THE PROCESS OF TEACHING DESCRIPTIVE TEXT TO 7TH GRADE STUDENTS IN SMP NEGERI 4 KARANGANYAR

FINAL PROJECT REPORT
Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

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MOTTO

- It does not do to dwell on dreams and forget to live (Albus Percival Wulfric Brian Dumbledore, Harry Potter)
- At the center of non-violence stands the principle of love (Martin Luther King Jr.)
DEDICATION

I would like to dedicate this final project for:

My beloved parents

Soesilo Suparno and Suratmi
PREFACE

I would like to say *Alhamdullilahirabbil ‘alamin* to Allah SWT for all blessing and guidance. This final project is written to fulfill the requirement in obtaining English Diploma Program.

I would like to say thanks for all people who give me supports in finishing this final project report entitled “The Process of Teaching Descriptive Texts to 7th Grade Students in SMP Negeri 4 Karanganyar”. During the job training, I explained about descriptive texts and analized students level of understanding of SMP Negeri 4 Karanganyar.

There is no perfect thing in this final project report, I believe it is far from being perfect. Therefore, I expect any suggestions and advices to improve it. Hopefully, this final project report can give benefits to the reader.

The Writer
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ABSTRACT

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This final project report is written based on the writer’s experiences as an English teacher in doing the job training in SMP Negeri 4 Karanganyar. The aim is to describe about genre of a text to students and to get the student’s level of understanding in Junior High School.

In the job training, the writer arranged the teaching and learning process into three stages consisting of pre-teaching, main-teaching, and post-teaching. Therefore, the writer also provided the writer’s own material. During the teaching and learning English, there were some difficulties faced by the students.

Thus, the writer decided to describe what the difficulties. The process of teaching consists of giving the materials, and resolving students difficulties by giving the sample of the text.
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THE PROCESS OF TEACHING DESCRIPTIVE TEXT TO 7TH GRADE STUDENTS IN SMP NEGERI 4 KARANGANYAR

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In the job training, the writer arranged the teaching and learning process into three stages consisting of pre-teaching, main-teaching, and post-teaching. Therefore, the writer also provided the writer’s own material. During the teaching and learning English, there were some difficulties faced by the students. Thus, the writer decided to describe what the difficulties.

The process of teaching consists of giving the materials, and resolving students difficulties by giving the sample of the text.

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CHAPTER I

INTRODUCTION

A. Background

Language is such a crucial thing in the daily life. Based on Wikipedia language refers to “The specifically human capacity for acquiring and using complex system of communication. The use of language has become deeply entrenched in human culture, it is used to communicate and share information, and it is as a system of communication that enables humans to cooperate each other’s”. (Wikipedia.org/Language, accessed at October 20th 2011) Many countries have their own language, even their traditional language. Therefore, there are thousand different languages in the world. For this reason then people need a language that unites the differences, and English becomes the only language that is used in worldwide.

As an international language, English has to be mastered because mastering English is very useful in every place and in every aspect. English is one of the main languages when people communicate with others from different nations, and different cultures and habits. English makes people communicate with foreign people. Moreover, now we are living in globalization era where almost all of the aspects in our life, such as education, knowledge, economy, or institutions, need employers who have English competency, they are not only professional but also communicative in English, both oral and written expression fluently.
The ability to speak and write English properly has been one essential skill in the professional world. The world has become a global village and English language has become a part of everyone’s life as the ability to speak English fluently and understand it is almost a necessity.

In some countries, English becomes one of the important lessons, which is taught. For this reason, the government of Indonesia pays attention to English lesson seriously. Government has decided that English is one subject that should be taught in every level of education starting from elementary schools, junior high schools, senior high schools, until universities. The purposes are to motivate and to prepare the students, in order to make them ready and confident in studying English in the higher level.

For students of junior high schools, English is not a new thing, because English has been given for three years at elementary school. However, students often still get difficulties to study English. In order to make the students easy in understanding the materials, the materials given to the students in junior high school must be organized from the easier to the more difficult.

