

**THE TEACHER'S STRATEGY IN TEACHING ESSAY WRITING AT
THE SECOND GRADE STUDENTS OF SMK SARIBUANA MAKASSAR**



A THESIS

*Submitted A Fullfillment of Recruirtment Degree A Faculty of Teacher
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MOTTO

Do the best and

Let Allah do the rest.



I dedicate this thesis to:
my parents, my sisters and all my bestfriends,
for your sincerities and lots of prayers in supporting
the writer making her dream come true.

ABSTRACT

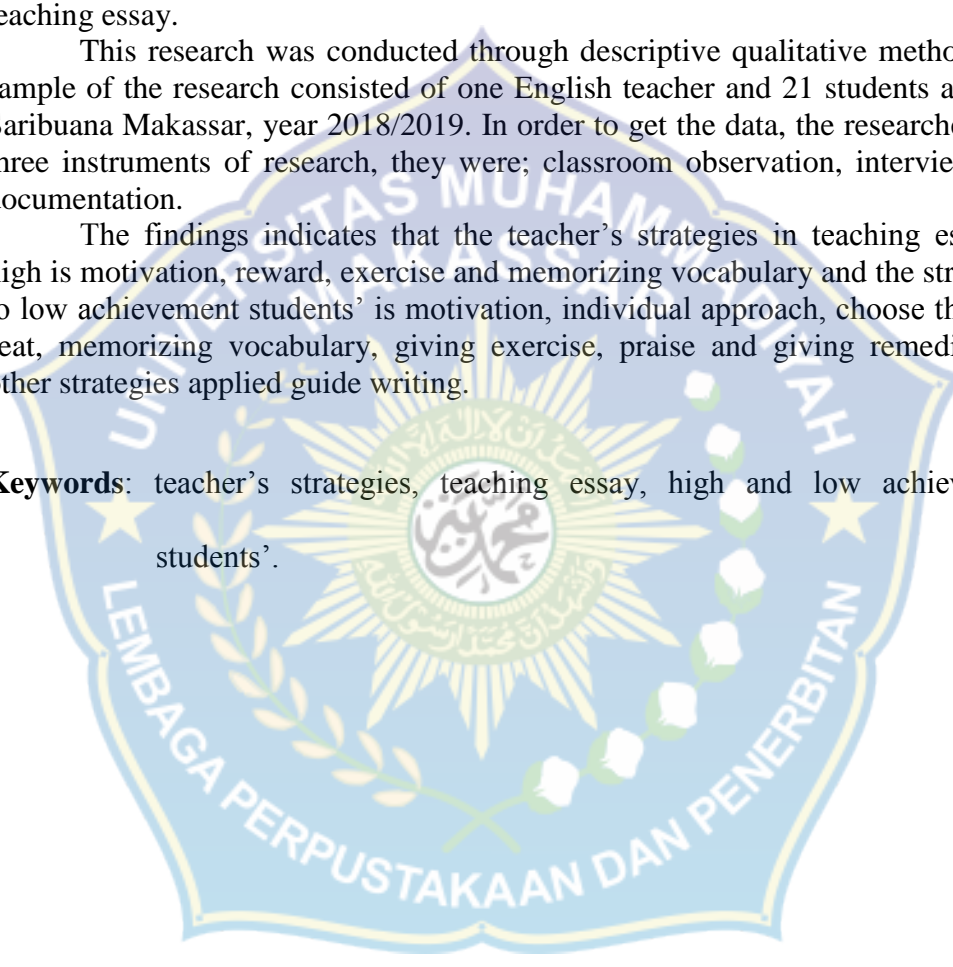
Evi Rahma Aulia. 2018 . The Teacher's Strategies in Teaching Essay Writing at the Second Grade Students of SMK Saribuana Makassar. English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised Nurdevi Bte Abdul and Herlina Daddi.

The research aimed at finding out the teacher's strategies in teaching essay to high and low achievement students' and the implementation of the strategies in teaching essay.

This research was conducted through descriptive qualitative method. The sample of the research consisted of one English teacher and 21 students at SMK Saribuana Makassar, year 2018/2019. In order to get the data, the researcher used three instruments of research, they were; classroom observation, interview, and documentation.

The findings indicates that the teacher's strategies in teaching essay to high is motivation, reward, exercise and memorizing vocabulary and the strategies to low achievement students' is motivation, individual approach, choose the right seat, memorizing vocabulary, giving exercise, praise and giving remedial and other strategies applied guide writing.

Keywords: teacher's strategies, teaching essay, high and low achievement students'.



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The Researcher

Evi Rahma Aulia

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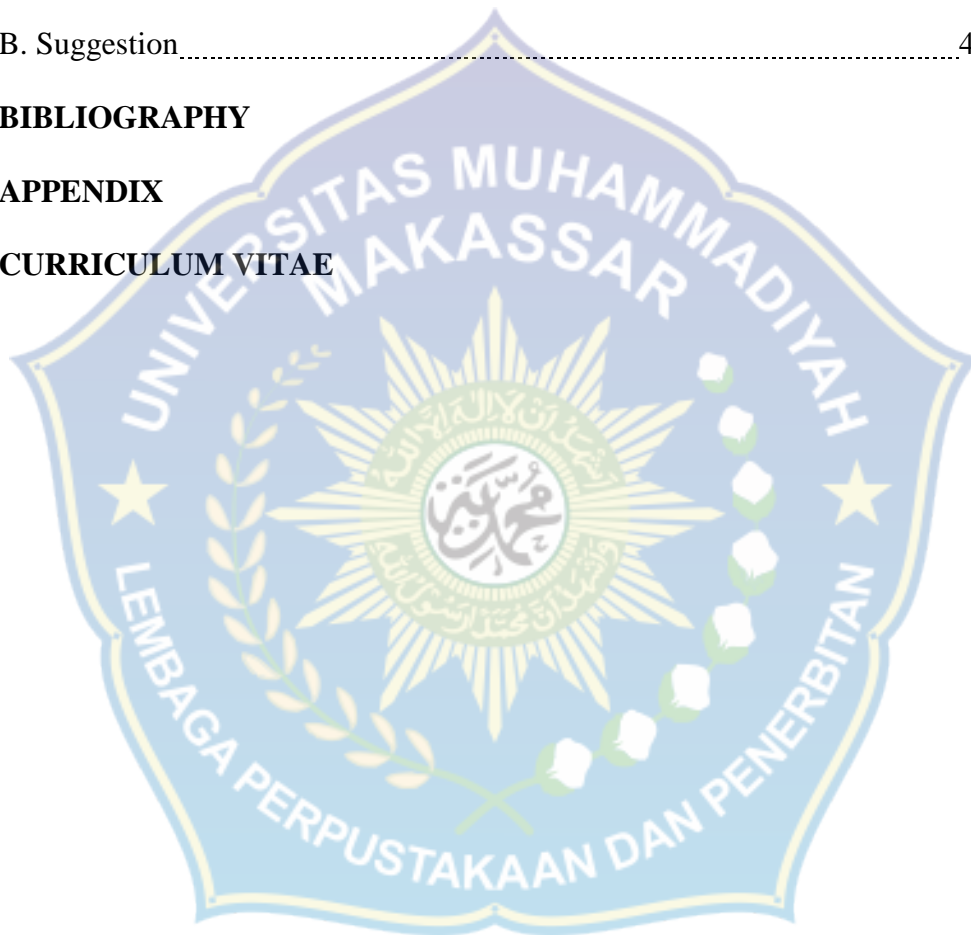
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CHAPTER I

INTRODUCTION

A. Background

English learning is needed to improve student's skills or students ability to use English correctly in oral and written. English is particularly important in intellectual, social and student developmental success in every other field of study. The language acquisition process, the writing is placed in the order of the highest by the experts that can be done after the ability to listening, speaking and reading. The basis of human interaction is by communicating and writing this is one of the main forms of communication need in everyday life in creativity, in business and in scientific teaching.

According to Oshima & Hogue (2009), writing is progressive activity. That means, you write must already use what you will write and how you will express it after your reveal it, you must read and correct the writing. Writing skills are one's motor skills which can be develop in other activities to support one's success in writing as when playing and writing what they do. In writing skills, one of them is by writing, writing is a form of writing to express thoughts and authors into a single entity. The essay is also interpret as a series of results from idea or expressions of one's feelings by means of how to use them in regular writing. Writing essay is also a basic art skill that is required to regulate their minds by analyzing clearly and regularly.

