan cara pengucapan suatu kata dalam bahasa inggris saat mengajar?	Ya	Tidak
<b>Number of Answer</b>	<b>31 students</b>	<b>0 students</b>
Apakah guru menggunakan strategi “belajar berkelompok” dalam mengajar?	Ya	Tidak
Apakah guru menggunakan strategi “membedakan tes pemahaman siswa terkait topik yang diajarkan” dalam mengajar? Artinya, apakah tes/tugas/ulangan yang diberikan kepada siswa berbeda-beda atau sama saja?	Ya	Tidak
<b>Number of Answer</b>	<b>0 students</b>	<b>31 students</b>

#### 4. Interview Transcript

The researcher interviewed the teacher in order to get the data about the implementation of those teaching strategies in the classroom.

- 4.1 Bagaimana Ibu menerapkan teaching strategies yang ada untuk dapat membuat siswa meningkatkan writing skillnya tentang recount text

sehingga dapat mencapai tujuan pembelajaran dengan baik selama masa pembelajaran?

Jawaban : Recount Text, writing skill ya? Kalau writing skill, mereka disuruh buat teks sendiri, contohnya pengalaman mereka di masa lampau, ada pengalaman sekolah mereka di SD, nah pengalaman mereka liburan, pengalaman mereka ketika mereka di kampung, nah itu mereka buat dengan kata-kata yang sangat sederhana, tapi bisa kita mengerti, yang tujuan mereka adalah membuat teks recount.

4.2 Bagaimana strategi/solusi yang ditawarkan kepada siswa, apabila ada siswa yang hasil writing recount text-nya masih belum memadai?

Jawaban : Sejauh ini sih yang kami lakukan itu biasa mengulang kembali, mereka untuk membuat teks-teks yang menurut mereka itu menghibur, artinya pengalaman yang menyenangkan dari mereka, itu mereka buat, ya sama juga dengan bahasa yang sangat sederhana.

4.3 Apakah Ibu hanya menerapkan 5 strategy kecuali use cooperative learning strategy dan modify testing di setiap proses pembelajaran? Alasannya?

Jawaban : Ya. Kalau sekarang selama pandemi, langkah kami sangat-sangat kurang bebas melaksanakan semua kegiatan PBM ini, karena, yang pertama waktunya sedikit, kemudian, anak-anak semangatnya sudah berkurang, apalagi kalau malam tuh udah hp yang ditangannya, yaitu semangatnya sangat-sangat berkurang. Cuma kalau dulu, sering kami terapkan yang paling dominan kerja kelompok, karena itu sangat menyenangkan bagi mereka kalau dulu. Mereka membuat teks dan mereka semua ikut bergabung, artinya kerjasama mereka nampak disitu, sesudah itu mereka presentase ke depan, cuman kalau sekarang, ya semaksimal mungkin kami lakukan, kalau group working itu gakbisa, karena gaboleh gabung”.

Researcher : baik, berarti karena pandemi makanya tidak diterapkannya cooperative learning. Kalau alasan tersendiri untuk tidak menerapkan modify testing itu kenapa ya bu?

Jawaban : ya itu juga tadi, kemampuan siswa memang berbeda-beda, bagus yang pintar agak tinggi level soalnya yang kita berikan, kalau

yang kurang itu kita buat lots, cuman sekarang keadaan kayakgini kita samakan aja.

4.4 Menurut ibu, penerapan strategi apa yang paling sering diterapkan sehingga membantu meningkatkan writing skill siswa tentang recount text? Apa alasannya?

Jawaban : selama ini, guru memvisualisasikan, siswa diminta membuat teks recount itu, cuman setelah kita tayangkan di infokus, powerpoint itu, jadi siswa kita suruh membuat teks dan tau mereka pemakaian tenses dalam recount, tenses apa yang dipakek. Kayaknya kalau recount text ini yang harus ditekankan itu tensesnya. Pokoknya kalau long text itu kayak descriptive text itu kan memakai simple present, kalau itu kayaknya tau karena itu memang kejadian sehari-hari, gak rancu-rancu kali, cuman kalau di recount dan narrative text, itu kendalanya di tenses ajalah. Kadang, capek ngajarin kalau recount harus pake verb two, balek lagi pake verb one. It was harusnya, nanti lupa ditulis it is.

