TEACHING WRITING "DESCRIPTIVE TEXT" FOR THE FIRST GRADE OF SMP WALISONGO, KARANGMALANG, SRAGEN, ACADEMIC YEARS 2011/2012

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

By:

ARTHUR ALFONSO DHIMAS S
C 9309018

ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA

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APPROVAL OF CONSULTANT

Title: TEACHING WRITING "DESCRIPTIVE TEXT" FOR THE FIRST GRADE OF SMP WALISONGO KARANGMALANG SRAGEN ACADEMIC YEARS 2011/2012

Name: ARTHUR ALFONSO DHIMAS S

NIM: C 9309018

Approved to be Examined before the Board of Examiners,

English Diploma Program Faculty of Letters and Fine Arts

Sebelas Maret University

Supervisor

Dr. Sri Marmanto, M.Hum.

NIP. 1950090011986011001
APPROVAL OF THE BOARD OF EXAMINERS

Title: Teaching Writing "Descriptive Text" for The First Grade of SMP Walisongo Karangmalang Sragen Academic Years 2011/2012
Student's name: Arthur Alfonso Dhimas S
NIM: C 9309018
Examination Date: January 23, 2013

Accepted and Approve by the Board of Examiners,
English Diploma Program, Faculty of Letters and Fine Arts
Sebelas Maret University

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Faculty of Letters and Fine Arts,
Sebelas Maret University.
Dean,

Drs. Rivadi Santosa, M.Ed, Ph.D
NIP. 196003281986011001
MOTTO

There is no player in this world who has not last before. All those who play on the field will have tasted defeat. However, the best player will give everything he is got to stand up again.

Ordinary players take a while to get back on their feet, while losers will remain flat on the field.

(University of Texas Longhorns Head Coach, Darrel Royal)

Don’t hope your life will be easier but you hope your life will be the best when there is a problem. Don’t blame someone but you must do something to be well.

(Jim Rohn, Old Entrepreneurship, USA)
DEDICATION

This final project is dedicated to:

My beloved parents,

I am nothing without you.

Thanks for your praying.

My little sister,

Nurma Cah Cilik.

My friends,

(Tika Sekar Arum) as Solopos Employee.
PREFACE

The greatest name that the writer has to thank first is Allah SWT who always guides the writer, closes the goodness and keeps the poorness away. Also, all of people supporting the writer in writing and finishing this final project entitled Teaching Writing “Descriptive Text” at seventh grader of SMP Walisongo Sragen”.

The objective of the writer in writing this final project report is to fulfill the requirement in obtaining the English Diploma Program. This final project report contains many kinds of activity in teaching descriptive writing in SMP Walisongo Sragen. The writer used BKOF (Building Knowledge of text), Modelling, Joint Construction and Independent Construction of Text in teaching writing descriptive text.

The writer really realized that in arranging this final project report, he has many weaknesses. Those are the lack of the limited knowledge and the experience of the writer. Therefore, the writer will be excited to receive further suggestion for the improvement of this report.

Finally, the writer hopes that this final project report can be beneficial for the readers.

Surakarta, January 2013

ARTHUR ALFONSO DHIMAS S
ACKNOWLEDGMENT

Allhamdullilahirabil’alamin, all praises to Allah SWT due to blessing to the writer so that he can finish this final project report. In conducting this report, the writer got some helps from many people. Therefore, I would like to say my highest appreciation to:

1. Drs. Riyadi Santosa, M.Ed, Ph.D. as the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University for approving this report.
2. Yusuf Kurniawan, SS, M.A. as the Head of the English Diploma Program for the highest dedication and as my academic consultant. Thanks for advice and guidance.
3. Dr. Sri Marmanto, M.Hum, as my final project supervisor for his valuable time, guidance, and advices during the writing until finishing process of this final project report.
5. The lectures in the Faculty of Letters and Fine Arts, English Diploma Program, Sebelas Maret University. Thanks for the valuable knowledge.
6. The staff in the Faculty of Letters and Fine Arts, English Diploma Program, Sebelas Maret University, especially “Mbak Heny”. Thanks for your patience and your help.
7. Muqor’robin Su’ud, S.Pdi, as the Headmaster of SMP Walisongo for the permission given to hold job training and also for the kindness and assistance during the job training.
8. Ahmad Daroni, S.Pd, as the English teacher and also the writer’s supervisor in SMP Walisongo for her guidance, patience, time and advices during job training.
9. All teachers and staffs at SMP Walisongo, such as: Mas Misbah, Mas Daroni, Mbak Wanti, Bu Meyta, Bu Ari, Pak Agus, Pak Supri, Pak Rouf, Pak Muqor’robin Su’ud, Bu Rahayu, Bu TA Lestari, Bu Triyani and Pak Sri Hartono. Thanks for help and guidance.
10. My parents who are always close to me to support me every time. I will give the best to you, as long as I can.
11. My spiritual religion “KH. Khamdi Al Hakim” for guidance in teaching Qur’an and Hadist to me.

12. My special friends “Tika Sekar Arum” that always gives support me.

13. All of the students in English diploma program “09”, especially: Pandu, Darmadi, Pradita, Rizqi, Tio, Ucup, and Syauqi. I have so many unforgettable moments with you all.

14. All my friends in NASDEM, such as: Mr.Agus, Mr.Lukas, Mr.Kusrahardjo, Mr. Hardono, Mr. Joko Widodo, Mr. Sugeng, and Mr. Hilmi Yahya etc.

15. All my friends in HIPMI (Himpunan Pengusaha Muda Indonesia), such as: Mr. Gunawan, Mr. Abdul Latief, Mr. Fawed, Mr. Supriyanto, Mr.Ali Masykur Musa, Mrs. Eni, Mrs. Dina etc.