Writing essays is not easy, in writing essays students usually face existing difficulties and factors causing students to lack essays in writing essays. Furthermore (Rolls & Wignell, 2014) stated that essay is may appear overly prescriptive, it does provide an excellent framework for a student who is beginning essay writing, or a student who has difficulty structuring an essay. One of the influencing factors is that the teacher is not right in choosing a learning strategy or learning media to write essays. Besides that it gives effect to students who are usually consider bored, feeling afraid in writing essays and not understanding about essay material. Regarding this matter is related to the problems faced by students in writing essays, therefore the teacher must be selective in the choice of learning strategies and media in writing essays in order to support maximum student achievement in writing essays.

B. Problem Statement

Based on the background above, the problem statement of the research is formulating as follows:

1. What are the teacher's strategies in teaching essay writing at the second grade students of SMK Saribuana Makassar ?
2. How is the implementation of teacher's strategies in teaching essay writing at the second grade students of SMK Saribuana Makassar ?

C. Objective of the Research

Objective of this study are formulating according to problem statement as follows:

1. To find out what are the teacher's strategies in teaching essay writing at the second grade SMK Saribuana Makassar.
2. To find out how is the implementation of teacher's strategies in teaching essay writing at the second grade students SMK Saribuana Makassar.

D. The Significance of the Research

The result of the study is expecting to be used theoretically and practically:

1. Students : They can improve students' ability and earn the results above the specified standard of mastery.
2. Teacher :May increase learning creativity and use a variety of learning strategies that are appropriate to the student's condition.
3. Next Researcher :This research can be a reference for the next researcher in term in strategies in teaching essay writing.

C. Scope of the Research

This research is limited to the teacher's strategies in teaching essay writing about descriptive to high and low achievement students' and the participant of this research is limited to one class only. The participants of study are the second grade at Vocational High School Saribuana Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

1. Suriyanti dan Yacoob (2016) found of evidence the effectiveness of the sensory details, vivid words and figurative language(SVF) Model as used by these teachers in teaching descriptive writing. They started their writing class with brainstorming, mind mapping and other techniques in their writing lessons.
2. Delia (2015) found of study males exposed to treatment using Collaborative Instructional Strategy performed better than males in the control group. Females in the control group performed better than males in the control groups. A test of significance showed no significant effect. This shows that good performance in any subject does not depend on sex but it depends mostly on effective instruction used.
3. Riswanto (2012) found of there was significant difference in Writing Achievement between the students who were taught by using Mind Mapping strategy and those who were not. These experimental students could improve their writing achievement significantly better. Their better achievement toward writing achievement can be seen based on the scores of the posttest which were higher than the scores of the pretest.

4. Dani (2014) found of Think-Talk-Write strategy can effective because the strategy in teaching learning match the material so can effective. In teaching learning by using Think-Talk-Write strategy the writer given students exercise. The assessment in teaching learning by using Think-Talk-Write strategy not focus in the result test students but also given score to students each meeting.
5. Chhada (2017) stated that the course had a positive effect on improving pre-service teacher competencies in teaching writing and supporting the effective implementation of Common Core Standards. Ninety-seven percent of pre-service teachers felt prepared to teach the common core writing standards because of what they learned in the literacy methods class. Several pre-serves teachers commented on how the literacy methods course helped them to align their teaching focus with the common core while helping primary grade children master the writing standards.
6. Shih-Chieh (2012) stated that strategies used for writing by high and low achievers as revealed by a concurrent think-aloud protocol and immediate retrospective interviews with students were investigated, analysed, and compared. Results indicated that compared to low-achieving student writers, high-achieving student writers were more aware of and focused more on formulating their position statement in planning, generating text, and revising and editing their text, such as

changing the meaning and fixing grammatical and spelling errors during their review.

The result of previous researchers above can contribute as prior information for the researcher to actually believe that learning strategy is the main point in learning writing or essay to support students' success in writing, learning strategy is also related to students' thinking ability to develop ideas and ideas through verbal language skills.

The researcher will do research on the teacher strategies used in teaching essays to students who are low and high in achievement. While the previous research has determined the research strategy they will use in their research.

The previous research and the researcher have a difference in his research. The researcher wants to know the strategies used by the teacher in his teaching. While the previous research they have used strategies in their research. In this study, the previous research same with use strategy in the research.

B. The Concept of Strategy

1. Definition of Strategy

Many experts have expressing their opinions about strategies that are especially in learning. Majid (2013: 8) the learning strategy is an action plan (series of activities) which includes the use of methods and the use of various resources or strengths in learning. From this explanation this strategy can be interpreting as a benchmark in learning

activities to realize predetermine learning goals. And by considering the situation and conditions, learning resources, needs and characteristics of students faced in order to achieve certain learning goals. There are four basic strategies in learning namely choosing an approach system, choosing learning methods and techniques. This process is used by teachers during learning. In addition, Brown (2001:15-16) in Lukman stated defines the terms in a new definition, in other words, he makes reformulation. The new reformulation of the terms are as follows:

- a. Method is a generalized set of specification in the classroom for achieving linguistic objectives. Methods main concern is to teachers and learners' roles and behavior. Besides, the concern of method is to linguistic and subject matter objectives, sequencing, and materials.
- b. Approach is theoretically well-informed positions, assumptions, thoughts, notions, and beliefs concerning the nature of language, the nature of language learning, and the applicability of both in pedagogical setting, it does mean in classroom practice.
- c. Technique is any exercise, activities, and tasks in the classroom to meet the objectives or goal of learning.

2. The Kinds of Teaching Strategy

In choosing a teaching strategy, a teacher must consider what they convey, how they convey, who receives it and what the learning

means for students. Cox (2014), there are top five in teaching strategies:

a. Cooperative Learning

A learning strategy that emphasizes shared attitudes or behavior in work or helps among others in a regular cooperative structure in groups of two or more people. Job success is strongly influence by the involvement of each member of the group itself.

b. **Inquiry-Based Instruction**

In this strategy involves students in the learning process so that students understand more about their lessons. This inquiry strategy, students must learn to use questions, investigate, explore, and report student learning outcomes using questions. In this process the teacher instructs students to have a more detailed understanding of the lesson.

c. **Differentiated Instruction: Learning Stations**

Teaching strategies must be tailored to each student's learning style, this is one very good strategy for students. This strategy is made to make every student effective in different student learning needs. The teacher can arrange each student to be able to complete tasks with different levels and styles.

d. Graphic Organizers

A simple and efficient device to assist students in exchanging thoughts or ideas of students in visual presentations.

Helping students get information that is very easy and in it. Graphic organizers are very efficient if done to compose writing, brainstorming, planning, problem solving, or decision making.

e. Utilizing Technology in the Classroom

These strategies are well developing. And the digital era, learning like this encourages students towards demeaning using technology students can be more motivated and longer in learning. For example the use of technology in the classroom to create a web or webQuest, presentation through multimedia such as videos, animations, and graphics. This technology industry strategy is creativity in the learning of each student.

In choosing a learning strategy, a teacher must consider what they convey, how they convey, who receives it and what the learning means for students. Surtikanti & Joko (2008:49-72), Here are some types of learning namely:

a. Expository learning strategy

In the expository learning strategy, learning activities are teacher-centered, where the teacher merely communicates information to students. This strategy is a strategy using in conventional learning. The method that is close to the expository strategy is the lecture and demonstration method.

b. Heuristic learning strategy

In heuristic learning strategies, the teacher only directs students to a data or information to students and students themselves who make conclusions about the information. If the conclusion is correct then the goal has been reached, if the conclusions are not correct the teacher provides additional information.

c. Cooperative learning strategies

Cooperative learning is a learning strategy that emphasizes shared attitudes or behavior in work or helps among others in a regular cooperative structure in groups of two or more people. Job success is strongly influence by the involvement of each member of the group itself.

d. The contextual learning strategy

The contextual learning strategy is a learning concept that encourages the teacher to connect between the material being taught and the real-world situation of students. Besides that it also encourages students to make connections between the knowledge they have with their application in everyday life.

e. Active learning strategies

Active learning strategy is an approach in the management of the learning system through an active way of learning towards independent learning. In active learning requires the existence of continuous feedback from the teacher to students objectively so as to create learning that is student center.

