THE IMPLEMENTATION OF LANGUAGE EXPERIENCE APPROACH IN TEACHING WRITING RECOUNT TEXT IN ONLINE CLASS

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Abstract

The condition right now it is hard to implement offline class because the current conditions require us to implement social distancing, so that the spread of COVID-19 virus does not spread further. This research aims to describe about the implementation of language experience approach during the learning process. The object of this research was the English teacher of 8th of SMP Muhammadiyah 10 Sidoarjo during learning process. This research was descriptive qualitative research. The data were obtained through conduction observation accompanied by interview with the English teacher. The data were transcribed into written form, selected to fit the objectives of the study, recorded into the data sheets, interpreted and analyzed using the theory of language experience approach by Taylor. The result of study showed that there were some steps of teaching writing and language experience approach didn't implement by the English teacher because some reasons and the teacher also modify the last step of language experience approach because the condition that can not do the last step. There were some problems also when taught writing recount text in online class, the problems came from the teacher an the students.

Keyword: Teaching Writing Recount Text, Language Experience Approach, Online Class

INTRODUCTION

Based on the current conditions caused by the COVID-19 Virus pandemic, which currently we know that the number of the spread COVID-19 in Indonesia is quite high and there is social distancing policy as well in order to minimize physical distance the spread of COVID-19 encourages all educational elements to activate the class even though the school is closed.

According to (Octavianingrum, 2019) teaching writing is not an easy implementation. It needs good collaboration between students and teacher in the learning process. The students are introduced by kinds of genre of the texts. Those genres such as

Report, News Item, Procedure, Explanation, Recount, Narrative, Hortatory Exposition, Descriptive, Analytical Exposition, etc. For some Indonesian students, learning genre and writing is difficult. It is caused by the complication of the rules. Each genre is characterized by a different schematic structure of genres has a beginning, middle, and the end of the structure. The content or the social function of each genre is also different. The grammatical features of genres also have their own rules. As we know, many students still do not understand it and the teacher can not ignore the fact. Consequently, if the teacher do not explain the schematic structure, grammatical features, and the social function in detail, the students will have a lot of problems in the writing genre and they easily make an error.

In this research, the researcher chooses recount text because in the 8th grade curriculum, there is recount text material and it mostly tell past experiences by retelling events which students enjoy to study, and the teacher uses language experience approach because it make the students easier to write their ideas/experiences with the help of the teacher. The researcher conducted this research because it is important for the teacher to teach students by using a good method to make the students easier to learn English.

METHOD

A descriptive qualitative was employed in this study in order to implementation of language experience approach in teaching writing recount text in online class. Descriptive qualitative used words or sentence presented as the source of data, which was going on to analyze to answer the statement as the problem formulated. The subjects of this study was English teacher of eight B grade academic year 2020/2021 of SMP Muhammadiyah 10 Sidoarjo. The data were obtained through classroom observation and interview. The lessons observed were writing lessons. During observations, the researcher was an observer and did not take part in any classroom activity. Field notes on the teacher's used to answer all of the statement of the study. Interview were structured interview. There are 3 steps of data analyzing, as follows:

a. Data reduction: In data reduction the researcher only focus on the teacher when the teacher taught writing recount text using language experience approach

b. Data display: The process of made data display, the researcher made data draft first which one data were used or no

c. Conclusion and verification: The last step in the analyzing process was made conclusion and verification. After evaluating the implementation used language experience approach in teaching writing recount text in online class in this research, the researcher obtain clear information of the result, and then the researcher made conclusion and verfication of the result.

FINDING AND DISCUSSION
1.1.   The implementation of LEA in teaching writing recount text in online class

Harmer (2004: 11) explained the some steps of writing process. But in this research, the teacher only implemented 2 steps of teaching writing because of pandemic Covid-19 and In addition, the existence of a social distancing policy to minimize the physical distance from the spread of COVID-19 encourages all elements of education to close but learning process should still run. So, if all the steps were applied it will took a long time and prevent the material from finishing on time. When the teacher board the idea, student had some difficulties to speak up about their unforgettable experience, they shy to express their ideas. Because used online class, the time was to short finally the teacher only board the idea in the first meeting. Based on the steps of language experience approach (Taylor, 1992) there are 5 steps, but in this research the teacher only implemented 4 steps of language experience approach and the teacher implemented language experience approach in online class used Google Meet because of pandemic Covid-19 and all schools impelemented online class. Learning process can not be carried out directly face-to-face because there were still social distancing due to the covid-19 virus. So, the teacher can not implemented all steps but the teacher implemented only 4 steps and the teacher modify the last steps "students take turn reciting the story" become the students retell their story in a video and send to the teacher's e-mail.