4.5 Dari hasil penerapan teaching strategies yang ada, bagaimana ibu mengukur kemampuan menulis siswa tentang recount text?

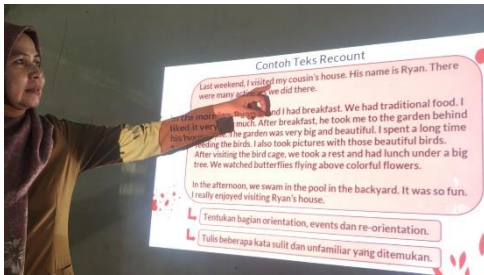
Jawaban : biasanya kalau mengukur itu, sebenarnya kalau kami guru itu kan sudah tau, di keseharian mereka itu udahtau mana yang mampu mana yang tidak itu udah tau, gak pun dibuka absen apa nilai-nilai mereka, keseharian mereka itu kami udah tau berapa yang harus dikasih untuk si A, si B, si C. tapi paling tidak, terakhir kami buat lisan, di tenses, bagaimana mengubah verb one menjadi verb two, mereka buka kamus. Kemudian untuk recount text inikan masuk ke language featuresnya apa itu conjunction, yang mana-mana saja conjunction, bukan hanya “and” aja, tapi banyak, dan mereka harus tau itu. Kalau disuruh cari yang seperti itu insya Allah mereka mampu. Researcher : lalu bagaimanakah hasil akhir terkait kemampuan siswa dalam menulis tersebut?

Jawaban : kalau dibilang semua bisa, gakbisa, kalau diitung dari persennya, dari 100% itu boleh dibilang 70% itu baik. cuman kendalanya di tenses. Itu aja. Di tenses aja. Kadang masalahnya di anak yang kurang semangat dalam belajar. Tapi kalo anak yang udah semangat, kadang bertanya “maam, took

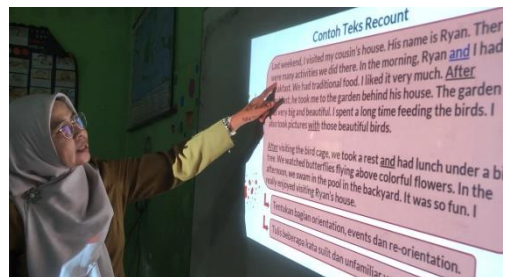
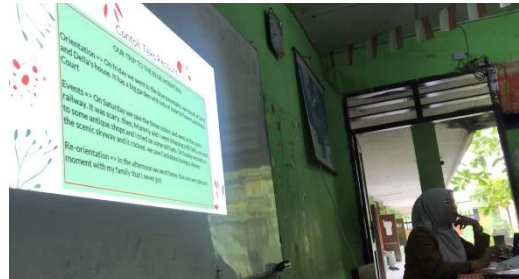
itu apa?” padahal itu dasarnya verb one nya “take”. “swam” asal katanya dari “swim”.

## 5. Documentation

### A. First Meeting



### B. Second Meeting



## **BIOGRAPHY**

Dina Yuniantika Annisah was born in Rimo on 1<sup>st</sup> June 2000. She is 22 years old at the time in completing the undergraduate thesis. She is an Indonesian and a Muslim. She has a father named Kurmadi, SP and her mother is Hellmiana, S.Pd. She is the first of two children in her family. She has younger sister named Diandra Ariawani Nugraha. She likes watching movies, singing, and listening to the music.

Her formal education was started from 2006-2009 in SD Negeri 1 Singkohor and moved to SD Negeri Blok VI Baru in 2009-2012. She continued her education in 2012-2015 at SMP Negeri 3 Gunung Meriah. Then she continued her education in high school at SMA Negeri 1 Gunung Meriah from 2015-2018. After that, started in 2018-2022, she graduate from English and Literature Department, in the English Language Education Study Program, Faculty of Languages and Arts, State University of Medan.

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