



Jurnal Review Pendidikan dan Pengajaran  
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>  
 Volume 6 Nomor 2, 2023  
 P-2655-710X e-ISSN 2655-6022

Submitted : 04/08/2023  
 Reviewed : 11/08/2023  
 Accepted : 20/08/2023  
 Published : 30/08/2023

Bonavide Kristiani Gulo<sup>1</sup>  
 Kristof M.E.Telaumbanua<sup>2</sup>  
 Hidayati Daeli<sup>3</sup>  
 Adieli Laoli<sup>4</sup>

## THE DESCRIPTIVE ANALYSIS ON TEACHERS' STRATEGY IN TEACHING ENGLISH WRITING OF RECOUNT TEXT AT THE EIGHTH GRADE OF UPTD SMP NEGERI 2 MANDREHE BARAT IN 2022/2023

### Abstrak

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar menulis teks recount di kelas 8 UPTD SMP Negeri 2 Mandrehe Barat. Penelitian ini menggunakan metode kualitatif dengan menggunakan pendekatan induktif. Data yang diperlukan dikumpulkan melalui pengamatan dan wawancara. Subjek dalam penelitian ini adalah dua guru bahasa Inggris dan siswa kelas 8 UPTD SMP Negeri 2 Mandrehe Barat sebanyak 42 orang siswa. Hasil dari analisis data menunjukkan bahwa guru bahasa Inggris menggunakan strategi dalam mengajar menulis, guru pertama menggunakan dua jenis strategi yaitu: strategi diskusi, dan tanya jawab (Q&A) strategi, sedangkan guru kedua hanya menggunakan strategi diskusi. Sementara itu, hasil wawancara yang dilakukan kepada siswa menunjukkan bahwa kedua guru bahasa Inggris telah menggunakan strategi tersebut. Dari hasil pengamatan dan wawancara kedua guru, mereka menggunakan beberapa strategi seperti strategi diskusi, dan strategi tanya jawab, dengan tujuan membuat siswa mudah memahami materi dan aktif dalam proses belajar. Strategi ini digunakan karena strategi diskusi salah satu strategi pengajaran yang paling efektif untuk mendorong interaksi antara guru dan siswa sementara strategi tanya jawab merupakan cara yang efektif bagi guru untuk mengetahui pemahaman siswa tentang materi pelajaran.

**Kata Kunci:** Strategi Guru, Teks Recount, Menulis.

### Abstract

This research aims to know the strategies of teachers in teaching writing recount text at the 8th grade of UPTD SMP Negeri 2 Mandrehe Barat. This research uses qualitative methods using an inductive approach. The necessary data is collected through observations and interviews. Participants in the research were two English teachers and at the 8th grade of UPTD SMP Negeri 2 Mandrehe Barat of 42 students. Results from data analysis show that English teachers use strategies in teaching writing, the first teacher uses two types of strategies: discussion strategy, and question-and-answer (Q&A) strategy, while the second teacher uses discussion strategy. Meanwhile, the results of research conducted to students through interviews showed that both teachers have used the above strategy. From the results of observations and interviews of both teachers, they used several strategies such as discussion strategy, question-and-answer strategy, with the aim of making students easy to understand the material and active in the learning process. This strategy is used because the discussion strategy is one of the most effective teaching strategies to encourage interaction between teachers and students while the question and answer strategy is an effective way for teachers to examine students' understanding of a subject.

**Keywords:** *Teachers Strategy, Recount Text, Writing.*

<sup>1,2,3,4</sup> English Education Study Program, Faculty of Teacher Training and Education, Universitas Nias  
 Author Corresponding email: bonavidekristiani@gmail.com, kristof.telaumbanua@gmail.com, daelihidayati@gmail.com, Laoliadieli65@gmail.com

## INTRODUCTION

Learning is an activity of reciprocal relationships between teachers and students, where the process of acquiring knowledge and shaping attitudes occurs. A good learning process in the learning environment will affect many things such as the quality of student learning outcomes and student interest in learning. One of the learning objectives will be achieved inseparable from the strategy used by the teacher in teaching. According to Lestari (2020) in Rianti et al., (2022), "Strategy can be defined as a plan, method, or a series of activities designed to achieve specific educational goals". In other words strategy is one of the techniques used by teachers in improving the quality of student learning. Therefore, teachers must be able to use strategies that can achieve learning objectives.