C. Concept of Writing

1. Definition of Writing

Writing is a linguistic activity that plays an important role in the dynamics of human struggle. In addition, Harmer (2004) in Latifah stated that writing skills are often need to measure knowledge in most exams, whether they are testing in foreign language abilities or other skills. By writing a person can communicate, express opinions both from within and from outside himself and able to enrich his experience. Through writing activities, someone can benefit from his development. Writing skills are the most recent sequence in the language learning process after listening, speaking and reading skills. Among the four skills, the most difficult thing to master is writing skills. This is because writing skills require mastery of various linguistic elements and outside the language itself which will be the content of essays.

Writing aims to express ideas, ideas, and feelings in writing. By writing the teacher will experience the process of thinking to express his ideas and ideas widely or divergent thinking. The writing process is closely related to the development of free thinking, based on the underlying experience. Where these experiences can be obtain through reading, listening and discussion. This is a process of thinking and processes that are experience and carry out by someone who is used to convey ideas, messages and also information through the medium of words or language and also through writing so that it can be understood

by the reader. An article basically consists of two things. First, the contents of an article convey something the writer wants to express. Secondly, the form of writing which is an element of mechanical writing, such as spelling, words, and sentences.

Writing is the process to tell something that is not real or it could be our imagination and show case in writing, writing also express their ideas, opinions and organized them in simple sentence or in short paragraph. Moreover, Nunan (2003) in Latifah stated that writing are physical and mental act, it's about discovering ideas, thinking about how to: communicate develop them into statements and paragraphs that will be comprehensible to a reader and writing has dual purpose to express and impress, writers must select the most advantageous medium for their writing each types has different level of difficulty which determined by its objectives and writing is a process and also a product, the writer creates, plans, writers various draft, revises, edits and published and the audience reads is a product.

2. The Kinds of Writing

According to Melly (2006) the kinds of writing is from a target audience, or purpose point of view.

- a. Academic writing includes essays, research papers, reports and so on, each of them may use some of the modes listed above.

- b. Professional writing: writing for academic or scientific journals, business reports, position papers, policy statements, and the likes, because these have to follow a standardized form.
- c. Journalists, columnists, article writers (staff or freelance): these writers write for newspapers and magazines either news articles, commentary or articles which focus on a certain subject.
- d. Non-fiction book writers
- e. Fiction: novelists, screenwriters, playwrights, short stories writers, etc.
- f. Poets.

3. The Components of Writing

There are some components in writing. Those are follows:

- a. Contexts

To understand the writing we must build a deep understanding of the context. We know that meaning is not something that lies in words written and sent to someone, but that meaning is the interaction between a writer and a reader and then they make their own thoughts from those words. Context is include in the discourse, which also contains text. The text and context blend together and produce meaning. (Hyland in Niengsih, 2014).

While the text has two forms, namely physical and semiotic forms (Lehtonenin Niengsih, 2014). As a physical form, the text conveys artifact, a kind of historical evidence, which is produced

through various technologies. The beginning of the writing was made on wood or stone using saws and knives, then the next technological era, writing could be seen through print on paper or books and created a new generation.

Cutting in Niengsih (2014: 3) offers that there are three aspects of context interpretations:

- a. Situational context: what people know about what they can see around it and what they know about each other.
- b. Background knowledge of context: what people know about the world, what they know about aspects of life and what they know about each other.
- c. The co-textual context: what people know about what they have said.

b. Genre

This genre is now one of the most important concepts of language education. In the functional system model, the genre is seen as a performance that aims to process social orientation. Genre is a social process because members of a culture interact and develop to achieve it. And, the delivery of meaning is made through several processes, usually the author takes more than one step to find their destination. (Niengsih, 2014)

c. Identity

Identity can be said to be "the way people show who they are to each other". a social appearance is achieved by drawing on the right linguistic source. Identity is therefore seen as a building within which two texts and linguistic choices we connect. This identity movement starts from personal things to general things, from hidden processes to social and construction in discourse. In other words, identity is our appearance. (Benwell and Stokoe in Niengsih, 2014)

D. Essay Writing

1. Definition of Essay

As part of language activities, writing is closely relating to thinking activities. Both complement each other. Psychologically writing requires the work of the brain, patience of mind, refined feeling, hard will. Writing and thinking are two activities that are carrying out together and repeatedly. In other words, writing is a container that is at the same time a product of thought. Through writing activities, the author can communicate his thoughts. Through thinking activities, the writer can improve his ability to write. Making ideas in writing is not easy and besides that this ability is require to be adequate and demand by various other aspects, such as mastering written material, knowing written language, and strong motivation.

To produce good and true writing, each writer must have three basic skills in writing, namely language skills, presentation skills, and

writing skills. These three challenges are very supportive and complementary to one another. Essay is a part of someone's writing work to express ideas or expressions of feelings in written form to the reader to be understood. Moreover, Johns (2008) stated that essay is difficult to define as a genre, because it is used as an umbrella term for various types of discipline-specific writing, and the characteristics of structure, register and argumentation vary greatly across disciplines.

Based on the above opinion, it can be concluded that the essay is the result of a series of processes of a creativity or activity to convey an author's idea or idea in the form of an article that can be read and understood by the reader.

2. The Kinds of Essay

According to McWhorter & Kathleen (2012), there are five of types essays writing is narrative essay, descriptive essay, comparison and/or contrast essay, argumentative essay and classification or division essay.

- a. Narrative Essay is tells a story to attract readers to the topic of events, entertainment, characters and special place. After choosing your topic determine the main points you want to write. Which aims to introduce history, provide an atmosphere of entertainment, provide direction and open broad knowledge.
- b. Descriptive essay is describing the topic or tell about it using the senses. So that the reader can in detail imagine the situation or scene

and the reader as if experiencing the same thing the story. We can choose topics such as characters or someone, places, events, objects, or experiences and provide a detailed description of the sensory (appeal to sight, sound, smell, taste, and touch).

- c. Comparison and / or Contrast essay is comparison or telling two or more subjects by using similarities or differences between these objects. This essay is choosing two or more subjects such as people, places, events or ideas and comparing them by taking certain points.
- d. Argumentative essay is claim something and then provide accurate evidence, which usually takes certain topics such as a belief, idea, or controversial issue. Then researcher to get detailed information. The information is about statistics, stories, characters, obedience, and other facts. The use of this information is intending to be able to debate or convince the reader.

3. Part of an Essay

According to Okry (2012) there are three part of essay is introduction, body paragraph and conclusion.

a. Introduction

The first paragraph in essay and consist two part :

1. General Statement :there are several sentences that contain the subject that interests the reader.
2. A Thesis Statement : one or more paragraphs to provide information about the main points of the topic as a whole.

b. Body Paragraph

Body paragraph consists of several paragraphs after the introduction. each paragraph is connected to each other and supports the main topic of the essay by becoming a number of more focused ideas. each paragraph one with the next paragraph becomes a supporting paragraph.

c. Conclusion

The conclusion paragraph is the last paragraph in the essay with this the essay is concise or repeats the main idea that is important and this conclusion also includes opinions, a prediction or solutions to problems.

4. The Good of Criteria in Essay

According to Dalman (2015) In Dani make a good essay, the author must meet the existing criteria, namely:

a. Theme

Themes are the most basic thing in making essays because success in making essays is also determined by the theme or topic raised.

b. Compatibility of contents with titles

A good essay must have a link between the contents and the title to be related to each other in the paragraph.

c. Accuracy of sentence arrangement

The structure in a sentence is very important, this is because it makes it easier for the reader to understand in the main idea. In the accuracy of the relationship between sentences with other sentences it will provide good clarity such as fulfilling the grammatical requirements.

Sentences need to be arranged based on the applicable rules which include:

- a. Important elements must be possessed every sentence.
- b. Rules that apply to enhanced spelling.
- c. How to choose words in sentences.
- d. Accuracy in word selection or diction.
- d. Accuracy of Spelling Use

Use in essays should be guided by correct and good spelling because spelling has a very important role. Spelling uses include capital letter writing, word writing, and punctuation.