16. All participants whom I can not mention one by one. Thank you so much.

Arthur Alfonso Dhimas S
ABSTRACT


English Diploma Program Faculty of Letters and Fine Arts, Sebelas Maret University

The final project was written based on the job training done by the writer as an English teacher in SMP Walisongo Karangmalang for a month.

The writer emphasized in teaching English Descriptive text to the VII Grade students to know their ability in conveying message through English. The writer applied four stages in teaching Descriptive text in class: BKOF, modeling, Joint Construction and Independent Construction of Text. The writer used bilingual language to teach the students in class. Thus, he composed a new material based on the Lesson Plan for the VII grade students of Junior High School to create a significant progress of English teaching and learning.

Many obstacles were encountered during the process of teaching and learning descriptive text, for instance, confusing formula, weakness in translating sentences, spelling and pronouncing English words, lack of vocabulary, and uncooperative students. To overcome these obstacles, the writer explained each part of the formula more detail and also added examples for each parts of the formula, he provided some of new vocabularies, he pronounced English word correctly and translated the difficult words into Indonesian. He asked the lazy students to sit in front and gave some assignments to make them more active. The writer made up the material applying bilingual system in teaching and learning process to avoid misunderstanding.
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TEACHING WRITING "DESCRIPTIVE TEXT" FOR THE FIRST GRADE OF SMP WALISONGO, KARANGMALANG, SRAGEN, ACADEMIC YEARS 2011/2012

Arthur Alfonso Dhimas S1
Dr. Sri Marmanto, M.Hum2

ABSTRAK

2013. Tugas akhir ditulis berdasarkan job training yang dilakukan oleh penulis sebagai guru bahasa inggris di SMP Walisongo Karangmalang selama sebulan.
Penulis menegaskan di pengajaran Bhs. Inggris Descriptive Text kepada anak kelas 7 adalah untuk mengetahui kemampuan mereka di dalam menyampaikan pesan tertulis melalui Bhs. Inggris.
Penulis menggunakan 4 proses di dalam mengajar Descriptive Text di kelas yaitu BKOF, Modelling, Joint Construction of Text, Independent Construction of Text.
Banyak rintangan yang di temui penulis selama proses mengajar descriptive text seperti bingung dalam pemakaian rumus, kelemahan di dalam menerjemahkan kalimat, melafalkan dan mengeja kata kata Bhs. Inggris, kekurangan/keterbatasan kosa kata, dan ada siswa yang tidak mau bekerja sama dengan teman’nya.
Penulis juga membuat material yang menggunakan dua bahasa (Bhs. Indonesia dan Bhs. Inggris) di dalam proses belajar mengajar karena untuk menghindari kesalahpahaman.

1 Mahasiswa Jurusan D III Bahasa Inggris dengan NIM C9309018
2 Dosen Pembimbing
TEACHING WRITING "DESCRIPTIVE TEXT" FOR THE FIRST GRADE OF SMP WALISONGO, KARANGMALANG, SRAGEN, ACADEMIC YEARS 2011/2012

Arthur Alfonso Dhimas 1  
Dr. Sri Marmanto, M.Hum 2

ABSTRACT

2013. English Diploma Program Faculty of Letters and Fine Arts, Sebelas Maret University  
The final project was written based on the job training done by the writer as an English teacher in SMP Walisongo Karangmalang for a month.

The writer emphasized in teaching English Descriptive text to the VII Grade students to know their ability in conveying message through English. The writer applied four stages in teaching Descriptive text in class: BKOF, modeling, Joint Construction and Independent Construction of Text. The writer used bilingual language to teach the students in class. Thus, he composed a new material based on the Lesson Plan for the VII grade students of Junior High School to create a significant progress of English teaching and learning.

Many obstacles were encountered during the process of teaching and learning descriptive text, for instance, confusing formula, weakness in translating sentences, spelling and pronouncing English words, lack of vocabulary, and uncooperative students. To overcome these obstacles, the writer explained each part of the formula more detail and also added examples for each parts of the formula, he provided some of new vocabularies, he pronounced English word correctly and translated the difficult words into Indonesian. He asked the lazy students to sit in front and gave some assignments to make them more active. The writer made up the material applying bilingual system in teaching and learning process to avoid misunderstanding.

1 Mahasiswa Jurusan D III Bahasa Inggris dengan NIM C9309018  
2 Dosen Pembimbing
CHAPTER I

INTRODUCTION

A. Background

English is a language which provides some basic skills. The basic skills in English are speaking, listening, reading and writing. Those skills are needed and acquired as long as the students are still learning English, especially for young learners.

Writing skill is one of the important competences in learning English. It is one of language skills after the others: speaking, listening, and reading. We know that language is not only in spoken form, but also used in written form (Widdowson 1978:57). Acquiring of writing skill plays an important role in our live, people should need to learn how to write in English for occupational or academic purposes that can support their carrier in the future. (Puspita : 2005) For that reasons, students at 4 grade of elementary school until university should be mastering writing skills well.

Teaching writing for junior high school focuses on understanding texts and knowing how to write sentences properly. Most children find some difficulties to write in English because writing skill is different from speaking. In writing, there are some aspects that must be considered, like diction, grammar etc. The objective of teaching writing is to make students able to produce many kinds of written text. There are several genres which are currently learnt by students in junior high schools in Indonesia.
One of the genres is descriptive. According to Ken Hyland (2004:29-33) “Descriptive text is piece of text that gives us defines, classifies or generalizes about a phenomenon more detail. The purpose of descriptive text type is to give an account of imagined or factual events”

In SMP Walisongo, writing is given as part of English subject. The goal of second semester is to master description text. The writer prefers to observe the teaching descriptive writing in the class because the students have not mastered this genre yet. He is interested in knowing the students’ ability in conveying their ideas in written form of English. Descriptive text is one of two genres which should be taught to the students. The writer also chooses this school as a place for doing job training because it is listed as Islamic National Standard School. It has a potential aspect to observe. The teachers and the students have good discipline. This school has also good quality and complete facilities, such as: library, laboratory, studio, etc. Based on the reasons, the writer think that it is interesting to observe how to teach writing in this school. He also found some problems in teaching descriptive which are needed to be discussed. Hence, the writer is interested in presenting the report entitled “Teaching Writing Descriptive Text for VII Grade Students in SMP Walisongo Karangmalang”.
B. Objectives

1. To explain the process of teaching descriptive in the First Grade of SMP Walisongo, Karangmalang.
2. To discuss the problems in teaching descriptive writing.
3. To find out the solution to solve the problems in teaching descriptive text.