Teaching strategy are the important part of the teaching and learning process. Furthermore Ayua, (2017) in Rianti et al., (2022), "Teaching strategy is the strategy of the education used in the teaching-learning process as a planning method or teachers' activities design to achieve the goal or objectives of the material brought". It means, teaching strategies refer to the methods, techniques and approaches used by teachers to facilitate learning and promote student engagement and achievement. The effective teaching strategies will depend on a variety of factors such as subject matter, learning objectives, and student needs and abilities. Teachers can use a combination of strategies to create a diverse and engaging learning environment that meets the needs of the students and the material to be taught.

In the English teaching and learning, the students' writing ability is very important because writing is something that can produce works, ideas, opinions that are poured in the form of written text. According to Leo (2007) in Husna, et al., (2019), "Writing as a process of expressing ideas or thought in words could be done at leisure time". Writing ability is one of the most important of the four types of language skills namely speaking, writing, reading and listening. Writing is different from other types of skills in that the writing process must communicate one's own ideas where the writer must be able to express and elaborate opinions without interlocutors, paying attention to the accuracy of each sentence and words in the text.

In the syllabus of curriculum 13, at the eighth grade of UPTD SMP Negeri 2 Mandrehe Barat, there are several types of text, one of which is Recount Text. In the syllabus students are expected to compose oral and written recount text, very short and simple, related to personal experiences in the past (personal recount), with attention to social functions, text structure, and linguistic elements, correctly and in context. According Anderson (2003) in Marbuan et al., "A recount text is a piece of text that retells past events, usually in order in which they happened. The social function of recount texts is to tell past experience by retelling in original sequence". This means that recount text is one of the text that explains events that occurred in the past so that readers get information from these events. So related to the above, students are expected to be able to write recount text according to the linguistic elements.

Based on preliminary observation at UPTD SMPN 2 Mandrehe Barat, the researcher found the problems such as many students still struggle while learning how to create transactional text. They still struggled to articulate their thoughts and were unsure of what to put in the recount text and also the students find it difficult to determine the generic structure of the recount text and also the language feature used in writing recount text. Sinaga et al., (2020) also stated, "That students have difficulty in writing texts due to lack of vocabulary and confidence in expressing ideas in writing". From this, it becomes a challenge for teachers to develop the effectiveness and success of students in teaching, especially writing skills. The success of students in writing skills is caused by the teacher's strategy in teaching. If the strategy used is appropriate, the learning objectives will be achieved well. Vice versa, if the strategy used and applied is not in accordance with the skills and materials taught, the learning objectives will not be achieved. The purpose of the strategy in this case aims to direct students to start their writing and create and develop their ideas until the writing becomes a text

In regard to this data, the research conduct a qualitative research to describe the strategies used by teachers in teaching writing of recount text Leob et al., (2017) says, "Descriptive analysis is a fundamental component of this process because of the role it plays in helping us to observe the world or a phenomenon and, subsequently, in identifying research questions and

generating hypotheses based on what has been observed”. Related to the explanation above, the researcher to find out the strategies used by teachers in teaching recount text writing in the classroom by using descriptive analysis research techniques and raised the research title “The Descriptive Analysis on Teachers’ Strategy in Teaching English Writing of Recount Text at the Eighth Grade of UPTD SMP Negeri 2 Mandrehe Barat in 2022/2023”.