5. Strategies in Teaching Essay

There are some strategies in teaching essay. Those are as follows:

1. Think-Talk-Write

This strategy starting from involvement of students in thinking or dialogue with it self after reading process. Then talk and share ideas (sharing) with friend before writing. One group consist of 4-6 students, in this group of students with friends and express them through writing. (Suminar&Putri, 2015)

2. Sensory details, Figurative language and Vivid words

This model consist of three processes which are free writing, whilst writing and post writing. In the free writing process, the techniques of brainstorming and mind mapping are introduced and whilst writing involves the detailed description of the descriptive writing elements. The post writing includes the processes needed after writing is done such as revising and presenting the essay.(Spencer in Suriyanti&Yacoob, 2012)

3. Mind Mapping

This strategies isa graphic representation of ideas (usually generated via a brainstorming session). It shows the ideas which are generated around a central theme and how they are interlinked. This strategies is one of the teachers' in teaching. Not only mind maps show fact, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make the connections that might not otherwise make. (Tony Buzan in Riswanto, 2012)

4. Motivational

a. Researchers reinforce the view that teachers can motivate their students to learn and use certain teaching strategies to support and motivate their students.(Gai Mali, 2017)

b. The teacher gives them motivation by giving a successful experience, giving value in a motivating way, telling students what

they can achieve in their lives in English and creating a comfortable atmosphere for stimulating students in the classroom. (Kalmari, 2017)

5. Praise

The result of the study also showed students' positive engagement after being praised by the teacher. The use of praise would influence students' positive engagement if it was given properly. (Farah, 2015)

6. Memorizing Vocabulary

In their efforts to memorize words, most of students concentrated their attention on the to-be-remembered word itself. They tried to memorize a vocabulary item mainly by saying, writing or reading it repeatedly in a mechanical way. (Wei-dong, 2012)

By using several strategies in teaching essays, it makes it easier for teacher to work on essay to achieve the goals of the teaching and learning activities. The teaching strategies for the above essays are some of efficient and effective strategies in writing essay strategies.

6. Descriptive Essay

a. Definition of Descriptive Essay

Descriptive essay is all about good, describing, topics. The purpose of this essay is to make readers see through the eyes to entertain or enlighten them with unique experiences and thoughts.

The descriptive essay asks the writer to describe something object, person, place, experience, emotion, or situation. This essay attempts to convey how that subject looked, felt, tasted, sounded, smelled, and so on and express the emotion or sensation so clearly and vividly that the reader can feel it too. Descriptive essays may be the easiest to write because they tend to be more personal and involve themselves.

This is an opportunity for creative writing. Descriptive essays are a form of essay that describes something to describe objects, objects, places, experiences, people, and situations. Descriptive uses sensory information to allow the reader to use the five senses of touch, taste, smell, hearing, and vision to understand the topic of the essay. In addition, Spencer (2015) in Suriyanti & yacoob stated that descriptive writing depended on details and colorful language to bring a subject to life.

b. Function of Descriptive Essay

A descriptive essay presents a person, place, or thing, in a way that readers feel as if it is in front of their eyes, or that they are tasting it, or that they can hear it, or that they can smell it. Writers use sensory information to describe object. The object of the writer is to present a picture of something as honestly as he can.

c. Characteristics of Descriptive Essay

According to Willis (2002) there are three characteristics in descriptive essay is capture readers' interest, sensory experience and objective vs. subjective viewpoint

1. Capture Readers' Interest

A descriptive essay should make for interesting reading. To make the essay appealing, the writer needs to consider audience preferences, and use words and descriptions that pique readers' interest. For example, a descriptive essay about a car, written for potential customers, would describe technical and design specifications but would place greater emphasis on aspects that are more likely to concern or interest customers, such as gas mileage, speed, comfort, special features like a sun roof or add-on features like LCD screens.

2. Sensory Experience

Descriptive essays make use of the five senses. The writer effectively conveys personal perceptions on the subject through the use of sensory details and figurative details. Sensory details are those that appeal to the five senses while figurative details involve the use of similes and metaphors to describe the subject. The use of sensory details makes the essay more vibrant and appealing to the readers' imagination.

3. Objective vs. Subjective Viewpoint

A descriptive essay can be either objective (concrete, factual) or subjective (personal). The type of essay that a writer creates will be determined by the kind of emotion that the writer wants to elicit from readers. Presenting a purely objective can be difficult. Conversely, a writer can reduce subjectivity in an essay by including more objective factors, like size, color, shape and distance, exhausting them before injecting personal opinions or feelings.

d. Structure of Descriptive Essay

The main aim of a descriptive essay is not simply to describe a particular object, place, person or situation, but to make your reader see and feel the same you do. In other words, you should try to reproduce your thoughts on the paper.

1. Introduction

This part is supposed to explain why the author has chosen a specific object or person. Introduction comprises a strong thesis statement and must captivate reader's attention from the first lines.

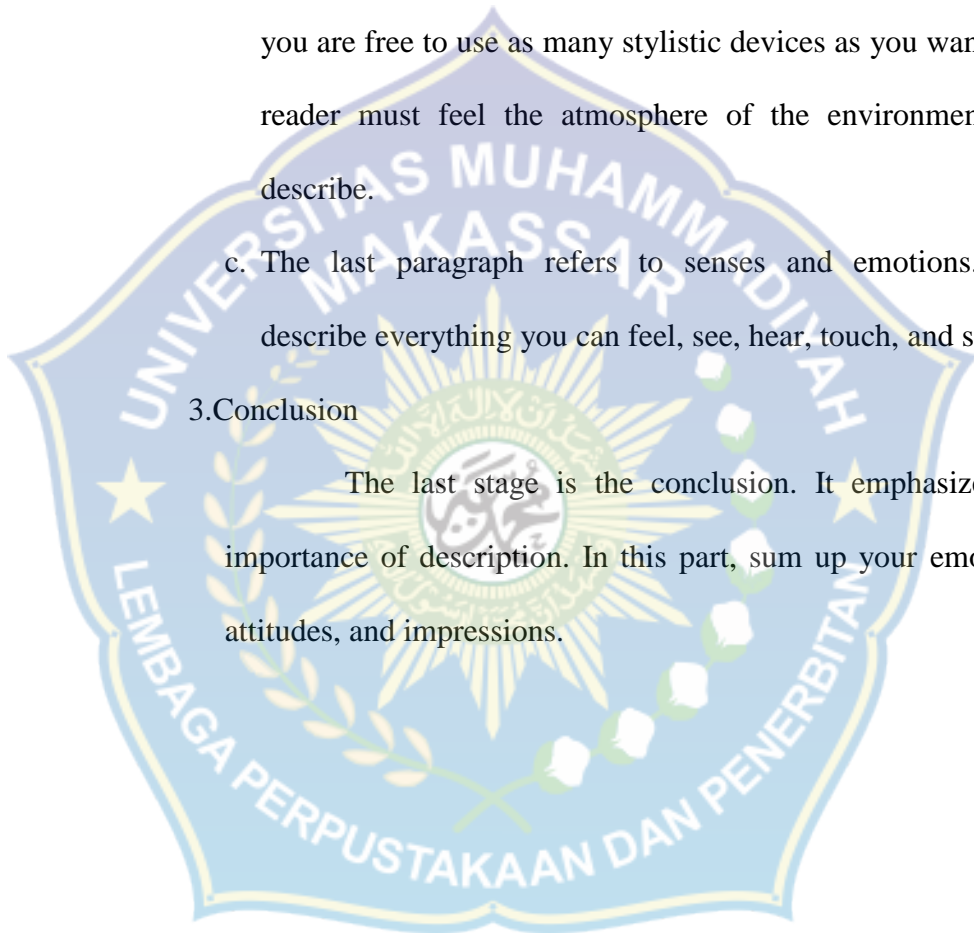
2. Body Paragraph

Here, the author pays more detail attention to the main points. As a rule, each point is considered and discussed in a separate section. Usually, the body consists of three paragraphs:

- a. The first paragraph tells the reader about the object itself, its characteristics and the most distinguishing features. It gives a full and vivid picture through the smallest details of observation.
- b. The second paragraph portrays surroundings. In this section, you are free to use as many stylistic devices as you want. The reader must feel the atmosphere of the environment you describe.
- c. The last paragraph refers to senses and emotions. You describe everything you can feel, see, hear, touch, and smell.

3. Conclusion

The last stage is the conclusion. It emphasizes the importance of description. In this part, sum up your emotions, attitudes, and impressions.