C. Benefits

The writer hopes that this final project report will give benefits for:

1. The English teacher of SMP Walisongo, especially the VII grade English teachers.

   The writer hopes this final project report will give a contribution to the teachers in relation to the students in writing skill. The writer also expects this report will give more information to the teachers. Furthermore, the teachers will find a new technique in teaching writing to the students.

2. The students of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

   The writer hopes this final project report will be able to be used as an additional reference for those who are interested in teaching English to young learners, especially in teaching writing.
CHAPTER II
LITERATURE REVIEW

In this chapter, the writer will discuss some literature reviews related to the topic in this final project report. The writer presents four main topics and discusses them one by one, such as: definition of teaching, definition of writing, definition of young learners, teaching writing to young learners, method of language teaching, and genres to the VII grade of junior High School. Each topic will be explained in details below:

A. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000:7). From the definition above, we can say that teaching is not only giving some information about knowledge or skill, but also guiding learners to find out the knowledge or skill. A teacher is person who helps students or pupils to learn in a school or in the other words, we can assume that a teacher is an acknowledged guide or helper in processes of learning and as facilitator student to learn. a teacher should give opportunity to the students to learn by themselves, but still in teacher’s control. Besides, a good teacher needs to set a good condition for learning.

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According to Oxford Learner`s Pocket Dictionary, teaching is a process of giving instruction to somebody. (Manser, 1995:425) a teacher is an acknowledge guide or helper in processes of learning. The teacher`s duties is not only to give instruction in academic subjects but also to give instruction in spirituality, community roles, or literature skills. Therefore teaching can be defined as an activity to guide, to instruct or to give knowledge to somebody in order to make the students understand about what they learn.

Teaching can be one of the key-activities in the teaching and learning process. A teacher needs to know a lot about the institution’s rule that involve with their teaching activity. Besides, a good teacher needs to know about the time, length, frequency; physical conditions, syllabus, exams and restrictions.

1. Time, length, frequency.

   Teacher should know the time, how long, and how often classes take place. It is very important because it will affect all planning.

2. Physical conditions.

   Teachers need to know what physical conditions exist in places that they are going to teach. When planning something, the teachers should consider the condition of the chairs and blackboard, the brightness of the lighting, the size of the room, etc.


   The teacher should be familiar with the syllabus for levels that are being taught.
4. Examinations.

Test is also extremely important to know what type of exam the students will have to take since a major responsibility of the teacher is to try and to ensure that the students are successful in tests and exams.

5. Restrictions.

Teachers should be aware of any restrictions imposed by the institution upon their teaching. A part room, the obvious restrictions of physical size, and shape of the classroom, there might also be other limitations such as class size, availability of aids and physical conditions (Harmer, 1991:261).

There are some issues that the teachers should know

a) A teacher should make her/his lessons interesting.

b) A teacher must love her/his job.

c) A teacher should have her/his own personality.

d) A teacher should have lots of knowledge.

e) A good teacher is an entertainer in a positive sense, not a negative sense. (Harmer, 1998: 1-2).

We can assume that a teacher should love her/his job. If the teacher enjoys her/his job, that it will make the lesson more interesting. Teachers who look unhappy with what they are doing tend to have a negative effect on their students. An English teacher has to be a good teacher for the students in order to make
them interested in learning English. If the teacher can make the lesson very interesting, the students will learn English easier.

B. Writing

1. Definition of writing

_Thorndike Barnhart Comprehensive Desk Dictionary_ (2004:187) defines writing as to make letters, words, etc, with pen, pencil, chalk etc, mark with letters, words etc., make (books, stories, articles, poems, letters, etc) by using written letters, words. Writing is something can produce in written form so that people can read, perform or use it. Some tools also help teachers to convey the material of writing to students. Besides, the material of writing also uses some worksheet to help young learner.

Michael H. Long and Jack C. Richards in his book entitled _Methodology in TESOL: A Book of Readings_ also states” writing is taught as a process of discovery- process through which the students can explore and discover their thoughts and ideas”.(1999:63)_we can assume that writing can imagine some idea from our mind._

2. Purpose of writing

Joy M. Reid points out that there are general purposes of writing. These purposes can all occur in a single essay although usually one of the purposes is dominant: (1994: 23 - 27)

a) To explain (educate, inform)
b) To entertain (amuse, give pleasure)

c) To persuade (convince, change the reader’s mind)

According to Reid, (1987: 218 – 226) some purposes are also external to
(outside of) the actual writing to fulfill an assignment, to receive a good grade, or to
demonstrate knowledge to an instructor. Other purposes are directly to three As
(3As):

a) Assignment (or selected topic)

b) The intended audience

c) The available (collected) material

d) Types of writing performance (1993:8)

From the two definitions, we can conclude that the purpose of writing is to
make students able to produce many kinds of written text, mainly the material which
is taught by teacher.