The materials should cover four skills; writing, listening, reading, and speaking. The teacher should consider the way to integrate listening and speaking or writing and reading. Almost in junior high schools, students are taught about the grammar, so when students are asked to write a simple text
about describing things, for example, they do not know how to start their writing. Therefore, the writer tries to teach descriptive text, so it can help the student to improve their skills, especially in writing. Finally, in this final project, the writer makes this final project entitled “The Process of Teaching Descriptive Text to 7th Grade Students in SMP Negeri 4 Karanganyar”

B. Objective

1. To describe the English teaching and learning process of 7th grade students of SMP Negeri 4 Karanganyar.

2. To describe the problems and solutions that give influence to the process of teaching descriptive text to 7th grade students of SMP Negeri 4 Karanganyar.

C. Benefits

1. The writer expects this report will give benefits to the teachers to improve the students’ ability in learning English.

2. This report is expected to give the way for students of SMP Negeri 4 Karanganyar to learn and to improve their ability in learning descriptive text.
CHAPTER II

LITERATURE REVIEW

A. Introduction

This chapter discusses some literature reviews related to the topic in this final report. There are three main points; teaching and learning, teaching writing, and genre for 7th grader in junior high schools.

B. Teaching

Teaching is a part of teaching learning activity to help the students understand about the subject they are learning. Teaching and learning are two things that cannot be separated. According to Brown, “Teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or to understand.” (Brown, 2000:7). It means that teaching is an activity of assisting students in learning process in order to get knowledge, and make the students understand the subject that they learn.

In teaching the learners, a teacher should be able to make an interesting teaching and learning process. A good teacher should point out some issues:

1. A teacher should make her/his lesson interesting
2. A teacher should have lots of knowledge
3. A teacher must love her/his job
4. A teacher is an entertainer in a positive sense not in negative
5. A teacher must have personality. (Harmer, 1998:1-2)
Being a teacher is not as easy as people see. Petersen and Hayden (1961:221) said that, “The job of the teacher to meet the needs of the students and provide individualized, meaningful experiences is not an easy one”.

From all the explanation above, it can be assumed that teaching is a process of delivering knowledge. Although the duties of the teachers are not easy, they should try to do the best in teaching and in delivering knowledge for their students.

C. Learning

According to Ernest, “Learning is the process by which an activity originated or changed through training procedure whether in the laboratory or in the natural environment”. (Ernest, 1984:4). This means learning can be trained in the educational system or by the learners environment itself. According to Kimble and Garmezy in Brown (2000:7), “Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice”. Further, in learning something learners can get the numerous information by training themselves or in reinforce practice.

Brown also explains the learning can be divided into seven:

1. Learning is acquisition or “getting”
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, and cognitive organization
4. Learning is involves active, conscious focus on, and acting upon events outside or inside organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some form of practice
7. Learning is a change in behavior (Brown, 2000:7)
From the definition above, we are able to make a conclusion that in learning there would be the process of getting or acquiring knowledge or skill through practices or reinforced practice. So that, there would be memorizing of information or skill and behavior changes within the learners.

D. Teaching Writing

Writing is one of the four functional skills which are taught in the schools. A learner tries to do the tasks in printed texts. Carroll, Wilson, and Forlini (2007:3) define, “Writing is one of the most powerful communication tools you will use today and for the rest of your life. You will use it to share your thoughts and ideas with others and even to communicate with yourself”. It means that writing has an important role in language because it is one of the most powerful communication tools that can be used to communicate with each other.

Britton in Pringle and Yalden also explains that writing is valuable not only because it helps us to acquire school knowledge but more significantly, because it allows us to come to terms with our lives. (Pringle and Yalden, 1983:9). In the daily life, people need the writing skill to make their life easier, for example, people need to write a letter, an essay, we are able to tell our own stories, to rise our own imagination, then writing is valuable to helps us to acquire the need of writing skills.

Widdowson states in Pringle and Yalden, that writing is a communicative activity and so is carried out in accordance with certain general principles.
which underline the use of language in communication. (Pringle and Yalden, 1983:34-35). Writing is also a kind of communicative activity; it is used in the language communication. It is power to give form and significance to our lives.

