



**TEACHING METHOD IN WRITING DESCRIPTIVE TEXT
(A Descriptive Study at the Seventh Grade Students of SMP Negeri 3
Klaten Academic Year 2016/2017)**

Anis Uswatun Khasanah

SRN.13.322.1.323

English Language Education Department-IAIN Surakarta

E-mail: anis.uswatunkhasanah1@gmail.com

ABSTRACT

This research is aimed at finding the answer to the following research questions: (1) What is the method used by English teacher to teach writing descriptive text at seventh grade of SMP Negeri 3 Klaten Academic Year 2016/2017? (2) What are the problems faced by the English teacher in teaching writing descriptive text at the seventh grade of SMP Negeri 3 Klaten Academic Year 2016/2017? The objectives of the research are divided into three, there are writing, descriptive text and the method used by English teacher. This study used descriptive qualitative research. The researcher was as a non-participant observer. The researcher did three times observation in VII H and doing interview with one English teacher to know about the method used by English teacher to teach writing descriptive text. The subject of the observation consists of 37 students from VII H in SMP Negeri 3 Klaten academic year 2016 / 2017. The instruments used as data collection were observation, interview and study document (lesson plan, syllabus and student work sheets). The researcher did three steps to analyze the data. There are the data reduction, the data display and the verify conclusion. The researcher use triangulations as a trustworthiness of the data. The finding of the research showed that the teacher did on the first and the second meeting was all in line to the frame work of task-based language teaching. There were three stages in implementing task-based language teaching in a classroom, which they were the pre task stage, the task cycle and the language focus. The problems were the student lack of vocabulary and did not know how to use the appropriate verb in the sentences. The teacher gave tasks to increase the student vocabulary and know how to use the appropriate verb in the sentences. The models of the tasks were matching, whether is it right or wrong. Beside this, the teacher taught step by step so that the students can understand about the lesson, especially writing descriptive text.

Keywords: *Methods, Writing and Descriptive Text*

INTRODUCTION

English comprises four skills namely: speaking, listening, reading and writing. One of them which collaborated more is writing. It has occupied a place in most English

language course. People need to learn writing English actually for academic and occupational purposes. To write well, learner should know how to organize idea, construct

the sentences and arrange the sentences into coherent paragraph.

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Carroll (1990:2) states that writing allows us to share our communication not only with our contemporaries but also with our future generations. Written language becomes pervasive in the society that is used too many things. Owocki (1999:57) states that using written language to get things done is a natural and important part of living. Furthermore, written language becomes use of the reasons writing skill taught to the students. Otfinoski (1993:1) states that writing gives us a focused way to share our knowledge, thoughts and feelings. Writing can organize the students' idea to help them get about what kinds of information to include in their own writing. Many students were never required to learn proper spelling of grammar so that they believe they will never achieve.

Teaching English writing also provides an important focus the study which to a significant extent. Writing is not easy activities. To start writing, every writer does not need to wait to be a skilled writer. In the fact, learning the theory of writing is easy, but not enough only to practice the theory once or twice. Frequency of writing exercises will make someone skilled in the field of writing. Characterizes writing students are not that they have a set of 'methods' for the teaching of writing, but they have a commitment to writing as an intellectual activity and to what that activity can product in the classroom.

Descriptive text is a text that has purpose to describe something like person, animal and thing. Descriptive text is a text that uses simple present tense. To teach writing of descriptive text, the teacher should have the variant methods so that the students can understand about how to write descriptive text well. Here the example of

teaching methods that rarely used by teacher to teach writing descriptive text, likes Direct method, grammar translation methods, task based language teaching, communicative language teaching, situational language teaching, audio-lingual method, cognitive code learning, content-based instruction, and so on. Many approaches are used as the method to involve students in teaching and learning process. One of them is task-based language teaching. The appropriate teaching method like task-based language teaching helps the teacher to combine the teaching method and to motivate the students, so the teaching learning process more effective. According to Richards and Rodgers (2004:223) that task-based language teaching is an approach based on the tasks as the core of teaching learning process. The method may also attract the students' attention toward achievement of writing skill and increase their motivation by actively involving in learning. In addition, the use of appropriate method in teaching writing can solve the problems occurring in writing class.

In other hand, sometimes teacher find the difficulties to teach writing of descriptive text, like the students didn't understand the text, didn't enthusiasm with the material, and didn't catch with the subject. This problem actually faced by teacher in the classroom. In here, the researcher want to know the methods used by teacher to teach writing of descriptive text on the seventh grade of Junior high school 3 Klaten academic year 2016/2017.