In addition, Brown (1994: 57 – 63)) divides the writing performances in the
classroom in five major categories. They are: imitating or writing down, intensive or
controlled, self writing, display writing, and real writing. Each of the categories will
be discussed below:

a. Imitating or writing down

The first level to learn writing is the level where the students simply write
down English letters, words, and possibly sentences in order to learn the usage of
orthographic code. Some forms of dictation are the examples of this category.

b. Intensive or controlled
One of the functions of writing is to test grammatical concepts. This intensive writing usually appears in controlled, written grammar exercises. This type of writing does not creativities from the writer. A common example of controlled writing is to present a paragraph to students in which they have to alter a given structure in every part of it. Even though controlled writing loosens the teacher’s control, it still offers a series of stimulators.

c. Self-writing

A significant number of classroom writing can be included as self – writing or writing with the self in mind as an audience. The most noticeable example of this category in classroom is note-taking, where students take notes during a lecture for the purpose of later study.

d. Display writing

The examples of display writing in school are short answer exercises, essay examinations, and even research reports- which make writing in the school curriculum is a way of life.

e. Real writing

Both real and display writing are actually two ends of continuing, and between them there are some combination of display and real writing. Their subcategories demonstrate the way reality can be injected: academic, vocational/technical, and personal (Brown: 1994:343-346).

So, writing needs imitating or writing down, intensive or controlled self – writing, display writing and real writing.
C. Young Learner

Young learner is the main target of the writer to do job training and write this final project. According to Harmer, young learner can be differed into three types:

1. Young children
2. Adolescents
3. Adult learner (Harmer 2005:38-40)

The young learners in junior high school belongs to adolescents. In fact, adolescents are kind of learner who creates many problems in teaching learning activities.

This is reinforced by the statement of Harmer”……..there is a number of reasons why students – and teenage students in particular – may be disruptive in class.

Apart from the need from self –esteem and the peer approval they may provoke from being disruptive, there other factor too, such as the boredom they feel – not to mention problems they bring into class from outside school” (2005:39)

According to Harmer in his book, adolescents have a number of characteristics which can make teaching learning problematic:

a. They can be critical on teaching methods.

b. They may have experienced failure or criticism at school which can makes them anxious and under confident about learning a language.

c. Many older adults worry that their intellectual powers may be diminishing with age (Harmer 2005:40)
Those are kinds of difficulties for a teacher when teaching adolescent, but those factors can be as consideration for a teacher to prepare teaching adolescents. By knowing some of those physiological factors, a teacher can determine the appropriate method to teach them.

D. Teaching writing to young learners

Teaching to young learner is different from teaching adults. They need special treatment, because they have different characteristics. Scott and Ytreberg (1990: 2-3) give the characteristics of young learners. Some of the characteristics of young learners are:

1. They understand situation more quickly than they understand the language used
2. Their own understanding comes through hands and eyes and ears.
3. They are very logical – what you say first happen first.
4. They have a very short attention and concentration span.
5. Young children sometimes have difficulty in knowing what is fact and what is fiction.
6. Young children are often paying and working alone.
7. Children do not always understand what adults are talking.
8. Young children can not decide for themselves what to learn.
9. Young children love to play and learn best when they are enjoying themselves.
10. Young children are enthusiastic about learning.
In sort, we can know that the characteristic of young learners is interested in knowing more about everything new in their surrounding. They also learn easier about the lesson that makes them enjoyable. The way young learners learn a foreign language depends on their developmental stages. In teaching young learners, a teacher has to be familiar with young learner’s characteristics and needs during childhood. How well the teacher comprehends the learner’s developmental need gives impact for the quality of children’s achievement.

After we know the characteristics of our young learners, the next thing that we have to do is that we have to be able to understand the children itself. Young learners are still children. Petersen and Hayden (1961:44) stated that, “every children who arrive at school may have different experiences, different attitudes, different values, different interest and appreciations and with different degrees of physical, intellectual, social and emotional maturity.”

Dealing with teaching English language to young learners, they may face some problems. Petty and Jensen (1980:72) explained the problems as follows:

1. Their English sentence are short, often incomplete and seldom of compound or complex forms.
2. They make errors in inflection, verb tenses, and uses of connectives, articles and negative forms.
3. They also misuse idiomatic expressions because they tend to translate literally.
Actually, teaching English at primary school (esp.: junior high school) is a good idea. As what Brumfit (1995: vi) said that, “the earlier you start the more time you get”. So, the teachers have to motivate and to maximize the young learner’s potential.

Here, we can conclude that teaching to young learners needs more attention in order to make them know what we teach. A teacher should be a person who can deliver the knowledge clearly and maximize the potential of young learners, so they can receive the material easily.

E. Method of language teaching

According to Brown (2001:16), method is “a generalized set of classroom specification for accomplishing linguistic objectives”. For teachers, methods become one of essential parts in teaching process. When the teachers have understood about methods, they can recognize and apply it in class.

There is no the best method. There is only a suitable method used in teaching process. The best method is a method which is suitable to be applied in class based on the needs in teaching.

There are several methods of language teaching:

1. Grammar Translation method

Some characteristics are described as follows:

a. Classes are taught in mother tongue, with little active use of the target language.

b. Many vocabularies are taught in the form of lists of isolated words.
2. Direct Method

Some characteristics are described as follows:

a. Classroom instruction was conducted exclusively in the target language

b. Both speech and listening comprehension were taught.

3. Audio lingual Method

Some characteristics are described as follows:

a. New material is presented in dialogue form.

b. There is much use of tapes, language labs, and visual aids. (Brown, 2001:18 - 23)

Based on the explanation of all the methods above, we can assume that Grammar Translation Method is the suitable methods in teaching the first grade students of junior high school. They can receive the material easier if the writer used this method. Next, the writer will describe about teaching descriptive text. Genre Based is also suitable method to teach descriptive text for them.
F. Descriptive Text

Based on the syllabus used in the Junior High School, there are two genres taught for VII grade students, they are description genre and procedure genre, but the writer focuses on teaching descriptive text.