## METHOD

The approach use by the researcher to conducted the research of using inductive approach with the aim of finding the meaning that originate the facts with an approach to make observation and interview. Mimansha and Nitin (2019) says, “The inductive approach does not involve formulation of hypothesis. It starts with research question and aims and objectives that need to be achieved during the research process”. In conducts this research, the researcher uses the descriptive qualitative Research. According to Creswell (2013) state “Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change”. The kind of data in research is descriptive qualitative. Atmowardoyo (2018) says, “Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible”. This research is to describe the strategies used by teachers in teaching writing. To conduct this research, the researcher was used descriptive qualitative research to get the types of strategies used by teacher and the implementation of these strategies. This research used two types of instruments to collect data, the first is the researcher made observations of English teachers to find out how teachers implement their strategies in teaching writing especially on recount text. After that, the researcher interviewed the teachers and the eighth grade students. The interview to the teachers was conducted to get the data regarding the types of writing teaching strategies that have been used by the teachers and the interview was conducted to the students to get the truth of the strategies that have been done by the teachers.

The data analysis technique from this research uses data analysis reduction the data, display the data, drawing conclusion by Saripudin et al (2018). The following explanation of this data analysis technique is :

- a. Data Reduction  
Data that are obtained from the research site are quite a few; therefore it is needed to be noted conscientiously and specifically. Reducing the data means to summarize, to select the main things, to focus on the crucial things, and to look for the theme and pattern. (Sugiyono 2009)
- b. Data Display  
Miles and Huberman as cited in Sugiyono (2009) says, “The most frequent form of display data used for qualitative research in the past has been narrative text”.
- c. Drawing Conclusion  
The conclusion in qualitative research is a new finding that has never existed before. The initial findings in the form of description or picture that are still a vague object, transform to become a clear object after being observed. It can be shown as causal or interactive relation, hypothesis or theory.

Based on the data analysis techniques used, researchers use data reduction, namely data that has been collected from the field, researchers will select, simplify, and transform data from observation results and interview transcripts. The purpose of this data reduction is to produce meaningful information and facilitate drawing conclusions obtained in data collection. And the second is data display, researchers use narratives to display data. In data display,

researchers explicitly provide all notes during observations and interviews. The last is the conclusion drawing which is the findings obtained in the research.

## **RESULT AND DISCUSSION**

Based on the findings of the research, English teacher at UPTD SMPN.2 Mandrehe Barat, used several strategies to teach writing recount text to students, namely the first teacher using discussion strategy and question & answer (Q&A) strategy.

### **The Types of Strategy Use by the English Teachers**

#### **1. Discussion Strategy**

Discussion strategies in teaching is an strategy where the teacher presents an interactive situation in the classroom where students are actively involved in speaking, listening, sharing opinions, and building shared understanding. Discussion strategy in teaching enables students to develop speaking, listening, cooperation, critical and analytical skills. It can also increase learning motivation, broaden students' horizons, and create an interactive and inclusive learning environment. The purpose of the discussion strategy is to encourage students' critical thinking, reflection, collaboration, and problem-solving. Here are some important elements of discussion strategy in teaching: 1). Manage the discussion environment: The teacher creates a supportive and safe environment for students to actively participate in the discussion. This involves creating an open dialogue, and respecting each student's opinion. 2). Facilitating the discussion: The teacher plays the role of a facilitator in the discussion. 3). Encouraging participation of all students: The teacher encourages active participation from all students by giving speaking opportunities in turn, motivating quieter students to contribute.

Based on the observation when the teacher taught the class using the discussion strategy, most of the students participated in giving opinions on the open questions given by the teacher. Teachers ask open questions that encourage students to think critically and encourage students to express their own opinions, build arguments, and discuss ideas with other students. Thus, this strategy creates an interactive learning environment. After the discussion is over, the teacher conclude the key points discussed, clarifies students' understanding, and concludes the findings or learning gained.

#### **2. Question and Answer Strategy**

Question and answer strategy in learning is a teaching strategy that involves interaction between teachers and students through questions and answers. It aims to encourage students' active engagement, improve their understanding, and develop critical thinking skills. The question and answer strategy often involves students in discussions, where they can share answers and engage in conversations with classmates. This allows them to learn from each other, consider alternative viewpoints, and develop effective communication skills. The question and answer strategy encourages active learning as students are actively involved in the learning process rather than just passively receiving information.