Writing is valuable in itself, there is a special feeling about seeing your work in print, and enormous satisfaction in having written something, which you want to say. (Scott and Ytreberg, 1990). On the other hand, there is special feeling to see your ideas in printed texts. It is a different way of feeling to see your work in print than to see your work in files or in audio.

Good writing applies in the school as the conventions of knowledge in the written as Rivers and Temperley states in their book “Good writing implies knowledge of the conventions of the written code (the “good manners” of the medium). (Rivers and Temperley, 1978:264). We are able to correct what we write before it is recievied by the reader.

Writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, etc. But, in due course of time, writing teachers became better get used to the advantage given to learners when they were seen as creators of language, when they are allowed to focus on content and message. So that, Peacock states in his book that to be an affective teaching of writing, you need to be aware of the different kinds of demands writing makes when a child attempts to create a meaningful written text. (Peacock, 1986)
Teaching writing means, we create a pedagogy that helps students see writing as continuous process of revising and re-writing as their draft text. (wikipedia.org/TeachingWriting, accessed at Dec 5th, 2011). And then according to Michael H. Long and Jack C. Richards (1987), they explain that teaching writing is a process of discovering and exploring the students’ thoughts and ideas. In this case, the teacher has a role to help the students explore their thoughts or ideas, so that the students are able to discover their ideas which will be developed through writing skill.

E. Genre Of The Text

People need to share their ideas, and there are many kinds of ideas, for that reason, they need to differentiate each of the idea and the purpose, each of the communicative events has some set of communicative purpose. Then Swalles in Tribble explain that, a genre comprises a class of communicative events, the member of which share some set of communicative purpose. (Swales in Tribble, 1997:58).

According to Flowerdew, there are some activities to help students understand more about genres. The teachers choose one genre text for being an example, for instance choosing descriptive text. Then, they provide a real descriptive text used as model for students in analyzing its feature and social content. After talking about it, students are required to differentiate one genre to another. Students are asked to search for another appropriate example of text afterward. The genre found by students are able to translate together so that the
students are able to understand the meaning of the text provided. (Flowerdew in Tribble, 1993)

Muchlas Yusak categorizes genre text into spoof, recount, analytical exposotion, news item, anecdote, narrative, procedure, description, discussion, review, hortatory exposition, and explanation. Because genre text is various, teachers are expecte to minimize the problem happen while teaching it. Genre text for students’ is taught according to grade and semester. In the curriculum, there are two genres of texts, which are taught for 7th grader of junior high schools; procedure text and descriptive text. Muchlas Yusak defines procedure and description text as below:

a. Procedure

The social function of procedure is to describe how something is accomplished through a sequence of actions or steps. The generic structure in this text consist of materials needed and procedural steps, focusing on generalized human agents, using of simple present tense, often using imperative, using mainly of temporal conjunction (or numbering to indicate sequence), using mainly of material processes. (Yusak, 2004)

b. Description

The social function of description is to describe a particular person, place or thing. Moreover, description has some characteristics: focuses on specific participants, uses of attributive and identifying processes, frequent uses of epithets and classifier in normal groups, and the last, description uses simple present tense. (Yusak, 2004)
CHAPTER III

DISCUSSION

A. Introduction

In this chapter the writer explains the general description of the school, job training activity, and discussion.

B. Description of SMP Negeri 4 Karanganyar

SMP Negeri 4 Karanganyar is located at Jl. Yos Sudarso No. 27 Bejen, Karanganyar, established in 1992. SMP Negeri 4 Karanganyar built on the area 7,500 m2 with modern architecture and it also has seven main buildings. The first building consists of the headmaster room, the administration room, and the teacher’s room. The second buildings are the laboratory, and the three classrooms. The third building consists of four classrooms for 2nd grader. The forth building has six classrooms for the 1st grader. The fifth building consists of the cafeteria and it has four classrooms. The sixth building has auditorium and the mosque. And the seventh building is the library.

In the last academic year of 2010-2011, SMP Negeri 4 Karanganyar has 710 students. It also has 53 teachers, 9 administrations employees, a librarian, a school guard and a security. These junior high schools has several extracurricular, such as students organization, sport activity, and art activity to achieve the vision of the school is creating a smart, polite, and artistic of the students.