1. Description genre

Descriptive text is one type of genres of the texts. In the Competency-based Curriculum (KTSP) for junior high school, they only learn about descriptive text for the first semester. Description genre is a text which functions to describe a particular person, place or thing. MuchlasYusack (2004:7) in his book entitled *A Brief Introduction to Genre: Example of Thirteen Genres and Their Generic Structure* also explains that the generic structures of description genre include identification and description of parts. While the other characteristics are as follows:

a. Focus on specific participants.

b. Use simple present tense.

c. Use attributive and identifying processes.

d. Use temporal conjunctions.

e. Use Epithets and Classifiers in nominal group.

There are several steps in teaching descriptive text, described as follows:

a. **BKOF (Building Knowledge of the field)**

   The purpose is to prepare the student’s readiness in following the class by greeting the students, reviewing the last material, and introducing new material.

b. **Modelling**
The purpose is to introduce new text for the students by giving an example of a text. In this step, the teacher provides a text and deconstructs it, based on:

1. **Social function**

2. **Generic structure** and content in the forms of questions of skimming and scanning:
   
   *What, How etc.*

3. **Language feature**

**c. Joint Construction**

The purpose is to guide the students to reconstruct a new text of the same genre in a group, guided by teacher.

**d. Independent Construction**

The purpose is to practice the students when they produce a new text of the same genre individually, guided by teacher.
CHAPTER III
DISCUSSION

A. General Background

In this chapter, the discussion is based on the activities done in the job training. The chapter III is divided into four main points. They are: school description, job training activities, process of teaching writing descriptive text, problems and solutions in teaching writing descriptive text for VII grade students of SMP Walisongo Karangmalang, Sragen.

B. Description of SMP Walisongo

1. Vision and Mission

   a. Vision

      Intelligence Quatient (IQ)

      Emotional Quatient (EQ)

      Spiritual Quatient (SQ)

   b. Mission

      1. Giving maximum ability in order to continue to the higher education.

      2. Executing active, creative, innovative study through learning activity.
3. Executing study of information technology and Communications.

2. General Description

SMP Walisongo is one of the junior high school in Sragen. It is located at Jl. Ontoseno, Sungkul Rt 12 Rw 04, Plumbungan, Karangmalang Subdistrict, Sragen Regency. It was established in 1995 by KH. Mah ruf Islamudin. This school has been operated by him since 2001. At first, the school adjoins with Islamic boarding House and then in 2001 the owner of this school gave the name SMP Walisongo.

This school has a large area. The total area is about 3245 m2 for the building and 1700 m2 for the yard. The building of the school consists of two floors and several rooms. They’re: headmaster’s room, teacher’s room, a school health unit, a computer laboratory and multimedia rooms, a living room, a mosque, a science laboratory, nine classrooms, a student committee room, one canteen, a security room, a creativity room, a warehouse, a cooperation society shop, and a studio.

As the other junior high school, SMP Walisongo has three grades. They are grade VII, grade VIII and grade IX. Those grades has different number of students. Each grade has two classes. The total numbers of students of the whole classes in this year are 158 students, consisting of 58 students in the VII grade, 40 students in VIII grade and 60 students in IX grade.
A: Class VIII A, B: Class VIII B, C: Class IX A, D: Class IX B, E: Library, F: Class VII A, G: Class VII B, H: Scientific Laboratory, I: Electronic Laboratory, J: Musholla (New Building),

K: Computer Lab, L: School Health Unit, M: Parking Area, N: Canteen, O: Toilet, P: Gate

Q: Headmaster room, R: Teacher’s room
3. School Structural Organization

- **Head master**
  - Muqorrobin Su’ud, S.Pd.I

- **Vice – head master**
  - Agus Rohmat, S.Pd.I

- **School committe**
  - Supomo, S.Ag

- **Public Relation Div.**
  - Arif M E, S.Pd

- **Student Division**
  - A. Daroni, S.Pd

- **Infrastructure Division**
  - Joni H, S.pd

- **Curriculum Division**
  - TA. Lestari K.S.Si

- **Arrange Effort**
  - Ahmad Misbah, S.Pd

- **Administration**
  - Ari Prihatini, S.Pd

- **Class Teacher**
- **Subject Teacher**
- **Students**

*commit to user*
This school has a school 1 committee and 7 staffs which can be divided into: a headmaster, five vice – headmaster, three administration staffs, fifteen teachers including subject teacher, nine class teacher, two guiding, three counseling teachers: a librarian, two laboratory officers, two cleaning services staffs and one security officer. The job description of each staff and school committee can be described as follows:

a. **Headmaster**

   He is responsible for all parts of school activities, including:
   
   - Coordinating school programs.
   
   - Coordinating school administration.
   
   - Implementing teachers’ counseling and assessment.

b. **Vice - headmaster**

   Vice headmaster is responsible to help the headmaster in coordinating the teachers in the school. Those four vice-headmasters can be divided into four fields. They are a vice- headmasters for curriculum system, a vice – headmaster for tools and infrastructure, a vice – headmaster for student’s activities and a vice – headmaster for public relations. (Which he implements school and communities relationship)

c. **School committee**

   School committee is responsible to help the school to complete the facilities which are needed to support the teaching and learning activities. It consists of a chief committee, a secretary, and two members.
d. Administration staffs

The staff is responsible for all school administration, for example: students’ administration.

e. Subject teachers

Subject teacher is in charge of giving lesson, evaluating the students’ works, analyzing the result of students’ test and implementing remedial and enrichment program of certain subject which he/she is specified into the students. Subject teacher also has responsibility to help students solving the problems that occur related to his/her subject.

f. Class Teacher

The class teacher has the same responsibility as the subject teacher does, but she/he is also responsible for coordinating, controlling and monitoring the students under his/her supervision. If there is a problem with the students under his/her supervision, he/she should be the first one who knows it.

g. Guiding and Counseling Teacher

Guiding and counseling teacher is in charge of giving guidance and counseling lessons to the students related to how they behave at school. He/she has the responsibility to give warnings to students if they do not behave appropriately and punishment if the students do not care about the warnings.

h. Librarian and Laboratory Staff

Librarian and Laboratory staffs have the responsibility to keep the facilities in the library, such as books and magazines, and in the laboratory.
such as human internal organs statue, etc. they are also responsible to give services to the students who need the facilities to support the teaching–learning activities.

i. Cleaning Service Staff

The staff is responsible for keeping the school environment clean. The staff is also responsible for preparing logistics such as making tea for the teachers and administration staff and buying things needed at school, such as brooms and dusters.

j. Security Officer

Security officer is in charge of keeping the school environment secured and conducive for the teaching–learning process.