C. Conceptual Framework

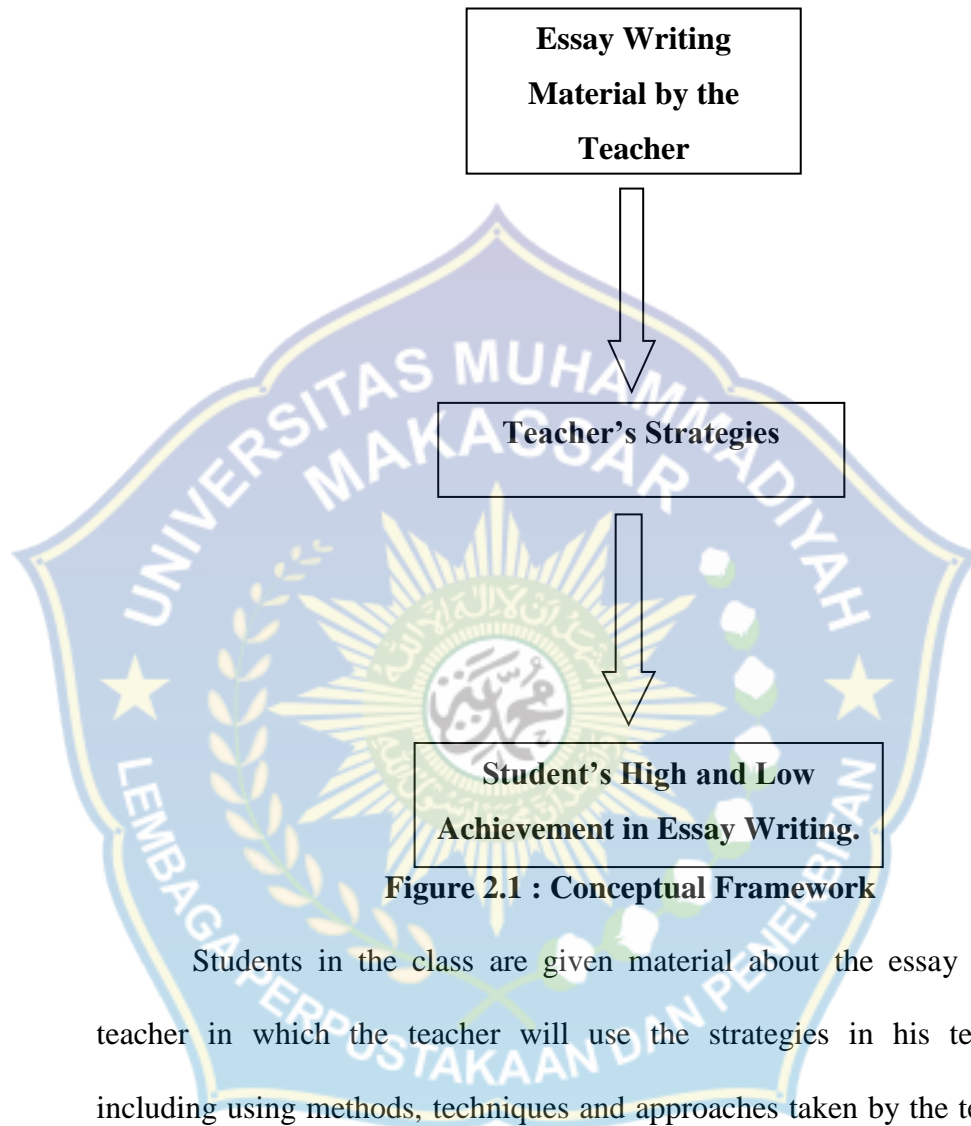


Figure 2.1 : Conceptual Framework

Students in the class are given material about the essay by the teacher in which the teacher will use the strategies in his teaching including using methods, techniques and approaches taken by the teacher, in the teaching process the researcher will observe the strategies used by the teacher. Then the researcher will conclude about the results that have been obtain regarding the high and low achievements that have been obtain by students regarding the strategies that have been implementing by the teacher.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive qualitative research. Descriptive qualitative is mostly associated with words, language and experiences than measurements, statistic and numeral figures. In this study, the descriptive method is used to describe the teacher's strategies in teaching essay to high and low achievement students'.

B. Subject Research

The subject research at Vocational School, would involve in this research only one male teacher. This teacher has 15 years of teaching experience and there are 27 students at Vocational High School Saribuana Makassar, year 2018/2019.

C. Research instrument

The instruments used in this research are:

1. Observation

In this study, the researcher used observation sheet to observe teacher's strategies in teaching essay to high and low achievement.

2. Interview

Interview in qualitative research used conversation are asked to get the information. In this study, the researcher used closed-ended

questions. The researcher interviewed the teacher to make more accurate the data of this research. It consist of six question.

3. Documentation

In the researcher took some photos of student work assignments that they have made and make the interview transcripts that have been obtain.

D. Data Collection Technique

Data collection is the procedure usedby the researcher to collect data. The conducting the test in the classroom, the researcher followedprocedure.

1. Data collection procedureforobservation

1. Conducting observation to respondents.
2. Constructing observation to respondent.

2. Data collection procedure for interview

1. Constructingquestions forthe interviewer
2. Conducting the interview to the respondents.

3. Data collection procedure or documentation

1. Conducting documentation to respondent.

E. Data Analysis Technique

Data analysis techniques used by researcher are qualitative data analysis, following the concepts that have existed by Miles and Huberman (Mukhtar, 2013: 135) in HestriDaniNurlaili which consists of four

activities in data analysis, namely by data collection, word reduction, data presentation and finally verification / drawing conclusions.

1. Collecting the Data

In collecting data, the researcher used the method of observation in second grade students' at Vocational High School Saribuana Makassar, researcher observe in the form of learning strategies to write student essays including the results of the process of learning to write student essays based on strategies that have been implement by the teacher. After observations are made, researcher can again conduct interviews with teachers who teach about incomplete information or data.

2. Reduction of Word

At this word reduction stage, the researcher selects data that has been obtained during observation, interviews and documentation. The data that has been obtained from the learning outcomes of students and teachers is re-examine to see the completeness of the data obtained. If the data has exceeded what is needed, it can be done by deleting it.

3. Presentation of Data

The data that has been obtained from the results of the reduction, the results of the activities of observation, interviews and documentation during the essay learning strategy and the teaching and learning process used by the teacher in the classroom, as well as the

results of the learning process. Then the data obtain to make into form of narrative sentences.

4. Conclusion or verification

The results of the conclusions or verification stage must be able to answer the formulation of the problem, and the data that has been obtained in the previous stage is concluded by taking the most important information using solid, clear and concise sentences.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter deals describes the findings and discussion of the research. The result of this study are presented. The chapter is divided into two main sections. The first section presents are the data description, followed by findings on each statement aspects to answer research questions about what are the teacher's strategies and the implementation of teacher's strategies in teaching essay to high and low achievement.

A. Findings

The data that had been collected by using observation and interview are explained in this part. The findings of this research about the teacher's strategies in teaching essay at The Second Grade Vocational High School Saribuana Makassar and the implementation of teacher's strategies. All of the findings are described below:

1. The Teacher's Strategies in Teaching essay Writing

a). The Teacher's Strategies to High Achievement Students

1. Motivation

Based on the interview result, the research subject admitted using motivation strategy to high achievement students in teaching essay. This conclusion is indicate by the teacher answer to specific question "*Could you tell me what the strategies to high achievement students in teaching essay?*" Below is the extract from the dialogue:

Extract 1

“For the high achievement maybe I always control, I always give them some advised and I always give them advised not to stop learning more and more.”

From the table, it can be conclude that the teacher in teaching essay is applying motivation strategies to high achievement students. The data show of the subject applied motivation strategy so the teacher can always give the motivation to students to be motivated to continue learning.

2. Exercise

Based on the interview result, the research subject also admitted using strategies of exercise to high achievement students in teaching essay. This conclusion is indicating by the teacher answer to specific question “*Could you tell me what the strategies to high achievement students in teaching essay?*” Below is the extract from the dialogue:

Extract 2

“I have to keep giving essay exercises so students don't feel satisfied with the knowledge they have and keep exploring the potential that students have especially in writing essays ”

From the data above, it can be concluded that the teacher in teaching essay applying exercise strategies. From of the extract, the

data shows that the subject applied exercise strategy so that the teacher can continue to train the abilities of their students.

3. Memorizing Vocabulary

Based on the interview result, the research subject also admitted using strategies of memorizing vocabulary to high achievement students. This conclusion is indicated by the teacher answer to specific question. “*Could you tell me what the strategies to high achievement students in teaching essay?*” Below is the extract from the dialogue:

Extract 3

“In learning English, which is very important by increasing the English vocabulary. Therefore, I always give assignments by asking to memorize unknown vocabulary so that in writing essays students are not troubled”

From the data above, it can be concluded that the research subjects is memorizing vocabulary strategies to teaching essay. From the extract, the data shows the subject applied memorizing vocabulary so the teacher can facilitate students in writing essays.