1.2.   The problems encountered by English teacher in teaching writing recount text in online class

There were many problems encountered by English teacher when taught writing recount text in online class used language experience approach, the problems came from the teacher, the students, and so on. The researcher also found some problems when the teacher taught writing recount text. In the first meeting there were some problems, The first problem was the teacher's voice was disturbed by the other teachers. This problem

because some teacher had the same time and the same place, the other teacher's voice was loud and the English teacher was not too loud. The second problem, the students were passive. All of teacher felt the same problem when they taught in online class, most of the students were passive because they felt bored, they can't meet their friends and they shy when they wanna asked something to the teacher. So, that why the students were passive when they had online class. The teacher should think of the good strategies when they taught in online class, teacher also need to be creative in creating online learning that was attractive to student. The third problem was some students had bad signals. Based on (Wantiknas: 2020) this was one of disadvantages of online learning process. Signals had a very important role because without a signal, online classes would not run well but we knew that not all regions had good signals as a result, online learning was hampered. Many students, teachers, and student's parents complained about this problem, but teachers should had a way to keep learning going.

The fourth problem was the teacher asked to the students to speak English but it was difficult to make them speak up. The fifth problem was some students were forgot about the assignments that gave by the teacher in the last meeting, this was because the students had many assignments from the other subjects. Students got many assingnments because time of online class only one hour, the teacher only explained the material in one hour and gave assignments. This method made the students felt bored because the activity that did by the teacher was monotone, explained the material after that gave assignments. The sixth problem was, there were some students who skip the lessons without informing to the teacher/class guardian/their classmates. This made those who skip lessons would miss the material and the teacher would not repeat all the material because it made the material not finished on time. Some studends skip the lesson because they had their reason, usually the students gave information to the class guardian and after that class guardian informed to the teacher but sometimes the students directly text the teacher.

1.3. The problem solving in teaching writing recount text in online class

The teacher had solutions for some problems that encountered in teaching writing recount text, the teacher directly implemented the solutions when taught writing recount text.

The first solution, the teacher moved to the other place because if the teacher still in the same place, the students can not heard the teacher's voice.

The second solution from the teacher was gave an interesting topic and the teacher asked about their activities during pandemic or their school subjects. When the teacher started the lesson, the teacher always asked about the students condition and then the teacher asked about their school subject before English subject but only some students answered the teacher question. The teacher said to the researcher usually if they got lazy or felt bored, the teacher and the students played games "who wants to be a millionaire" or sometimes the teacher did not give assingnments around 1-2 meetings so that the students did not feel bored with assignments.

The third solutions for the students who had bad signals, Actually, this problem also a very complicated because not all areas have good signals. If the student had bad signals they text the teacher and the teacher asked to the students to download the material in the e-learning system that had been made by the school if the students did not understand, they can asked to the teacher by WhatsApp.

The fourth solution from the teacher was said to the students "it is ok if you speak in 2 languages "Indonesian and English and if you do not know about the meaning you can asked me" and this solution was effective for the students, then the students spoke Indonesian English. When the teacher force the students to speak English then what happens the students become passive and silent then they get bored. The students still lack of vocabulary that's why they shy when they spoke English.

The fifth solution from the teacher, the teacher will motivate students to do and collect their assignments according to the schedule but when on the day but no one collected their assignments or even forgot about their assignments then the teacher gave them time off. Teachers also told to the researcher that before midterm or final semester exams all assignments should be clear but if the students did not collected assignments and this would be affects to the final scores stated in the report card.

The solution to the last problem was, the teacher would called the students one by one at the beginning but if a student did not came without permission then the teacher would asked her/his classmates but if no one knew then the teacher would note then gave it to their class guardian and the class guardian kept monitor of the students who's in and

out of the class. If the students did not follow the online class continuously and there was no clear reason then the class guardian called the student and the student will followed the online class at school.

CONCLUSION

Based on the previous chapter, there were 3 research questions that should find in this research. The first question was how does the teacher implementation of language experience approach in online class, in this research there were some steps of teaching writing recount text but the teacher only implemented 2 steps of teaching writing recount text and there were some steps of language experience approach but the the teacher only implemented 4 steps and the teacher modify the last step of langauge experience approach.

The second questions was what are the problems encountered by English teacher in teaching writing recount text by using language experience approach, the teacher and the reseacher found some problems. There were 6 problems in 2 meetings of implemented language experience approach. The problems came from the teacher and the students. The third question was how does the English teacher solve the problems in teaching writing recount text by using language experience approach, when the teacher found problems, she directly applied the problem solving and sometimes the teacher helped by the class guardian to solve the problem.

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