4. Extracurricular Activities

SMP Walisongo has several extracurricular activities which can be followed by the students. The extracurricular activities are:

a. Football
b. Al Qur’an reading and Writing Activity
c. Scout
d. Broadcaster
e. Computer course

f. Rebanna
5. Facilities

SMP Walisongo has some facilities rooms that were used by the students. The rooms are:

a. Library
b. Scientific Laboratory
c. Computer Laboratory
d. Electronics Laboratory
e. Musholla
f. Student Health Unit (UKS)
g. Studio
C. Job Training Activities

1. Class Observation

The first thing the writer did in the job training was doing an observation. He observed the whole class from class seven to nine. However, the main target of the observation was class seven. In my first coming to SMP Walisongo Karangmalang, the headmaster of SMP Walisongo Karangmalang informed me that SMP Walisongo Karangmalang had no English teacher anymore at the time due to the previous English teacher charged by the government to other Senior High School. Therefore, the headmaster charged me to teach English to the grade seven.

Based on my observation, the seventh grader was a big class. It was not an ideal class. There were 40 students, consisting of 18 boys and 22 girls. They were eleven up to thirteen years old. They were polite, respectful, and discipline enough, even though there were several students were bad, especially for the boys.

The physical classroom condition was well facilitated. Student’s chairs, teacher’s desk, blackboard, and ventilation were available. There were also picture of president, vice president, Garuda Pancasila, and other educative paintings and written hanged on the wall. All the facilities were very supporting for teaching and learning process in the class.

The student’s seat arrangement in this class was in the square pattern and the teacher’s desk was in front of the class. In such pattern, I could monitor the students in the learning process and the students could pay attention to and see me in
one direction. However, the weakness of this pattern was the students sitting in the back rows could take a chance to make noisy or doing something useless because of the long enough distance from the my view. Therefore, The writer had to walk to them to check and warn them for sometimes. Besides, He shifted the seat arrangement once three days, so that the students could feel the different atmosphere in the class, and they were not bored. Here is the chart:

Picture: The chart of the seventh grade SMP Walisongo
2. Material Preparation

Before doing teaching and learning activity, the writer made some preparations. He also asked the English teacher some questions related to the material and activities that would be given to the students. The writer needed English lesson syllabus to adjust the lesson plan based on the curriculum, mainly in making lesson plan. The use of the lesson plan he made was to facilitate him in teaching process. Scott & Ytreberg (1990: 97) say “if a teacher plans his work before teaching, he will find it easier in the classroom, save the time, he can adopt the lesson plan for the future, get the faster to prepare the work and check at the end of lesson what actually happen, become aware of how much time the activity takes, know what will be needed for each lesson, and find easily how to balance the lesson”. The writer tried to be creative in teaching. The writer did not only take the student’s exercise book as the resource, but also he applied his own techniques in order to get effective learning.

Therefore, The writer needed guideline in having teaching, because he had to know what he would do in my class, and set what the students should reach after teaching and learning activity. Lesson Plan has function as the guidance in doing teaching based on the syllabus. Therefore, the first thing, the writer did before teaching was making lesson plan. In my experiences, teaching process was often different from lesson plan. Otherwise, the writer had to make another lesson plan in my mine he called it as plan B, he could use plan B, when his primary lesson plan did not run well.
D. Teaching Writing Descriptive Text for the First Grade Students of SMP Walisongo

There were four steps in the process of teaching writing descriptive text. It was started from building knowledge of the field (BKOF), modeling, joint construction of text, and independent construction of text.

1. Building Knowledge of the field (BKOF)

BKOF consists of greeting, reviewing the last material, and introducing the new material. In this step, the writer greeted the students in English. By greeting the students in English, it was expected that they could learn how to greet someone and practice it in their daily life. It is described as follows:

   a. Greeting

   After I came into the class, I greeted my students and they greeted me by saying the followings utterances:

   The writer : Assalamualaikum.Wr. Wb.
   Students   : Waalaikumussalam.Wr. Wb.
   The writer : Good morning, students!
   Students   : Good Morning, Mr. Arthur!
   The writer : How are you, today?
   Students   : I’m fine Sir, thank you, and you?
The writer: I’m very well, thank you.

Such activity purposed to make the students familiar with English daily language which could be practiced by the students not only inside class but also outside the class. In my experience, when they met me somewhere, they greeted me in English. By saying “Good morning, teacher!”, Good Afternoon, teacher!”, etc. It showed that by doing greeting in every meeting in the class and making it as a habitual action. By doing so, the students are accustomed to speaking English.

b. Reviewing Last Material.

After that, the writer reviewed the last material by giving some question to the students. By reviewing the material, it would help them to recall their memory about the material that they have learned. For example:

- Did you still remember the last material we had?
- Do you understand it?

Most of them remembered the last material they got, it could be seen when they answered “Yes, I do” together and loudly, and they snatched away each other to mention the material they learnt. Moreover, they raised their hands to ask chance to give the examples of the last material. However, The writer just gave the chance for several students to give the examples I wanted.