4. Reward

Based on the interview result, the research subjects also admitted that reward strategy in teaching essay. This conclusion is indicated by the teacher answer to specific question “*Could you tell*

me what the strategies to high achievement students in teaching essay?” Below is the extract from the dialogue:

Extract 4

“Giving rewards to students, becomes a form of appreciation to appreciate the achievements that students have achieved in learning.”

From the data above, it can be concluded that the research subjects is reward strategies in teaching essay. From the extract, the data shows the subject applied reward so the teacher can make students proud of the results that have been achieved and become a motivation for other students.

b). The Teacher’s Strategies to Low Achievement Students

1. Individual Approach

Based on the interview result, the research subject admitted using individual approach strategy in teaching essay. This conclusion is indicate by the teacher answer to specific question “*Could you tell me what the strategies to low achievement students in teaching essay?*” Below is the extract from the dialogue:

Extract 1

Talking about the low and high achievement students. Oke but if my task is not good for the result is specially for low student I have give the individual approach”

From the data above, it can be concluded that the research subjects applied individual approach strategy in teaching essay. From the extract, the data shows that the subject applied individual approach so the teacher can control every students.

2. Choose the right seat

Based on the interview result, the research subject also admitted using choosing the seat strategy in teaching essay. This conclusion is indicate by the teacher answer to specific question “*Could you tell me what the strategies to low achievement students in teaching essay?*” Below is the extract from the dialogue:

Extract 2

“Choosing a seat or group with other students is very appropriate, this is very helpful for students in doing the tasks given and makes it easier for students to be controlled”

From the data above, it can be concluded that the research subjects applied choosing the seat strategy in teaching essay. From the extract show that the subject applied to choosing the seat so it can make more concentration in learning.

3. Memorizing Vocabulary

Based on the interview result, the research subject also admitted using memorizing vocabulary strategy in teaching essay. This conclusion is indicate by the teacher answer to specific

question “*Could you tell me what the strategies to low achievement students in teaching essay?*” Below is the extract from the dialogue:

Extract 3

“Knowing more about vocabulary in English and English learning is very necessary to help students complete their assignments”

From the data above, it can be concluded that the research subjects applied memorizing vocabulary strategy in teaching essay. From the extract show that the subject applied to memorizing vocabulary, so it can make facilitate students in writing essays.

4. Exercise

Based on the interview result, the research subject also admitted using exercise strategy in teaching essay. This conclusion is indicate by the teacher answer to specific question “*Could you tell me what the strategies to low achievement students in teaching essay?*” Below is the extract from the dialogue:

Extract 4

“By providing training to students, this can help them to practice their essays to be better and by giving input to the tasks that have been done”

From the data above, it can be concluded that the research subject applied exercise strategy in teaching essay. From the extract show that the subject applied to exercise, so it can make students are better at improving their essays.

5. Giving Motivation

Based on the interview result, the research subject also admitted using giving motivation strategy in teaching essay. This conclusion is indicate by the teacher answer to specific question “*Could you tell me what the strategies to low achievement students in teaching essay?*” Below is the extract from the dialogue:

Extract 5

“Towards students who are low achievement, providing motivation is one of the main factors in learning. By providing motivation students can have high enthusiasm in learning essays”

From the data above, it can be concluded that the research subject applied motivation strategy in teaching essay. From the extract show that the subject applied motivation, so it can make students are more motivated in learning especially for essays.

6. Praise

Based on the interview result, the research subject also admitted using praise strategy in teaching essay. This conclusion is indicate by the teacher answer to specific question “*Could you tell me what*

the strategies to low achievement students in teaching essay?"

Below is the extract from the dialogue:

Extract 6

“Every student who shows a business, it is worthy of respect. By giving praise to students who are low achievement can give new enthusiasm to learn more actively in practicing their essay assignments”

From the data above, it can be concluded that the research subject applied praise strategy in teaching essay. From the extract show that the subject applied motivation, so it can make students are more motivated to train themselves in writing essays.

7. Giving Remedial

Based on the interview result, the research subject also admitted using giving remedial strategy in teaching essay. This conclusion is indicate by the teacher answer to specific question “*Could you tell me what the strategies to low achievement students in teaching essay?"* Below is the extract from the dialogue:

Extract 7

“Doing remedial is an obligation for all teachers after conducting the test, with this remedial the teacher knows the difficulties faced by students, then the teacher must provide guidance or assistance to achieve competency goals”

From the data above, it can be concluded that the research subject applied remedial giving strategy in teaching essay. From the extract show that the subject applied remedial, so it can make students get a solution to improve the value of the previous exam.

8. Guide Writing

Extract

The other strategies let me say guide writing strategy. Without guide writing strategies the students can't do anything to writing the sentences for describing the things. So we are the teacher have to help them no answer question just only how to make the sentences good the structure.

From the data above, it can be concluded that the research subject applied the other strategies is guide writing strategy in teaching essay. From the extract show that the subject applied guide, so it can make students can understand and get a better sentences.

2. The Implementation of the Strategies in Teaching Essay Writing

Based on the observation and interview result, the researcher found that the teacher used 4 strategies to high achievement and 7 strategies to low achievement. There are the implementation of those strategies.

a). The Implementation of Strategies to High Achievement

1. Motivation

In the learning process, the teacher give advised not to stop learning and gives on the benefits achieved when we know a lot of about English and also gives value to students who collect tasks that

they do on time and provide more value if students can present the result they do in groups.

2. Exercise

Implementation using practice, the teacher provides exercises to students so students train themselves to keep learning and explore their knowledge in writing essays.

3. Memorizing Vocabulary

The teacher gives the task to memorize the unknown vocabulary, then deposit the memorization. In this way more students know the vocabulary to add or expand their insights in writing.

4. Reward

The teacher gives rewards to students who are high, when the students get good grades in doing their essay assignments and are active in the class. By applying this reward, the teacher expects that other students can be motivated to get. The teacher give by verbally “good, keep the value you get and do the best”

b). The Implementation of Strategies to Low Achievement

1. Individual Approach

During learning in the classroom, the teacher gives an individual approach to students by controlling or monitoring these students, in this way the teacher can find out the difficulties or problems faced by students in doing the assignments given.

2. Choose the right seat

The teacher chooses a seat for the student, by instructing the student to sit on the front bench so that he can be controlled and stay focused on the lesson and when working on group assignments, the teacher combines high class students so that low students can work together and help students who are low.

3. Exercise

The teacher provides the easiest essay exercises to work on and deposits to the teacher and the teacher gives input or solutions related to the task that has been done, so that students can improve better in writing essays.

4. Giving Motivation

In the learning process, the teacher give advised not to stop learning and gives on the benefits achieved when we know a lot of about English and also gives value to students who collect tasks that they do on time and provide more value if students can present the result they do in groups.

5. Memorizing Vocabulary

The teacher gives the task to memorize the unknown vocabulary, then deposit the memorization. In this way students can improve their vocabulary knowledge and can do essay assignments better, and teachers provide the value of the results of the memorization task.

6. Praise

After students work on the assignments given by the teacher, the teacher gives praise to students so that students can be more enthusiastic in learning. The teacher giving by verbally, good job and keep practicing. And besides that, the teacher can motivate other students to want to get praise also by doing the task better.

7. Giving Remedial

The teacher gives remedial to his students after the exam results are already there, and gets a low score. With the remedial, the teacher can find out the difficulties of the students faced and provide a solution to get a better value than the previous value.

8. Guide Writing

Another strategy used by teachers for low and high namely guide writing strategy, guide writing strategy in learning process the teacher give overview of the task done by students, then the teacher also provides guidance to students in instructing good sentences to make students better understand and better yet in writing essay.

B. Discussion

As has been presented on findings, results in interview showed that research subject had various answer towards the question of their teacher's strategies and implementation teaching essay at The Second Grade in Vocational High School Saribuana Makassar. They are explained more deeply as follows:

1. The Teacher's Strategies in Teaching Essay Writing on the Direct Interview that Found by the Researcher are:

a. The strategies teaching essay to high achievement

The result taken from the answer of the question above. For this high achievement the teacher answered they are 4 strategies in teaching essay is motivational, exercise, memorizing vocabulary and reward.

b. The strategies teaching essay to low achievement

The above tables explain the result taken from the answer of the question. For this high achievement the teacher answered they are 7 strategies teacher's in teaching essay is individual approach, choosing the right seat, exercise, giving motivation, memorizing vocabulary, praise giving remedial, and guide writing.

