

NEED ANALYSIS FOR THE DEVELOPMENT OF “WHAT DO YOU SEE?” AS TEACHING STRATEGY IN WRITING DESCRIPTIVE TEXT

Debi Gracelia Putri, Inayatul Ulya

English Language Education, Teacher Training and Education Faculty
Universitas Pekalongan

debbygracelia432@gmail.com

ABSTRACT

English is a widely spoken language in the world. It is the connecting language commonly used by the countries in the world. In addition, the world has now begun to enter the 4.0 era. Where all industrial fields have been integrated with technology. The same goes for education. Currently, there are many artificial Intelligence (AI) that can help learning, so teachers are required to be able to maximize learning with technology. “What Do You See?” is one of the teaching strategies that uses a combination of the learning process and technology. By using this teaching strategy, students can practice analytical skills as well as descriptive text in writing skills, besides that this teaching strategy can encourage students to be active during learning. This research was conducted by distributing questionnaires to students of class XI.F-3 at SMAN 1 Kedungwuni, Pekalongan. The questionnaire contains ten questions whose answers refer to the analysis of the need for research and development on teaching strategies for learning descriptive text writing. The result of this study explained that there is a need for research and development of “What Do You See?” as teaching strategy in writing descriptive text is needed.

Key words : Need analysis, “What do you see?”, Teaching strategy, Descriptive text

ABSTRAK

Bahasa Inggris adalah Bahasa internasional yang digunakan secara luas di seluruh dunia, termasuk sebagai Bahasa penghubung antara negara-negara. Saat ini, dunia telah memasuki era industry 4.0, dimana segala bidang kehidupan sudah terintegrasi dengan teknologi. Salah satunya pada sektor Pendidikan. Saat ini, sudah banyak bermunculan teknologi yang dinamakan “Artificial Intellegence” (AI) untuk membantu pembelajaran. Dengan begitu, diperlukan adanya pemaksimalan strategi pembelajaran. Pada penelitian ini, peneliti tertarik untuk mengembangkan “*What Do You See?*” sebagai strategi pembelajaran. “*What Do You See?*” merupakan salah satu strategi pembelajaran yang menggunakan kombinasi aktivitas pembelajaran siswa dikelas dan juga penggunaan teknologi berupa *QR code* dalam pembelajaran. Pada strategi pembelajaran ini, berfokus pada materi pembelajaran menulis teks deskripsi. Penggunaan “*What Do You See?*” sebagai strategi pembelajaran siswa diharapkan dapat melatih siswa dalam menganalisis serta kemampuan menulis teks deskripsi dengan struktur dan aturan kebahasaan yang tepat. Serta dengan menggunakan strategi pembelajaran ini, dapat mendorong siswa untuk lebih aktif ketika pembelajaran serta mendekatkan diri siswa dengan teknologi. . Penelitian ini dilakukan di SMAN 1 Kedungwuni, Pekalongan, dengan mengirimkan kuesioner kepada siswa kelas XI.F-3. Hasil penelitian menunjukkan kebutuhan akan penelitian dan pengembangan strategi pengajaran “*What Do You See?*” sebagai alat untuk mengajar menulis teks deskriptif. Hal ini menunjukkan pentingnya adopsi strategi ini dalam proses pembelajaran.

Kata kunci : Analisis kebutuhan, “*What Do You See?*”, Strategi pembelajaran, teks deskripsi

INTRODUCTION

English is a global language of communication that is used all over the world. With English language people can create a network of communication with the wider community in the world. It is estimated that there are more than 50 countries in the world using English as a connecting language. English has tremendous impact in various fields. One of them is education. In the field of education, students are taught to understand and have ability to speak English. This is aims to understand what is spoken or written in a letter, article and so

on related to education. Students can also connect with wider learning community. This is the reason why English needs to be given to students.

According to Oktaviani & Fauzan (2017) students are in the golden age, so they are still in highly curious and learn things. At the age range of 8 – 17 years old, it is the right time to encourage children to learn a foreign language, namely English. There are 4 important skills that must be mastered in English; 1) Writing, 2) Speaking, 3) Reading, 4) Listening.

Writing is one of the skills that must be mastered by English learners. It is needed to express ideas, aims and objectives through sentences in written form. Salma (2021) defined writing as a process of creating notes, information, or stories using letters. Writing can be done on written media using tools such as a pen or pencil. Writing is also the process of expressing creativity or ideas into the form of written language which is usually called an essay.

In writing study, it includes several writing skills. For example, organizing words into sentences, sentences into paragraphs and several paragraphs into a whole text. There are several types of texts in English, one of them is descriptive text. Descriptive text is a text that explain a description about an object or place. Descriptive is one of material that must be mastered by learners.

In learning English, teachers and students need a strategy to reach the goals. Ayua (2017) states that teaching strategy is a way and action plan that will be used in teaching and learning activities in learning. Teacher need to be creative when teaching and know which approach suits the needs of the students. Plus in this era of globalization, teachers must be able to combine active learning and educational approach as well as various technology.

Currently, the worlds is in the industry 4.0 era. In recent years, the pace of development of artificial intelligence (AI) technology has accelerated and is being utilized globally, greatly affecting various industries, infrastructure, social, and other human activities. According to Teknowijoyo (2022) the rapid development of technology has led to changes in social values. With appearance of many technologies and AI, teachers must be able to follow the times. It is necessary to have a technology-based learning and also encourage students to be active in the classroom. Therefore, teacher can participate in preparing students to face this increasing fast-pace world.