Besides, The writer discussed the homework that was given together with students. It was done to make the students always remember and not forget to the lesson given in every meeting.
c. Introducing new material

Then, the writer started to introduce new material. To problem the student’s readiness in following the class, the writer gave some questions related to the material. This kind of activity was usually called as brainstorming. The questions are as follow:

The writer: Do you have a house?
The students: Yes, Sir.

The writer: What color is your house?
The students: white, green, pink, orange, yellow, mister.

The writer: How many rooms do you have in your house?
The students: seven rooms, mister.

The writer: What are the rooms?
The students: There are four bedrooms, one guest room, one living room and a kitchen.

In my teaching process, The writer used English and Indonesian to deliver the material, because the students did not know the meaning of English sentences thoroughly. I gave the questions above, to make the students interested in and curious to the material that it would be taught from the beginning so that they would enjoy it. Sometimes, the writer used English to make the students accustomed to English.
2. Modelling

In this step, the writer introduced an example of descriptive text, modified by the writer. Then, the writer copied and shared it to the students.

Location:
Karangmalang, Sragen
My House

I live in a big house which is located in a Sragen city. It is traditionally designed and consists of two adjoining building, which are actually two houses. Where one is placed in front of the other. The front building, which is usually called “pendhapa”, is like a hall that functions as a visiting room or a meeting room. The main building functions as a living house and has three bedrooms. The back building functions as a kitchen. There is another separate building next to the main buildings. It consists of two bathrooms and a garage.

Seen from outside, my house is white in color. All of the outer walls, except its doors and windows, are painted white. But inside the house, all of the inner walls are painted green. The doors and windows are made from wood and are painted brown.

My house has a large yard in the front and fascinating garden at the back. It is now about twenty years old. But it looks newer and nicer. It looks newer because it completes with new appliances and it is nicer it is well decorated. I am thankful that my family can afford this house. Where we have our ordinary lives.

Vocabulary

- Live: tinggal
- big house: rumah besar
- (be) located: terletak
- small town: kotakecil
- consist of: terdiridari
- adjoining: berdampingan
- building: bangunan
- Meeting room: ruang pertemuan
- afford: membangun
- outer walls: tembok luar
- main building: Ruangutama
- large yard: halaman pekarangan anyngluas
- (be) called: dipanggil

- inner walls: tembok dalam
- Complete: Melengkapi
- bathrooms: kamar mandi
- separate (v): memisahkan,
- separate (n): terpisah
- yard: lapangan
- (be) made: terbuat
- looks: terlihat
- thankful: berterimakasih
- functions: berfungsi, berguna.
- inner walls: tembok bag. dalam rumah.
- (be) painted: di cat.
- outer walls: tembok bag. Luarrumah.
- except: kecuali

References: SUPPLEMENTARY ENGLISH

By: Haryono, Sri Wahyuni and Joko Purnomo
After the students received the text, the writer asked them to read by themselves. This activity would help the students in applying their ability in reading skill. The writer also tried to involve the listening and speaking skill in this step.

Firstly, the writer read the text, sentence by sentence and the students listened to the writer. Here, the students were trained to apply their ability in listening skill. After that, the writer asked them to repeat it. Through this activity, they have developed their speaking skill.

In discussing the text, the writer involved the students. We discussed about the meaning of the text. The writer also explained a little bit information about the function of descriptive text and the using of have/has on the text.

To measure whether the students understood or not about the text structure, the writer gave question,” Question - Answer”. Then, the writer asked the students to answer it on the whiteboard.

In next step, the writer also gave the students some exercises, related to descriptive text about house. The exercises were Matching, Grid Completion, Puzzle, jumbled paragraph, gap filling and cloze test. One of the exercises involved the writing skills.
3. Joint Construction of Text

Joint construction of text is an activity involving all the students in doing exercise or reconstructing the text. It can be divided in groups, consisting of several students or in pairs.

The writer gave exercise in game session. The game was called “writing game”. The writer divided the students into seven groups. Each group consisted of three students. They had to listen to the text and the questions read by the writer.

In those training the students were asked to reconstruct the text, the writer gave them a piece of paper containing the guideline to complete the paragraph, guided by the writer.

**Example:**

a. Re-arrange the jumbled paragraph into meaningful text!

- The house has a large yard in the front and fascinating garden at the back. It looks newer and nicer. It looks newer because it completes with new appliances and it is nicer it is well decorated. We feel happy about the condition of our house.
- My parents have a house which it is located next to T – junction. Its size is 40 x 55 sqm. It has hexagon all shape. They have a garden which is used to crop medicine plants.
- At the main building, there is still separate building. It consists of garage and hall called “pendhapa”. It is located next to main building.
- The house consists of one living room and one kitchen. Next to the kitchen, there are two bathrooms and one lavatory. It is painted green color, except bedroom, living room, meeting room and dining room. The door and the window are made
By giving the guideline, the students were trained to complete the paragraph in a good arrangement based on the guideline. It would help them in reconstructing reproducing a new text. Therefore, guideline was needed to make them know how to arrange a good paragraph.

b. fill in the blank based on the text above!

My parents have a house where it is located next to T—junction. Its size is 40 x 55 sqm. Its ………. shaped. They have a garden which is used ………. medicine plants.

The house consists of one living room ….. one kitchen. Next to the kitchen, there are ….. bathrooms and one lavatory. It is painted green color, except bedroom, living room, meeting room and dining room. The door and the window are ………. from wood and they are painted brown color. Its roof is ………. color. It looks newer.

At the main building, there is still separate building. It consists of garage and hall called “pendhapa”. It is located ………. main building.

The house has ………. yard in the front and ……….. garden at the back. It looks newer and nicer. It looks newer because it completes with new appliances and it is nicer it is well decorated. We feel ………. about the condition of our house.