In Junior High School, learning English become important for students to help them know how to speak and write well. There are four skills that must be known by students to learn English well, such as listening, speaking, reading and writing. Four skills must be related each other and

cannot be separated. In Junior High School included the beginner to learn about English. In this grade, English teacher began to introduce about the grammatical structure in sentences. Step by step the English teacher tries to make students understand about English well. In this grade, English lesson a little bit complex than in elementary school. Students began to know about grammar, how to make one sentence with other sentence can be coherent, and so on.

In the seventh grade, writing is important skill that must be known by the students. This is included the basic skill in English lesson. Students in seventh grade should learn writing because they will know how to make sentences can be coherent, know more about grammatical structure in the sentences, able to make a simple sentence and also can write well about describe something. It means that writing should learn by the learners from seventh grade students so that they know how to write well.

On May 2016 the researcher made an observation at SMP Negeri 3 Klaten. The researcher chooses SMP Negeri 3 Klaten because of some reasons. First is that this school has good enough facilities to support the teaching learning process and this school have eight class in the seventh grade. Second is that the school accreditation A (Sekolah Standar Nasional). Third, this school has a good reputation in the students' graduation. Fourth is that the school has many achievement in academic and non-academic, likes become the champion in aubade, paskibraka and scientific research. This school still uses KTSP in teaching learning process. In Klaten, there is a little bit school that uses *Kurikulum 2013*. Most of school in Klaten still use KTSP included SMP Negeri 3 Klaten. The local government considered that only the school that have label "*Rintisan*

Sekolah Berbasis Internasional" can use *Kurikulum 2013*. They also considered the competence of English teacher. Beside this, the researcher also did some interview with English teacher and some students.

Based on interview, seventh grade has variant students in each classroom. There are classes that have good, medium and low score in English lesson. Actually it is depend on the English teacher when they taught English lesson to the students. In here, the English teacher must use the appropriate method when teaching English especially in writing skill. When use method, the English teacher should know is it the appropriate method for the students or not. The English teacher must determine, whether all of the students in classroom can be understand with the material or not. The English teacher must be able to find out the strength and the weakness from the capability of the students. The researcher chooses descriptive text because it is the material for the seventh grade that taught by English teacher in semester *gasal* and *genap*.

Based on the background above, the researcher interests in conducting a research entitled ***TEACHING METHOD IN WRITING DESCRIPTIVE TEXT (A Descriptive Study at the Seventh Grade Students of SMP Negeri 3 Klaten Academic Year 2016/2017)***.

RESEARCH METHODOLOGY

This research is a descriptive qualitative research. It is multi method in focus, involving an interpretive, naturalistic approach to its subject Matter. Qualitative research involves the studies use and collection of a variety of empirical material, personal experience, life story, interview, historical, international and visual that describes routine and problematic moments and meaning in individual's lives (Norman and Lincoln, 1994: 2).

The subject of this research is the English teacher at seventh grade of SMP Negeri 3 Klaten. The researcher limits the research on teaching writing to the seventh grade at SMP Negeri 3 Klaten. The researcher chooses class VII H because based on observation and interview to the English teacher they are more active and have good ability in writing class than others. There are 36 students in this class. It consists of 16 males and 20 females.

1. Observation

As a non-participants observer, the researcher comes and observes the teaching learning activities in writing classes. The researcher has coordination with English teacher to arrange observations for gathering complete data of teaching learning process in order to examine the teacher's method, student responses, and class activities until the researcher gathers sufficient data representing the way of teaching writing. After observing class, the researcher writes descriptive and reflective notes in the field-notes.

2. Interview

Interview is right way to get real and objective information, in this case about teaching learning process in writing class. The researcher selects key informants to gain adequate information about problems. The researcher meets English teacher VII H and some students to gather and re-check data.

3. Document

In the qualitative research, document is important to collect the data. In this case, the researcher need documents that are module, lesson plan, syllabus, students worksheet and also curriculum to know what will the teacher doing when teach writing descriptive text.

The data analysis in qualitative research involves three things adopts from Miles and Huberman, there are three steps in qualitative data analysis; data reduction, data display and verify conclusion.

Sugiyono (2010:372) stated there are three types of triangulation. They are triangulation of source, triangulation of technique and triangulation of time. This research uses two types of triangulation..