Based on observations made by the researcher, the researcher found that the Question and Answer strategy applied by the teacher can stimulate students' curiosity and encourage students to think deeply about the questions given by the teacher. Discussion and Q&A strategies are almost the same in the implementation process, both of these strategies involve students to play an active role in the learning process. Where, the process of implementing this Q&A strategy students are given the opportunity to respond to questions posed by the teacher. They can share their knowledge, opinions or ideas related to the topic.

In the learning process the teacher also provides feedback on students' opinions, during the question and answer session, the teacher highlights important concepts, and explains if there are any misconceptions. This ensures that students receive accurate information and develop a deeper understanding of the material. By asking challenging questions, the debriefing method stimulates higher-order thinking skills such as analysis, evaluation and synthesis. Students are encouraged to think deeply, make connections, and develop a more comprehensive understanding of the subject matter.

Furthermore, the second teacher uses discussions strategy in teaching writing especially on recount text.

#### 1. Discussion Strategy

Discussion strategy in learning is a teaching method involving students in the learning process. In this strategy, teachers and students exchange or share their ideas, opinions and understanding of a particular topic. Teaching discussion strategy involves creating an engaging environment in the classroom where students actively participate in speaking, listening, exchanging ideas, and developing a common understanding. Students can develop critical thinking, and analytical abilities through the use of discussion strategies in the classroom. Additionally, it can extend their perspectives, motivate them to study more, and foster an inclusive and dynamic learning environment.

Based on the observation when the teacher taught the class using the discussion strategy, most of the students participated in giving opinions on the open questions given by the teacher. Teachers ask open questions that encourage students to think critically and encourage students to express their own opinions, build arguments, and discuss ideas with other students. Thus, this strategy creates an interactive learning environment. After the discussion is over, the teacher conclude the key points discussed, clarifies students' understanding, and concludes the findings or learning gained. In the learning process, the teacher is the facilitator in the discussion. Teachers provide guidance and provide relevant feedback in the face of students' opinions

### **The Implementation of Strategy by the English Teacher**

Based on the results of the first teacher observation. The results of the implementation of teaching strategies that have been used by English teachers in the implementation of the learning process are the teacher starts the class by saying greetings and also asking about the condition of the students. then the teacher chooses one of the students to lead the prayer. After that, the teacher asked the students about the previous activities or materials, when asking the teacher used Indonesian. However, only a few students understand or know the previous material. because of this, the teacher repeats a little material that has been learned before. then the teacher mentions the material to be learned and conveys the learning objectives.

Then the teacher continued the material by asking the student to open the book on the page of the material that is being studied and the teacher asked students to read one of the texts of the book. After the student read the text, the teacher also gave some questions related to the text like what is about the text? Do you have same experience with that person in the text? Can you mention the activities do by the person in the text? etc. In the learning process the teacher uses the discussion strategy first, the teacher gives the student an opportunity to submit his opinion on the title of the material to be studied as well as what the student knows about the material learned, in the teaching learning process teachers divide the student learning group with 3-4 members of each group, and the teacher provides instructions to be done by each group. The creation of a learning group aims to enable students to interact with each other by sharing ideas and opinions about the text recount material. Every activity carried out by the student teacher also monitors students so that each member of the group is active and engaged in the group activities. After the activity is completed, the student shares the results of their discussion with the other student, then the teacher corrects the result of the group discussion. After completion the teacher gives instructions to the student personally to write a text recount related to the experience of the student himself.

After all the lesson activities were completed, before ending the lesson the teacher summarized the lesson that had been conveyed and also conveyed the continuation of the material to be learned at the next meeting so that students could prepare themselves for the next meeting, after which the teacher closed the lesson.

Continue, Based on the results of the second teacher observation. The results of the implementation of teaching strategies that have been used by English teachers in the implementation of the learning process are the teacher starts the class by saying greetings and also asking about the condition of the students. Then the teacher asks the number of students

present and absent as the teacher's absence. Before starting the learning process the teacher motivates the student to stay focused and participate in his teaching.

