



JOURNAL

**COLLABORATING MATERIALS ADAPTATION AND REACT
STRATEGY TO TEACH DESCRIPTIVE TEXT IN SMA NEGERI KAPAN**

Submitted as a Partial Fulfillment for Sarjana Pendidikan

by

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DECLARATION OF ORIGINALITY

I hereby declare that this journal entitled “Collaborating Materials Adaptation and REACT Strategy to Teach Descriptive Text in SMA Negeri Kapan” is entirely my own work. It is not plagiarized from other research. Other writers’ opinion and findings in this paper were appropriately cited in accordance with ethical standards. Consequently, the writer is completely responsible of all contents included in this journal.

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Collaborating Materials Adaptation and React Strategy to Teach Descriptive Text in SMA Negeri Kapan

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ABSTRACT

The ultimate goal of learning English is being able to communicate verbally and non-verbally. However, students could not communicate well in written expressions due to several hindrances, including materials and method of teaching which addressed students' needs and competence. Therefore, materials adaptation and REACT strategy were collaborated in sequential exploratory strategy of mixed method design to teach descriptive text. It was to see how the adapted materials and REACT strategy could enhance the students' writing ability. 20 Grade X students of Science major in SMA Negeri Kapan were chosen through purposive sampling. Students' and their English teacher's responses on materials evaluation and learners' needs questionnaire were used to adapt two chapters of textbook. The adapted materials were taught using REACT strategy in 5-session treatment with one group-pretest-posttest design. Their improvement was observed through their pretest-posttest result and self-reflection. The result showed that though students still had several problems to cope with, they experienced improvement in writing simple descriptive text about tourist destination and gained several benefits from the collaboration of materials adaptation and REACT strategy.

Keywords: Descriptive Text; Learners' Needs; Materials Adaptation; REACT Strategy.

INTRODUCTION

Being able to communicate ideas in written language as well as spoken language is the ultimate goal of English learning established by the government. To express ideas clearly, writing enables us to assemble and develop our ideas (Johnson, 2008). Another prominence of writing is that it can develop students' critical thinking ability (Martin in Nunan, 1999). The prominence of writing for EFL students was also due to fact that to measure English skills or aspects in education context, most exams rely on writing ability (Harmer, 2004). This occurs in most situation.

To achieve this goal, learners centered-approaches are undertaken. As for the latest education curriculum in Indonesia, they include problem-based learning, task-based learning, cooperative learning, discovery learning, and more. It is expected that these strategies enable students to dominate learning activities under teacher's assistance and they are stimulated to interact using English more. Spada, as cited in Nunan (1999; pp.47), addressed it as "communicative" class, in which students are taught form and given opportunity to put language in communication.

As found in preliminary study, many factors hindered students' opportunity to express their ideas through writing. They were inappropriate teaching materials and method toward students' prior competence, needs, and learning strategy, low exposure of English materials, lack of vocabulary and practice, high dependency toward teacher, even teacher's tendency to directly use textbook without evaluating its content. Furthermore, most students in Science major perceived that English was too difficult and unimportant for them so they only focused in their subject of interest. Some of them had high expectation to learn but they preferred different way of teaching. Another problem was the practice of teaching writing mostly focused on the form rather than practice. Allocated English course time was mostly spent to explain concepts like definition, social function, generic structure, and language features of a text. Though there were several cycles to teach a topic, rare practice led students to lower chance of progress.