RESULTS

1. First meeting in VII H class

The researcher did observation in the VII H class on Monday, January 9th 2017 at 07.40 – 09.00 that was taught by Mrs. Nursita Dewi. Before doing observation, the researcher asked permission to the teacher and after she allowed, the researcher sat on the corner of the classroom.

a. Preparation

Mrs. Nursita Dewi asked the leader of the class to lead prayer. Mrs. Nursita opened the class and asked, "How life?" the students answered, "Fine Miss". This is the first time to Mrs. Nursita teach VII grade, she introduced her-self. After that she checked students' attendance list. She called the students name one by one and asked them to introduce them-selves. The students introduces by mention full name, nick name and address.

Before began the lesson, Mrs. Nursita asked to the students about "Learning English". She said languages and knows more about English. The teacher asked to the students, "What do you think about learning English?"

The students answered, "English is so fun", one of the students, Fajar answered, "like learning English easy to learn", other students, Daniel said,

“*English is complicated*”. After warming up, the teacher prepared media (note-book and LCD) but too bad the cable of the LCD was cut off the electricity.

The teacher asked the students, “*What descriptive text is?*” students in the class room very crowded. The teacher gave warning to pay attention and discipline when learning in the classroom. The students were silent and pay attention. In teaching learning process, Mrs. Nursita uses mix language (English – Indonesia and / or Indonesia – English).

b. The Pre-Task

Introduction the topic of the lesson: The teacher explained the materials about definition of descriptive text. The teacher gave example, she describes about “*My Best Friend*”.

“*I have my best friend. He is my classmate. His name is Daniel. Daniel tall, he has black hair, he has beauty spot*”. Teacher gave second example, she describes about “*My Classroom*”. “*I am school in SMP N 3 Klaten. I study at VII H. My classroom is beautiful. The wall is green light. There are many decorations. We have clock behind the classroom*”. Teacher asked to the students. “*Jadi, apa descriptive text?*” One by one students answered using Indonesia Language. “*Untuk menceritakan, untuk menggambarkan*”. Teacher said, “*Menggambarkan lewat keadaan, ciri, warna, kebiasaan, sikap dan hobi*.” Then, the teacher gave conclusion about definition of descriptive text. “*Descriptive text is a text to describe something (People, animal)*”. The teacher also explained about possessive pronoun. It is important because students still wrong

when they use possessive pronoun in sentences. Teacher also explained in describing, always use adjectives phrase. Teacher gave example about that case. Using possessive pronoun, (Has, He, She, It, Daniel...), (Have: I, you, they, we, Daniel and Ibra ...). Example for adjective phrase (Gadis cantik: beautiful girls, Anak-anak rajin: Diligent children, kelas yang bersih: clean classroom, etc).

Introduction the task: The teacher directed the students to open the book and look the pictures. The students must describe about people. (The detail pictures would be explained in appendices).

c. The Task Cycle

Task: The teacher asked the students to open the module book (Exploring English 1) about describing people.

Planning: The students must describe about people orally. (The detail pictures would be explained in appendices).

Report: The teacher called students’ name random, after that the students describe people orally.

d. The Language Focus

Analysis: The teacher did correction when the students describe people orally.

Practices: After did evaluation, the teacher gave example how to arrange the sentences when describing people. The teacher did reflection on how the students’ performed in the task.

2. Second Meeting In VII H Class

The researcher did observation in the VII H class on Wednesday, January 11th, 2017 at 07.00 – 08.20 taught by Mrs. Nursita Dewi.

a. Preparation

Mrs. Nursita asked the leader of the class to lead prayer. She opened the class and asked, “*Whose absent today?*” students answered, “*ada 4 miss, yang tidak masuk.*” She asked to the students, “*What did we learn last Monday?*” Students answered, “*Descriptive text, miss*”. After that, teacher explained about definition and also generic structure of descriptive text. Teacher gave example to explain about “*Identification*”, she described about “*Fajar*”.

b. The Pre-Task

Introduction the topic of the lesson: the teacher explained the materials about generic structures and Language features in descriptive text.

Introduction the task: The teacher gave task about describing people using pictures. They must choose the right sentences and match it with the picture.

c. The Task Cycle

Task: The teacher asked to the students did the two tasks from the teacher about describing people (the details pictures would be explained in appendices).

Planning: The students only choose the right sentence and match it with the pictures. Teacher gave 10–20 minutes for each task.

Report: The students write the right answer in worksheet.

d. The Language Focus

Analysis: The teacher and the students discuss about the task and find the right answer.

Practices: The teacher showed the right answer to the students and gave explanation about the answer relate to the describing people (the detail of the task would be explained in appendices).

The teacher did reflection on how the students’ performed in the task.