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C. Job Training Activity

The job training activity was done from 31\textsuperscript{th} January 2011 up to 28\textsuperscript{th} February 2011. During the job training, the writer did some activities, they were class observation, making lesson plan, teaching and learning practice.

1. Class Observation

Class observation was done for one day at Friday, January 28, 2011. The purposes of this observation are to ask permission to the headmaster, to know the environment of the school, to know the situation of the class in SMP Negeri 4 Karanganyar and to get a supervisor teacher. In this period, the English Teacher gave explanation about the rules of the job training, and the class schedule.

The writer got the opportunity to teach English lesson for seventh grade students, especially class A, B, and C. The writer came to school every Monday, Wednesday, Thursday, Friday, and Saturday for one meeting.

The schedule was from 7 am to 1 pm every day. The English teacher explained the steps that had done by the writer before and during the job training. First, the writer had to make \textit{RPP (Rancangan Proses Pembelajaran)}, or it can be called as a lesson plan.

For the first day of teaching process, the writer would be supervised by the English teacher, as her supervisor. Then, for the next meeting, the writer had to be the real teacher without being assisted by the supervisor.
2. Making Lesson Plan

Lesson plan is a general illustration about teaching learning activity. Lesson plan is kind of the teaching learning scenario which is made by the teacher as a reference when teacher teaches. As a good teacher, I should prepare everything well before I taught at the class. The lesson plan contained sequence of teaching learning activities, the time allocation from the beginning until the end of the class, the goals that should be reached by the students in the end of the lesson in order to evaluate their level of understanding.

By giving a new material to students, my supervisor asked me to prepare lesson plan based on syllabus of Education Unit Level (KTSP) for grade VII in second semester. She gave me the appropriate syllabus of English subject and the sample of lesson plan for guidance. One topic should be presented in each class meeting. She selected one material for me to explain to the students, then I made the lesson plan based on her instruction. A lesson plan contained of skill which has to master by the students or it called standard competence.

My supervisor gave me opportunity to compose my own material rather than relay on the text book that they already had before. Because, if I used the text book, the students probably would not pay their attention on me because they were busy with their own book. After making the lesson plan, I made my material based on the syllabus. The material I made consisted of Building Knowledge Of The Field (BKOF), modeling of the text, joint construction of the text, and independent construction. The material sources were taken from a book as my guidance to make my own material. It was English on Sky. The
function of the material was to make a significant progress of students in learning English.

D. Discussion

1. Teaching Grade VII Students

Teaching and learning is the main part of education system. It needs cooperation between teacher and students. If the process of teaching and learning works well, it will lead to the success of study.

English teaching and learning process in Junior High School goes 40 minutes in an hour of a lesson. The teacher should explain all of the material in provided time. If it could not be done in 40 minutes, the teacher would continue explaining the material in the next meeting.

In explaining the material, I had a simple rule. When I said “HI THERE” then the students should say “YES”. It might be done for several times to bring back their attention to me and to the material being explained. Moreover, I was also used this strategy to make the students silent when the situation was not conducive.

Before starting the teaching and learning process, I asked the students to pray together. Then, I continued greeting them by asking their feeling and checking their presentation list at that day. I always did this to get to know their name too. After that, I did warming up for instance asking whether there was any homework or not, reviewing the last material by asking one of them about the last material, and introducing the new material. I began to explain the
material by writing down the point of the topic I taught in the white board. I showed the students the list of vocabularies and the pictures, so they could see the characteristic of humans physical appearance. I also provided them some tasks in the handout. To make them more interested to the material, I provided some pictures and attractive exercises in the handout. Then, I asked them what descriptive text is, some of the students answer, but some not. I explained the definition of descriptive text by saying it and also writing it on the white board, then they automatically write down my explanation. I did not speak English all the time because it would make the students unable to understand what I meant. I used English and Indonesian (bilingual) to teach them in the class. Before I moved to the next stage, I used to ask whether there was any question and whether it was clear or not about the recent topic discussed. However, I kept repeat my explanation before I ended this stage. After the students were clear enough with my explanation, I would continue discussing another topic.