Therefore, researcher is interested in developing *“What Do You See?”* as teaching strategy in writing descriptive text. *“What Do You See?”* is a teaching strategy that combines learning activities with the use of technology. In using this strategy, teachers can encourage students to be active during learning. *“What Do You See?”* uses QR code as learning media. Where, students will be divided into groups, then asked to find several QR codes that have been provided, after that students have to scan the QR code and they asked to analyze and write what they see in the form of descriptive text. Afterwards, each group was asked to present their descriptive text writing results and the teacher gave feedback to the students.

Researcher is interested to developing *“What Do You See?”* as teaching strategy in writing descriptive text for student XI.F-3, SMAN 1 Kedungwuni. Because before doing the research, researcher took an internship at the school as an English teacher for class XI.F-3 for two months and made observations there. From these observation, the researcher found the difficulties students to mastering writing text.

RESEARCH METHOD

In this study, the researcher took students of SMAN 1 Kedungwuni, class XI.F-3 as the research object. Researcher used a need analysis questionnaire to obtain data. Researcher also using Qualitative methods, Qualitative research is a research process to understand phenomena by creating a comprehensive and complex picture that can be presented in words, reporting comprehensive, and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a qualitative setting. Qualitative research aims to gain a deep understanding of human and social problems, rather than describing the surface of reality as quantitative research with positivism (Fadli, 2021).

FINDING AND DISCUSSION

1. Study conditions for writing descriptive text

Data were collected through questionnaire with participants who were considered as students in English class and classroom observation. The table bellow is a display of data collected from the results of questionnaire. Questionnaire which became distributed to respondents, there had been ten questions that contain the attitude, motivation, and students ability in writing descriptive text.

Table 1.1. Student questionnaire table

Statements	Students' response
I am motivated to follow English learning on writing Descriptive text	There are 88% of respondents were motivated to follow English lesson, especially in writing descriptive text. 12% doubting themselves.
I am consider the ability to write descriptive text is very important	There are 88% of respondents consider the ability to write descriptive text is very important. Another 12% choose undecided.
I am able to write descriptive text well	There are 42,5% respondents doubted their ability to write descriptive text and 45% felt doubting their ability and 12% respondents felt can not write descriptive text.
The teacher always tells me the learning objectives before the lesson starts	There are 97% respondents stated the teacher always tells the learning objectives before the lesson starts.
I understand the material that has been delivered easily	There are 66% respondents stated that they can understand material easily, 34% respondents stated they can not understand easily.
I play an active role during learning	There are 54,5% does not play an active role during learning. 45% stated that they play an active role in the classroom.
I can practice the material taught after the lesson is over	There are 54,5% does not can practice after the lesson is over and another 45% felt they can practice the material after the lesson.

I get feedback from the teacher	There are 97% respondents stated that they've got feedback from the teacher.
---------------------------------	--

Based on the students response table above, it can be concluded that there is a need for teaching strategy development. The result of the data above explain that students need a new teaching strategy to be able improve their understanding to write descriptive text.

2. The need to develop the learning process with technology

In this case, the researcher additionally distributed questionnaires to students concern students' need development teaching strategy by using technology. Questionnaires were distributed to students of SMAN 1 Kedungwuni. There were 33 students who took the questionnaire.

Table 1.2 Student questionnaire table

Statements	Students' response
There is a need develop learning and teaching strategy with technology	97% of respondents agreed that there is a need to develop teaching strategy with technology.

Based on the table above, it can be concluded that there is the need a development teaching and learning process with technology. That means students will get used to being side-by-side with technology and the teacher can participate in preparing their students to face the challenges of the industrial era 4.0.

3. Students' need for development of "What Do You See?" as a teaching strategy in writing descriptive text

Table 1.3

Statements	Students' Response
In my opinion, "What Do You See?" as teaching strategy in writing Descriptive text needs to be develop	There are 97% respondent agree "What Do You See?" as teaching strategy in writing descriptive text need to be develop

Based on table above, it means there is the needs of development "What Do You See?" as teaching strategy in writing descriptive text. As many as 85% of students agreed that it was important for this research to develop "What Do You See?" as teaching strategy.

CONCLUSION

Based in the result of the research that was done by researcher, it could be concluded that development of "What Do You See?" as teaching strategy in writing strategy is needed. The use of "What Do You See?" as teaching strategy was new to the students of XI. F-3 SMAN 1 Kedungwuni, the learning process can encourage students to be more active during the learning process, and not run monotonously because there are active activities and also incorporation with the use of technology.

SUGGESION

Based on the research, the researcher to the readers as follows;

1. For teacher, teacher can use “*What Do You See?*” as teaching strategy in writing descriptive text. So that, the learning process would not being monotonous and teacher also can encourage students to be more active in learning process.
2. For other researchers, this research has limited time in developing “*What Do You See?*” as teaching strategy. Therefore it was hoped it can be continued with a wider sample and customized with other material.
3. For readers, this research can be a reference article that can increase knowledge about teaching strategy for writing descriptive text.

REFERENCE

- Ayua, G. A. (2017). Effective Teaching Strategies. Wentworth. *Worksop Paper*, 1(2010), 38–42. <https://doi.org/10.13140/RG.2.2.34147.09765>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Oktaviani, A., & Fauzan, A. (2017). Teachers Perceptions about the Importance of English for Young Learners. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 1–15. <https://doi.org/10.31539/leea.v1i1.25>
- Salma. (2021). *Menulis: Pengertian, Tujuan,, Fungsi, Manfaat dan Teknik Menulis*. Deepublish. <https://penerbitdeepublish.com/menulis>
- Teknowijoyo, F. (2022). Relevansi Industri 4.0 dan Society 5.0 Terhadap Pendidikan Di Indonesia. *Educatio*, 16(2), 173–184. <https://doi.org/10.29408/edc.v16i2.4492>