3. Third Meeting in VII H class

The researcher did observation in the VII H class on Thursday, January 12th, 2017 at 10.00 – 10.35 that taught by Mrs. Nursita Dewi.

a. Preparation

Mrs. Nursita opened lesson by saying “*Good morning students?*” the students answered “*Good morning Miss*”. After that, Mrs. Nursita checked the attendance list and asked, “*Whose absent today?*” students answered, “*Ibra, Miss, Sakit*”.

This day only one hour lesson, so the teacher asked students to prepare their homework about describe the classmate.

b. Teaching Learning Process

In the main activity, the teacher just discuss about the students homework to describe their classmate. Because the time was limit, teacher called random so that students came in front of class to read their homework. First students, Ajeng read her home work, she described. Karina the teacher pays attention to the sentences and corrects it. Teacher said when write descriptive text, always use simple present tense using *V-I, V-s, V-es*. Second student, Fajar described about Yusuf. Teacher corrected the sentences. Because the time was limit, the teaching learning process this day just corrected the sentences in their homework. The last activity was closing. The teacher closing class by saying, “*Thank you*”, then she leaved the classroom.

DISCUSSION

According to Willis (1999) that stages in implementing task based teaching

in a classroom which they are the pre-task stage, the task cycle and language focus. In the pre-task, the English teacher explore students mindset about topic what they learn this day. Here, the English teacher gave example to the students, she describe one student from VII H. It has purpose so that the students understand about the topic. In the task cycle can be broken down into three stages: *task* in which the students did the task; *planning*, prepare written report; *report* when the students submit their task to the teacher. In language focus English teacher did evaluate, she did correction about grammatical structure (simple present tense) in the students' worksheet.

The problems in teaching writing descriptive text at the seventh grade, especially in VII H, first problems that English teacher want to the students understood about grammatical structure used in descriptive text, that is simple present tense. English teacher must explain as well as possible.

Second problems came from the students sides. Students lack of vocabulary, did not know how to use the appropriate verb in the sentences. Based on the theory related to the problem faced by the teacher and students, it can be conclude that the problem faced by the students come from them self.

Solution for this problem, the English teacher gave tasks to increase the students' vocabulary. Model of the tasks were matching, whether is it right or wrong. Beside this, the teacher taught step by step as carefully as possible so that the students can understand about the lesson, especially writing descriptive text. When teaching writing descriptive text, the teacher used mix language, English-Indonesia so that students know and understand about the lesson.

CONCLUSION, IMPLICATION, AND RECOMMENDATION

1. Conclusion: Based in the result of the research, the researcher draws the conclusions that have been described as follows:

a. Method used by English teacher to teach writing descriptive text at the seventh grade of SMP Negeri 3 Klaten academic year 2016 / 2017

The first and second meetings were conducted in line to the framework of task based language teaching. There are three stages in implementing task based language teaching in classroom, which they are they are the pre-task stage, the task cycle and the languages focus.

b. The problems faced by English teacher and the solutions in teaching writing descriptive text at the seventh grade of SMP Negeri 3 Klaten academic years 2016 / 2017

1) The Problem

The students were lack of vocabulary, lack of knowledge to make a good paragraph and lack of knowledge to use the appropriate verb in the sentences.

2) The Solutions

The teacher gave tasks to increase the student vocabulary. Model of the tasks were matching, whether is it right or wrong. Beside this, the teacher taught step by step as carefully as possible so that the students can understand about the lesson, especially writing descriptive text.

2. Implication

This research is important because writing is one of the skills that must be known by the students especially for academic purpose. Beside this, writing also important for occupational purpose, for make a letter, agreement and so on. Writing is very important, for academic and occupational purpose.

Descriptive text is one of the genres of text that must be understood by the students especially in basic level. When study about descriptive text, students must be known about simple present tense, because it is the basic tense that use in descriptive text.

Therefore, this research can be used for the teacher to know how to teach well using appropriate method to teach writing descriptive text. The understanding of writing skill can bring many benefits for people who need it for academic and/or occupational purpose.

3. Recommendation

Recommendation for the teacher: This research can be a reference for the teacher to teach writing descriptive text. Beside this, it can be an evaluation for the teacher. The teacher will be able to know how to teach well using appropriate method to teach writing descriptive text. The best and appropriate method will reach the best result and success to understand about writing descriptive text.

Recommendation for another researcher: This research may be taken as a consideration for other researcher. Furthermore, the researcher strongly hopes and recommends to another researcher for doing research better and deeper study this case. Use variant genres of the text to do research about writing skill.

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