There were also some ways to make the students more active at the class. I provided some exercises in the handout. After explaining the instruction, I ordered the students to finish those exercises individually or in a group. I evaluated the exercises done by them in front of the class. I asked one of them to come forward to write down his/her answer at the white board. If there was a mistake I encouraged the other students to correct it, and if there was still wrong I gave them a clue about the answer, then they could guess the correct answer. I gave them a compliment after they came forward and I was also asked the other students to give them applause to encourage them.

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I also explained the list of vocabularies that would be used in descriptive text. I wrote down the list of the vocabularies in the white board, I also showed them the pictures of the vocabularies I wrote, so they could understand more by seeing the pictures, beside that, I gave the some example of the part of body by showing one of the students’ physical appearance as the real example. I also asked the students to repeat after me about the new vocabularies, so they could pronounce it in correct form. They were automatically written down the new vocabularies in their book.

I also explained about possessive pronounce to the students, but surprisingly, they were already given the explanation about possessive pronounce, so it was easier for me to re-explained it to the students. I gave the some samples of possesive pronounce, and after that I asked one of the students to make a sentence using possessive pronounce. I would also made sure all of the students understand clearly about possessive pronounce, because it was used it making descriptive text.

I explained the stage of making a descriptive text; I gave them the characteristic of descriptive text. I wrote down the characteristic in the white board, I wrote it with different colour of pen so they could interest my explanation because of the color. After that I gave them the example of descriptive text, I also provided the example on the handout.

Hello, My Name Is Agustin
Hi, my name is Agustin. I am 21 years old, I study at Sebelas Maret University. My face is oval, I have a long and wavy hair, it is black. My eyes are black too. I am thin and I have a beautiful smile.

I used this text because I also want them to know about me, and they could get the real example of the description of someone by seeing it by themselves about my physical appearance. I gave them the simple descriptive text so in the end of the explanation they could make a simple example of descriptive text. I finished the process of teaching and learning by asking some questions for reviewing the last material discussed and whether any questions for the difficult passages of the material or not. I also gave them homework to describe their own physical appearance. I concluded the recent topic of discussion then ended the subject by asking thank you and see you.

It could be concluded that the process of teaching and learning process run well. They were cooperative enough to the material and to the class. The common characteristic of the students are: having big curiosity about new thing and active enough. Even though, there were several uncooperative students in the class, I could handle them well.

2. The Stages in Teaching Learning Process

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a. Building Knowledge of the Field (BKOF)

The aim of Building Knowledge of the Field is to prepare students readiness to follow the class. BKOF consists of several questions for greeting, reviewing the last material, and introducing the new material to students. BKOF is needed to create students mind set so they will be easier in receiving the material.

I asked them for instance:

Teacher : Good morning students.

Students : Good morning Ma’am.

Teacher : How are you?

Students : I am fine. And you?

Teacher : I am fine too. Thank you. Well, today we are going to talk about a person physical appearance. What do you know about kinds of hair?

Students : Straight.

Teacher : What do you know about kinds of face?

Students : Oval.

Teacher : Now, we are going to describe a person’s physical appearance.
After answering the question together, I knew that the answers were different, so that I asked the students one by one to know their level of understanding and to build their confidence. If they could not answer it in English, I helped them to translate their answer in English.

b. Explanation of the text

In modeling, a teacher provides the students with a sample of text related to the material being discussed for further analysis. It can be prologue or monologue.

The teacher starts with the example of a genre text. The students should read the text before learning it. Writing and reading are integrated to teach them vocabulary and grammar before they make their own descriptive text. Then the teacher will explain the text based on the social function of text, its generic structure, its content, and its language feature.

The social function of description is to describe a particular person, place, or thing. The characteristic of descriptive text are focuses on specific participants, uses of attributive, and identifying processes, frequent uses of epithets and classifier in normal groups. Its language feature are uses simple tense when describing fact and habit, uses simple past tense when describing someone who already passed away.