From the data above, it can be concluded that the teacher uses these 7 strategies in teaching essays to students who are low as a reference for students to be better and better understand the essay and the teacher uses the 4 strategies in the teaching essay for high students to continue to support and continue to train students in essays.

Then, the statement that had been stated in the second chapter of the study toward the use motivation strategies, the teachers can motivate their students to learn and providing supporting learning (Gail Mali, 2017) same with the result of this research. In the same way of the result, the teacher gives motivation to students by advised not to stop in learning English, so that they can be motivated to continue to learn.

Moreover, the teacher gives them motivation by giving a successful experience, giving value in a motivating way, telling students what they can achieve in their lives in English and creating a comfortable atmosphere for stimulating students in the classroom (Kalmari, 2017) same with the result of this research. In the same way of the result, the teachers gives motivation to students by giving value and provide more value to student who presented the result of the task and gives benefit achieved, so that they can be motivated to continue to learn and be enthusiastic in learning and able to improve the student's achievement. Furthermore, the researcher showed students' positive engagement after being praised by the teacher. The use of praise would influence students' positive engagement if it was given properly (Farah, 2015) same with the result of this research. In the same of the result, students are more enthusiastic and motivated in doing the exercises after being given praise. State the other research, most of students concentrated their attention on the to-be-remembered word itself (Wei-dong, 2012) and based on the result of research the teacher assigns tasks to students to memorize vocabulary and students focus on vocabulary that they do not know.

2. The Implementation of Teacher's Strategies in Teaching Essay Writing to High and Low Achievement Students

Based on the research, the strategies that teachers use for high and low students are when the teacher brings the material the first step given to

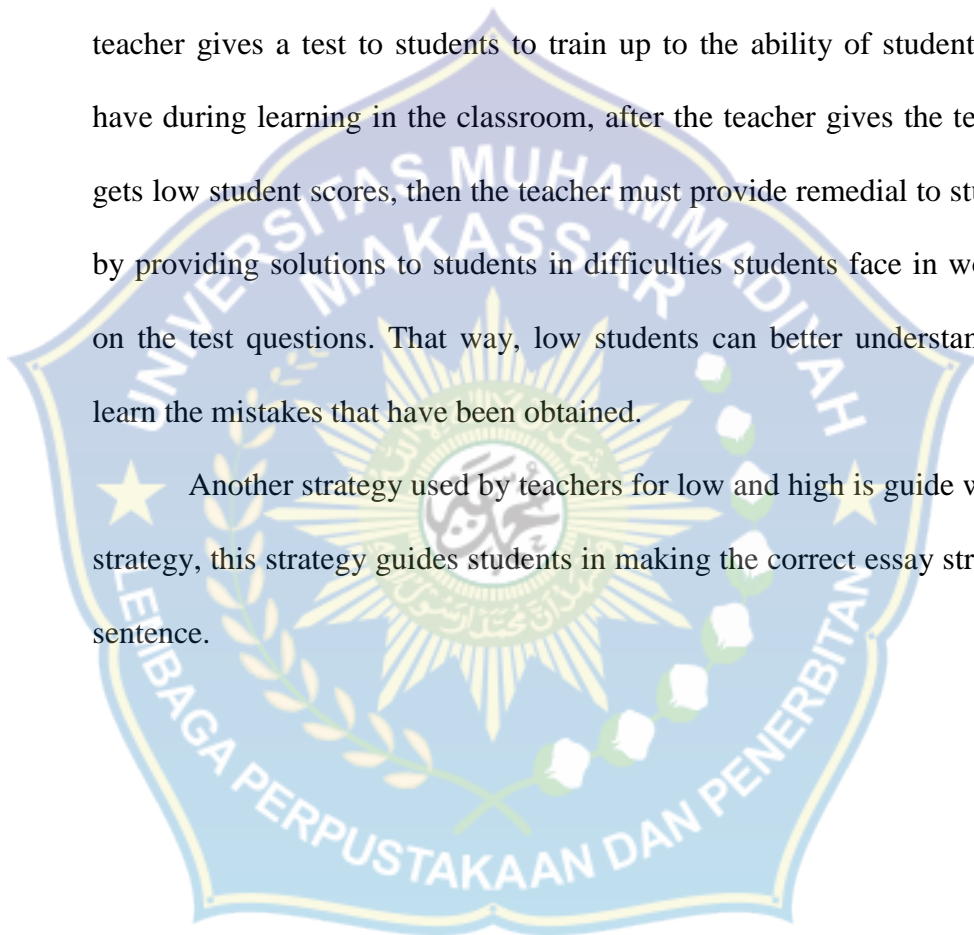
students who are high and low, that is by providing motivation so that they remain motivated or have a reference in learning, when the teacher explains the material the teacher also uses media images in bringing the material so that students understand more and make it easier for students to describe the picture and in the learning process, the teacher directs students to groups randomly selected by the teacher and shares one media image into each group and the teacher also has a strategy an individual approach to students who are low so that they can be more controlled during learning and in bringing the material, the teacher directs students to groups chosen randomly by the teacher and the teacher also has a very good strategy by choosing seats so students can be more concentration by paying attention to the material delivered by the teacher and working together in working on the task.

In the learning process the teacher gives assignments to students by providing exercises or assignments to work on, so that students can practice their abilities and further improve the ability of students who are low in writing essays in groups. After the teacher gives assignments or training to students, the teacher also rewards high students in writing essay essays so that they are better motivated in the essay and make other students motivated to be better in the essay. After the teacher gives the material and assignments to all students, the teacher also provides a strategy to memorize vocabulary that is not yet known to students, so students know more about vocabulary and are not bothered in making

better essays, memorizing vocabulary must also be deposited before entering the class.

After students deposit memorization and assignments, the teacher also gives praise to low students so that students feel better and better motivated to do it again. After all learning competencies are complete, the teacher gives a test to students to train up to the ability of students who have during learning in the classroom, after the teacher gives the test and gets low student scores, then the teacher must provide remedial to students by providing solutions to students in difficulties students face in working on the test questions. That way, low students can better understand and learn the mistakes that have been obtained.

★ Another strategy used by teachers for low and high is guide writing strategy, this strategy guides students in making the correct essay structure sentence.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

After analyzing the data during conduct this research, the researcher conclude that:

1. The teacher's applied four strategies to high achievement students they are motivation, exercise, memorizing vocabulary and reward.
2. The teacher applied seven strategies to low achievement students is individual approach, choose the right seat, memorizing vocabulary, exercise, giving motivation, praise and giving remedial.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggest as follows:

1. The English teacher of Vocational high School Saribuana Makassar should apply all of teaching strategies in order to help the students in writing essay. Both for high and low students
2. The teacher in Vocational High School Saribuana Makassar should considering the students' mood and fell in learning if applies certain teaching strategies.

3. The result of this research cannot get all the matters about teaching strategies in teaching essay, it is become a challenge for the next researcher to find more thing about other essay.



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APPENDIX 1

OBSERVATION SHEET

Observer : Evi Rahma Aulia

Location : The Second Grade Vocational High School Saribuana Makassar

Day/Date : Wednesday, 07 November 2018

Teaching Strategies	Description
Strategies used for low achievement students	<ul style="list-style-type: none">• The teacher provides motivation before entering learning material.• The teacher gives a brainstorm about describing place material.• The teacher directs students to create groups of 4 students randomly.• When the teacher distributed the group, one of the students mentioned by name did not agree to the same of group, his friends and teachers approached the students directly, then they were given a warning by the teacher that they should not choose friends in learning.

	<ul style="list-style-type: none"> • During the discussion, one of the students asked the teacher "is it permissible to open phonecell to use a dictionary", then the teacher gives an answer if someone uses a phonecell so the value is reduced by 5 points. • In learning takes place, students ask the teacher "Sir, is the English language Caucasian? Then the teacher provides feedback to students. • The teacher provides motivation to all students "who first collect their assignments will get additional grades".
<p>Strategies used for high achievement students</p>	<ul style="list-style-type: none"> • The teacher provides motivation before entering the material. • The teacher gives brainstorming to students. • The teacher directs students to create groups of 4 students randomly. • When low achievement students

ask, students answer their friends' questions which will be given an additional 2 points to students who know.

- The teacher provides motivation to all students "who first collect their assignments will get additional grades".
- After students collect all the group assignments, one of the students in each group comes forward to explain a little about the assignment.