The teacher then asked for students to open the book on the page where the content was being studied and read one of the texts in it as she continued the lesson. After the student had completed reading the material, the teacher also provided some text-related questions like, What is about the text? Can you mention the activities do by the person in the text? Etc. The teacher initially employs the discussion strategy in the learning process, giving the student a chance to contribute his or her thoughts on the subject matter to be studied as well as what the student already knows about the material taught. Then the teacher makes student study groups by the members of 4-5 people each one group and gives instructions to students to discuss their respective group assignments. The group assignment is for students to discuss what are the language features, conjunctions and determine the structure of the recount text. After discussing, students submit the results of their group discussions and also the teacher corrects the mistakes contained in the learning outcomes of each group. After that, the teacher gives instructions to students to make personal recount text about students' experiences in the past.

In the last activity, the teacher ensures that students understand the material that has been learned by saying are there any questions or things that are not understood from today's lesson? after the students respond, the teacher concludes the material and conveys the activities that will be continued at the next meeting. Then the teacher closed the lesson and greeted the students.

In the implementation of learning strategies, discussions and question and answer strategies have advantages and weaknesses. The advantages and weaknesses of the discussion strategy are as follows

- a. Advantages the discussion strategy
  1. Increased Engagement: Discussions encourage active participation of students. They will feel more engaged and better understand the learning material by contributing in person.
  2. Development of In-depth Understanding: Discussions enable students to explain and discuss ideas. It helps them to understand the material more deeply because students must organize their minds
  3. Development of Speaking and Listening Skills: Through discussion, students have the opportunity to speak in front of the classroom
  4. Developing Argumentative Writing Skills: Discussions can encourage students to formulate good arguments and support their opinions.
  5. Diverse Perspective Understanding: Discussions enable students to hear different opinions and views from other students. This helps them understand different perspectives and broaden the way they think.
- b. Weaknesses the discussion strategy
  1. Group Domination: Some students may tend to dominate the discussion, while others may feel reluctant to speak. This may reduce participation opportunities for more quiet students.
  2. Chaos and limited time: Less structured discussions can potentially become chaotic and wasteful if not properly directed.
  3. Contributions inequality: Not all students have the same speaking skills or confidence. This can lead to inequalities in their contributions to discussions.

While the use of question and answer strategies in writing learning has its advantages and disadvantages, here are some advantages, and weaknesses, of question and answer strategies:

- a. Advantages the question and answer strategy
  1. Active interaction: A question and answer strategy encourages active interaction between teachers and students, as well as between students and each other. It helps students engage more actively in learning and build better understanding.
  2. Development of Deep Understanding: Through in-depth and reflective questions, students can develop a deeper understanding of the topic being discussed.
  3. Developing Critical Thinking Skills: Questions that require critical and analytical thinking encourage students to think more deeply about the learning material.

4. Development of Writing Skills: This strategy can help develop the ability to formulate coherent and detailed arguments in the form of written responses to questions raised
- b. Weaknesses the question and answer strategy
  1. Lack of involvement: Some students feel uncomfortable speaking in front of the class or feel reluctant to participate in a question-and-answer session.
  2. Disparity in Matter Coverage: Students focus only on certain parts of the material discussed in the question-and-answer session.
  3. Time limits: If not organized properly, the answering session can take a lot of time, leaving little time for other activities, including actual writing.

## CONCLUSION

After conducting the research, it can be drawn conclusions from this research which are designed in accordance with the objectives of the research. In this research there are two objectives of this research conducted, namely to find out what strategies are used by teachers in teaching writing recount texts and to describe how the teaching strategies applied by teachers in teaching writing recount texts. Based on the results of the research, the researcher made the following conclusions.