I provided them with a monologue about descriptive text entitled “Hello! My name is Agustin”. The text I provided was for introducing me and for them to know about descriptive text and the real example of my physical appearance.
I discussed how to describe a person appearance through their physical look, and the related vocabulary. Then, I explained the generic structure of this descriptive text. To make the explanation clearer, I brought some pictures of the kind of body parts, the students were very happy with my explanation because I provided my explanation with picture so they could hear my explanation while looked at the picture I brought. To check their comprehension about this text, I gave some questions related to the descriptive text.

c. **Joint construction of the text**

Joint construction is a condition where the students are given task to finish. They can work in pairs and individual based on the instructions. The aim of this staging is to encourage their knowledge and to braid their socio-relationship among their group.

After giving explanation of descriptive text, providing example, and so on, I continued checking the students level of understanding by giving them some task. In this stage, I provided a task about matching pictures and the description of the pictures. They could matched the pictures with the descriptions based on the pictures physical appearance that I explained before. It was an easy task for them because I gave a simple task to warm up my teaching and learning process. I asked one of the students to answer the task, it was simple because I only gave them three matching task, at the first time,
There was no students who confident enough to come forward, so I told them that I would give a bonus mark for those who brave to come forward.

After that, the students were asked to look at the picture that I brought and re-arranged the jumble sentence based on the picture. I brought Justin Bieber picture, because he was a famous singer at the time, so I believed the students would interest with my task. I asked one of the students to come forward to answer the questions, he answered some correct answer but some wrong, I did not straightly judge him when he did mistake although I encouraged the other students to correct the wrong answer, but when they were not able to correct it I gave the explanation about the task and finally they were able to guess the answer. However, I gave him a compliment because he had a confident to come in front of the class.

The other task was a group task, I asked the students to work in pairs to answer the question I made. I brought a picture of Indonesian famous athlete, I brought Irfan Bachdim picture in order to attract their attention, and it was quite successful, because one of the students asked me the picture after the class ended. They asked to work in pairs to answer some question I made about Irfan Bachdim, they should analized the picture carefully to identify Irfan Bachdim physical appearance. After answering the question, I asked one of the group to come forward to tell their answer loudly, so it was to built their confident among their friends. They answered my question correctly. I gave them a compliment to appreciate their confidence. This section ended by
concluding the right answer and giving applause for those who brave to come forward.

d. **Independent construction**

In this stage, students should work individually without any help from the teacher or their friends. The students are independently given opportunities to reconstruct a new text of the same genre individually.

I asked the students to describe their own physical appearance, before doing my task they were given some minute to discuss with their friends to ask their opinion about their own physical appearance. After that, they should describe themselves without help from the other.

There were some students who confident enough to come forward to tell their description task. Some of them followed the steps correctly or copied the step of making descriptive text by looking at the example in the handout. There was also a lot of applause to them who brave to come forward, because they were good enough to tell the good thing about their physical appearance. The average mark of this task was 75 to 85, because I also gave a plus mark for those who brave to come in front of the class answering the question I gave. By considering this result, it could be concluded that the process of teaching descriptive text was successfully done. Almost of the students could do the exercise well. However, they still did some mistakes like wrong spelling, inaccurate to describe their looks, inappropriate words choice. Generally, the students had already known how to write a good descriptive text. The result of
independent construction of the text should be submitted as a mark report to my supervisor.

1. The Obstacles Faced During Teaching Descriptive Text

a) Lack of vocabulary.

Almost the students in class did not understand about certain vocabularies. They just guessed the meaning. They brought a dictionary as they tool, however, it was a pocket dictionary that means it was inappropriate dictionary for them, because it was not a complete dictionary. I provided the students some new vocabularies and the pictures of it, so they could understand it by seeing the picture. I also asked the students to write down the difficult words in that found in the book and the handout.

b) Uncooperative students

In the beginning of lesson, all students were curious and active about the instructions and the material. But sometimes, there were some uncooperative students in class who were busy with themselves, always passive when I asked a question related to the material, even they were busy teasing the other students, because it was common for students for acting something like this to attract the attention. Knowing this condition, I asked them to come forward to answer my question. I said hello-yes for several times to attract their attention
back to the material. To cheer the class, I also gave them a new English kid’s song.

c) The difficulties of material

I created my own material consisting of writing and reading comprehension. But in a matter of fact, the material was too difficult for them. They could not understand the material and they could not do the exercises well. To solve this problem, I made up the material through decreasing the level of difficulties. I re-arranged the material as easy as I could and it still based on the syllabus. I consulted my material to my supervisor to check its content. Thus, I applied the revised material to teach in the class. By using this material, the students could understand my explanation and the content of material given.

d) Misunderstanding the instruction.