OBSERVATION SHEET

Observer : Evi Rahma Aulia

Location : The Second Grade Vocational High School Saribuana Makassar

Day/Date : Wednesday, 14 November 2018

Teaching Strategies	Description
Strategies used for low achievement students	<ul style="list-style-type: none">• Before the teacher starts learning, the teacher provides motivation to students.• The teacher directs the students to make groups according to group friends last week.• When the teacher explained the material in front, the students disturbed his group friends and the teacher immediately give a warning and approached students to beat the students using blackboard markers.• Then the teacher tells each group to write a difficult vocabulary and then search for the English translation and memorize it and get an additional score.• After that, the teacher gives the results of the existing group values and adds the value of the individual

	<p>results of memorizing vocabulary related to the group material last week.</p>
<p>Strategies used for high achievement students</p>	<ul style="list-style-type: none"> • Before the teacher starts learning, the teacher provides motivation to students. • The teacher directs the students to make groups according to group friends last week. • Then the teacher tells each group to write a difficult vocabulary and then search for the English translation and memorize it and get an additional score. • After that, the teacher gave the results of the existing group values and added the scores of the results of the individual memorized vocabulary related to the group material last week.



OBSERVATION SHEET

Observer : Evi Rahma Aulia

Location : The Second Grade Vocational High School Saribuana Makassar

Day/Date : Wednesday, 21 November 2018

Teaching Strategies	Description
Strategies used for low achievement students	<ul style="list-style-type: none">• The teacher provides motivation before entering the learning material.• The teacher shows some media images (temple in Indonesia) to students.• The teacher directs students to create groups of 4 students.• Then when the teacher gives directions about the description, one of the students hits the head of his group friend and the teacher approaches the student and gives a warning not to repeat the action again, then the teacher gives an input or lecture to the student.

Strategies used for high achievement students

- The teacher provides motivation before entering the learning material.
- The teacher shows some media images to students.
- The teacher directs students to create groups of 5 students.
- After that the teacher asks students to collect their assignments, students are given the opportunity to students to come forward to become each group representative to present the results that have been done.
- The teacher give praise to students "good to improve again".



APPENDIX 2

INTERVIEW PROTOCOL

1. Could you tell me what strategies are most effective in teaching essay ?
2. What difficulties do you face when teaching essay ?
3. Do you take a different approach to each student who is low and high achievement in learning essays ?
4. What are students' difficulties in write essay ?
5. Do you use media in teaching essays ?
6. Do you apply other strategies ?
7. Could you tell me what strategies to high achievement students in teaching essay?
8. Could you tell me what strategies to low achievement students in teaching essay?

APPENDIX

TRANSCRIPT INTERVIEW

Interviewer : Could you tell me what strategies are most effective in teaching essay?

Teacher : In order to comprehend about the text is especially of the descriptive text, I used two strategies. The first is I used cooperative learning, because I have to consider about the students ability in my school here, if compare the other school in Makassar but here is very students for critical thinking I think. So, I just used the first is cooperative learning strategies. Why I choose cooperative learning, because if I give them personal or individual text sometimes the students they cannot do it because of their ability consideration. So I have to invite to some groups so that what my expectation it become reality and by cooperative learning by dividing group they can make or do the exercise is especially for writing descriptive text. And the second one is a after I give the dived group I have monitor or supervised them, controlling them. So, sometimes I have them but I cannot give the answer but give the solution. The second strategies guide writing strategies, I always help them when they do the exercise especially writing descriptive text, I think so.

Interviewer : What difficulties do you face when teaching essay ?

Teacher : Oh my God. Yahh. Mostly the students of the second grade so many problem raised for example sometimes the student cannot speaking English and they always said that I understand about your speaking but I can't say anything. Oke. They comprehend or they understand about what I am speaking but they cannot explain or say anything, why because they cannot produce the vocabularies, they are poor vocabularies like this. And the second is even though they have lot of vocabularies but they cannot make the sentence because they cannot understanding about the structure is problem. The last is mentality even though they enrich their vocabulary they lot of vocabulary even though they can't make the sentences but they can't say anything because of mentality. So I have to give the self approach for the student or individuals approach always and courage them for speaking English. I think so

Interviewer : Do you take a different approach to teach student who is low and high achievement in learning essay?

Teacher : Yaah. Talking about the low and high achievement students. Oke but if my task is not good for the result is specially for low student I have give the individual approach. I just give them the motivation even though today they fail feeler but I

always give them courage or give them motivation and for the high achievement maybe I always control, I always give them some advised and I always give them advised not to stop learning more and more. So, I think so

Interviewer : What are students' difficulties in write essay?

Teacher : For my experiences, because I so long have been teaching English for the students. Sometimes they cannot write about them text because there are very poor in structure and the second they cannot how to make the sentences better based on the structure and sometimes I give them about the structure for example if you want to described people, picture or the building or place. Sometimes I teach them about simple present and at the moment understand but after class leaving yahh most of them they don't understand. So the grade problem for writing essay is they don't master of the structure. I think so

Interviewer : Do you use media in teaching essay?

Teacher : Of course. I usually used. I always use the learning tool or media for example today the topic is talking about descriptive text automatically, I have use media picture, landscape and sometimes real things. And after write on the whiteboard and they try to observe the picture and they

explain orally sometimes they write the text for making the description. I always use media

Interviewer : Do you apply other strategies?

Teacher : yes of course. Let me say the first strategies cooperative learning and the other strategies let me say guide writing strategy. Without guide writing strategies the students can't do anything to writing the sentences for describing the things. So we are the teacher have to help them no answer question just only how to make the sentences good the structure.

Interviewer : Could you tell me what strategies to high achievement students in teaching essay?

Teacher : Okay. Talking about the strategy that I used against high achievement students in the previous question, I have explained the first, which is motivating. Maybe I always control, I always give it some advice and I always give it a better and more applied strategy, I have to use this strategy so that students feel dissatisfied with the knowledge they get and keep exploring their potential is borne by students, especially in writing essays, so students always repeat to train the abilities of their students. And the most basic strategy but has a very large influence is the strategy of memorizing vocabulary in learning English, which is very

important by increasing the English vocabulary. Therefore, I always give assignments by asking for unknown vocabulary so that writing essays students are not troubled, so students are easier to write essays. And the last strategy I applied reward, with the existence of giving rewards to students, has become a form of appreciation to appreciate the achievements that students have achieved in learning, so as to make students proud of the results they get and motivate other students. I think so

Interviewer : Could you tell me what strategies to high achievement students in teaching essay?

Teacher : Yeah. For my experiences. If I face a low achiever student, the most important strategy that I applied is the individual approach. When learning takes place I always give an individual approach, especially when students assignments get bad results, so I can better control those students when using the individual approach. And the second strategy is applied to the right seat, this is very helpful for students to be controlled. By using this strategy, students feel more able to concentrate fully on learning. And then I also continue to provide a strategy of memorizing vocabulary so students know more about vocabulary in English is very necessary to help students complete their assignments, demean this

strategy students are easier in writing essays. And other strategies are I applied exercise, exercise This is very necessary for students who are low-achieving students by providing training to students. This can help them to practice their essays to be better at giving input to the tasks that have been done, with strategies that can make students better at improving their essays. Hmm, the fifth strategy is to keep giving motivation towards students who are low achievement, providing motivation is one of the main factors in learning. By providing motivation students can have high enthusiasm in learning essays. And then I applied praise strategies, if every student who shows a business, it is worthy of respect. By giving praise to students who are low achievers can give new enthusiasm to learn more actively practicing their essay assignments, with that, students are more motivated to continue to train themselves in writing essays. And then the last strategy namely giving remedial, doing remedial is an obligation for all teachers to conduct the test, with this teacher knowing that the problem is faced by students, then the teacher must achieve competency goals, with this can make students get a solution to improve the value of the previous exam. I think so

The Researcher Met Teacher and Students the Second Grade Students



Process Teaching and Learning







Process Interview



CURRICULUM VITAE



Evi Rahma Aulia was born on June 16th, 1996 in Belawa. She is the first daughter of Mr. Muhammad said and Mrs. Haerani. She has three sister. She started her study at SDN 33 Mattoanging in 2002 to 2008. She continued her study at SMP Ponpes Puteri Ummul 2011. And then she studied in SMA Ponpes Puteri Ummul Mukminin Makassar and finished in 2014. She is now a student of Makassar Muhammadiyah University, Majoring in English Education, Faculty of Teacher Training Education.