1. The first teacher used two types of strategies namely discussion, question and answer (Q&A). The strategies were used because discussion strategy is one of the effective teaching strategies to encourage students' interaction and active participation in the classroom; question and answer strategy is an effective way for teachers to check students' understanding of the subject matter. The second teacher only used discussion strategy. This strategy are used because through discussion, students can share their ideas, understanding, and experience, which can enrich their learning collectively.
2. Teachers apply learning strategies related to the Scientific Approach. The first teacher to use these strategies is: Firstly, the teacher acts as a facilitator in the discussion, directing the questions and aligning the discussion with the learning objectives. Second, the questions asked should stimulate critical thinking and reflection, the teacher provides sufficient opportunities for students to reflect and respond well to the questions. While the second teacher uses this strategy is the teacher acts as a facilitator in the discussion, the teacher also ensures an inclusive and supportive classroom atmosphere, so that every student feels comfortable contributing to the discussion.

## BIBLIOGRAPHY

- Agustina. F., Fargianti. Y., Baihaqi. A. (2022). Teacher's Strategies In Teaching Writing Descriptive Text At 10th Grade Of Sma Negeri 5 Kota Serang. *Journal of Educational and Language Research*. 2(4). 703-708 <http://bajangjournal.com/index.php/JOEL>
- Amlia, H., Abdullah, F., Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*. 794-810
- Annandale. (2013). *Writing*. (First Edition). Canada Published.
- Baha. (2016). *An Introduction of Descriptive Analysis, its advantages and disadvantages*. Leuphana Publications.
- Creswell. (2013). *Qualitative Inquiry & Design Research*. (Third Edition). SAGE Publications
- Damanik, J. F. F., Hutasoit. R. D., Sitorus. L. D., Saragih. E. (2022). Writing Teaching Strategies by Junior High School English Teacher. *Jurnal Ilmiah Wahana Pendidikan*. 8(1), 516-520  
<https://jurnal.peneliti.net/index.php/JIWP>
- Husna, A., Multazim, A. (2019). Strategies To Solve Writing Difficulties On Recount Text For Inclusion Students. 4(1), 1-12
- Loeb. (2017). *Descriptive analysis in education: A guide for researchers*. U.S. Department of Education Publications.
- Marbun, D. M., Oppusunggu, L. A., Pardede, T. V., Tampubolon, J. N. (2022). Strategies To Solve Writing Difficulties On Recount Text For Junior High School In Smp Negeri 8 Pematang Siantar. *Multiscience*. 2(1), 39-45

- Mimansha and Nitin. 2019. Exploring Research Methodology. *Internasional Journal of Research and Review*. 6  
[https://www.ijrrjournal.com/IJRR\\_Vol.6\\_Issue.3\\_March2019/IJRR0011.pdf](https://www.ijrrjournal.com/IJRR_Vol.6_Issue.3_March2019/IJRR0011.pdf).
- Mustika, U., Wardah. (2021). An Analysis Of Teacher's Strategies In Teaching English. *Journal of English Education Program*. 2(1), 21-29
- Pratomo and Imam Shofwan. (2022). Implementation of Education and Training Program Evaluation. 16  
<https://journal.unnes.ac.id/nju/index.php/edukasi>
- Rianti,W., Hardi, V. A., Afriyen, Y., Rasyida, U. (2022). Analysis of Teaching Writing Strategies. *Jurnal Pendidikan*. 14(3), 3705-3712
- Saripudin. (2018) Increasing the Students' Social Intelligence Through Pencak Silat Extracurricular. *International Journal Pedagogy Of Social Studies*. Vol 3. No. 2
- Sinaga, E., Hutabarat, N. D. Br., Panjaitan, T. M., Saragih, E. (2022). An Analysis Of Writing Teaching Strategies by English Teacher In Junior High School. *Jurnal Ilmiah Multidisiplin*. 1(3), 232-238
- Suyadi. (2017). An Analysis of Students' Writing Skills in Recount Text At The Eighth Grade Students of SMP Negeri 2 KOTA Jambi. *Journal of English Language Teaching*. 1(1), 114-126
- Taherdoost, H. (2022). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM)*. 10(1), 10-38.
- Zulaikah., Agustina, E., Muklas, M. (2018). An Analysis Student's Ability In Writing Descriptive Text Of Second Semester Of English Educational Program At Stkip Nurul Huda Oku Timur. *Jurnal Darussalam; Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam*. (1), 12-30