I used English to explain the material. I used the very simple English so they were able to understand the meaning. But I sometimes I used Indonesian when they would do the task I gave, so there would be no wrong in answering the task. I also applied bilingual system to teach them in class. After taking in English, I translated it into Indonesian. I also asked them whether there was any difficult word or not. I encouraged them to be confident in class. I also gave a good mark to them who was active in the class.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

I did job training in SMP 4 Karanganyar from January 31 up to February 28, 2011. I observed the students of VII grade at January 28th, 2011 and joined my supervisor as observer while she taught English in the class. Then, I decided VII A as sample of class observation to focus the material which would be explained. I taught English subject in VII A every Monday (at 10.35 – 11.15) and Wednesday (at 07.00 – 08.20). During the study, the situation was conducive enough to support the process of teaching and learning.

Before explaining a new material to the students, I prepared lesson plan based the syllabus of Education Unit Level (KTSP) for grade VII in second semester. In creating lesson plan, I integrated two major skills; reading – writing and speaking – listening. Thus, I prepared a lesson plan. My supervisor gave me opportunity to compose my own material as well. I took a course book entitled English On Sky as my reference in composing my material.

I applied four teaching stages in teaching and learning descriptive text; Building Knowledge of the Field (BKOF), modelling of the text, joint construction of the text, and independent construction of the text. In Building Knowledge of the Field (BKOF), I provided some colorful pictures to attract the students attention. I showed to the students, and I asked their opinion about the pictures. I also provided them with a descriptive text entitled Hello!
My Name Is Agustin and explained the generic structure of this descriptive text. I explained the new vocabularies related to descriptive text, and I asked them to write it down on their note. I asked them to repeat after me to know the correct pronunciation. After I finished explaining the text, I asked them to answer the questions about the text. Almost the students could do the exercise well. However, they still did some mistakes like wrong spelling, and inaccurate writing of the words, it could be concluded that the process of teaching descriptive text was successfully accomplished.

There were some obstacles came up during teaching descriptive text to the students, for example: lack of vocabulary, uncooperative students, the difficulties of material, and misunderstanding instruction. In order to overcome the lack of students vocabulary, I provided summary of the new vocabularies and some pictures, encouraged them to write the difficult words, and translated these difficult words into Indonesian. Knowing that there were some uncooperative students in the class, I asked the lazy students to answer my question in front of the class to make them more active and to pay more attention on the material. Moreover, I said: “hi there” then ordered the students to answer “yes”, and sang a song in the class, I also gave them a song, Going to the zoo to decrease the stress in the class. I made up the material through decreasing the level of its difficulties to make the students understand to the material given. I also applied bilingual system in teaching and learning process to avoid the misunderstanding instruction.
B. Suggestion

By considering the job training experiences, there are some suggestions for some parties as follows:

1. English teachers

   The English teachers are supposed to enrich their knowledge on English continually. The English teachers are also supposed to be more creative in teaching to attract the students' attention and they can improve and develop the students' passion in learning English. Teaching English is not only emphasizing in theory but also applying skill practice. Through the various activities in the process of teaching and learning, the students will be able to learn English effectively.

2. Students' parents

   The students’ parents should take a role in their children’s progress in learning English. They can encourage their children to learn English through giving motivation, giving them an English course, providing English book, allowing them and guiding them to watch English-based movies to enrich their vocabulary, and appreciating their progress in all aspects.

3. The Students of English Diploma Program, Faculty of Letter and Fine Arts, SebelasMaret University.

   In doing job training activity, the students of English Diploma Program should be ready and confident. They are required to compete with another student from the other universities. To achieve the objective of job
training activity, they should prepare the materials by applying what they have learned from the university and developing the materials to meet what the institution where they have the job training activity asks.