By giving the guideline, the students were trained to fill the words in a good sentence based on the guideline. It would help them in filling a new word. Therefore, guideline was needed to make them know how to fill an exact word.
c. Find words related to part of the house in the block of letters below. Start a
word with a letter in the darker snare. One example has given for you.

```
<table>
<thead>
<tr>
<th>F</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>L</th>
<th>D</th>
<th>H</th>
<th>X</th>
<th>B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
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<td>U</td>
<td>T</td>
<td>I</td>
<td>L</td>
<td>O</td>
<td>O</td>
<td>V</td>
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<td>E</td>
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<td>D</td>
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<td>U</td>
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<td>S</td>
<td>Y</td>
<td>L</td>
<td>H</td>
<td>O</td>
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<tr>
<td>L</td>
<td>Q</td>
<td>H</td>
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<td>H</td>
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<td>T</td>
<td>C</td>
<td>H</td>
<td>E</td>
<td>N</td>
<td>Q</td>
<td>R</td>
<td>P</td>
</tr>
</tbody>
</table>
```

By giving the guideline, the students were asked to block the word in Puzzle. It would
them in looking for some new words, related to the part of house. Therefore, guideline was
needed to make them understand it.
d. Match this word of List A below with the word in List B. Write your answer in your notebook. The first has been done for you.

In those training above, the students were asked to match English word to Indonesian word. It was done for knowing what the students understood or not in translating a simple word.
e. Read the text above, Identify what the house has and the description.

Complete the grid below!

<table>
<thead>
<tr>
<th>No</th>
<th>What the house has</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Garden</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Wood</td>
</tr>
<tr>
<td>3</td>
<td>Walls</td>
<td>Large</td>
</tr>
</tbody>
</table>

By giving the guideline, the students were asked to identify the part of house. They had to know what they wrote based on the text before. The guideline was needed to know students’ ability in grid completion, mainly writing skills.
4. Independent Construction of Text

In the last step, the writer provided the topic and a piece of paper to write the text. The students were free to make a descriptive text with their own words, but they have to concern the arrangement to make a good paragraph. Here, the writer still guided them. The writer became a facilitator for the students, if they had some problems in writing the text.

Look at the picture. You find the thing in the picture. Write a description text about this house. Describe it as clearly as possible. !

Source: http://google.picture.html.com
E. The Problems of Teaching Writing Descriptive Text

The writer held an active observation to show the real problem in SMP Walisongo, Sragen. It was third on Tuesday, March 6 2011, on Thursday, February 11 2011 and Saturday, February 14 2011. The writer divides some problems faced when teaching in SMP Walisongo, the following are some factors:

1. The Problems of Students:
   a. Linguistics
      1) The confusing formula

         The students felt confused about the formula. He or she said that the formula was difficult to memorize. The students also found difficulties in determining whether the Verb should be added with s/es or to be (is, am, are, was, were).

         Example:

         - **Students:** *I am like play football.*
         - **It should be:** *I like playing football.*

      2) The weakness in Translating skill

         The teacher used Grammar – Translation Method, the students found difficulties in translating sentences from Indonesian into English. It was because the case of lacking vocabulary.
3) Spelling and pronouncing English words

The pronunciation of an English word was perfectly different how it was written if it was compared to the spelling and pronunciation of Indonesian word. It made the students difficult in catching how to write the words but they did not know how to write them. In contrast, sometimes students know the spelling certain word in English but they did not know how to pronounce it correctly.

**Example:**

<table>
<thead>
<tr>
<th>Words</th>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Futbol</td>
<td>[futbal]</td>
<td>[futbol]</td>
</tr>
<tr>
<td>Kind</td>
<td>[kint]</td>
<td>[kAIn]</td>
</tr>
<tr>
<td>Enough</td>
<td>[inok]</td>
<td>[InAf]</td>
</tr>
</tbody>
</table>

4) Limited vocabulary

It often happened that students wanted to express their ideas but they did not know the English word to express it. Here, dictionary was very helpful, but students couldn’t depend on dictionary only. They needed teachers’ explanation about the usage of the word they wanted to express in their sentences.
b. Non-linguistics

1) The disable students

In this class, there was a boy who didn’t want to write but he listened what the teacher explained to all students. Sometimes, this student wanted to write if he was interested with main subject, especially English subject. Almost of the teacher recommended him to be dropped out from the school but Mr. Daroni gave a chance to him joining until the end of semester. It makes the writer repeated the material and his friend would feel bored with the repeating material.

2. The Problems of the Writer

a. Uncooperative students

In class seven, there were always students who become trouble makers, both in class VII A and VII B. although the number is not big, they still gave influence on their friends. Trouble makers rarely paid attention on what the teacher said, they talked to each other a lot and borrowed their friends’ work when they were asked to do some exercise.
b. Unwillingness to bring a dictionary

Dictionary is the important thing in teaching learning English. It also became a difficulty for the writer to get students to bring their dictionary. Sometimes, the students disturb her/his friend.

c. Material preparation

It was quite difficult for the writer to prepare the material before teaching. The writer had to fit the material with the topic. It was impossible for the writer to use only on English book, because the recent English book has some lacks, for example; the lack of grammar, inappropriate material for certain students, limited topic, and some error texts.

d. Less-motivation and less practice in writing

The writer interviewed Mr. Daroni as an English teacher for seventh grader. As the statement of Mr. Daroni in the interview that there are limited time to practice writing, because it is included in the second semester test. As the result, most of the students feel writing difficult. They are not sure because of their weakness in grammar. Many of students are afraid of writing English in the class. So, to create a good condition in the class, the writer used to give praise to motivate the students who would like to answer some question orally. The writer would say “Very good”, “Great!” “That’s good, but it will be better...!” the writer also gave an extra mark for volunteers, like...
Mr. Daroni did. Besides, sometime the writer also gave some punishment. For example: the food which some brought when they did not bring a dictionary in the class.

F. The Solution of Teaching Writing Descriptive Text

1. The Solution of Students

   a. Linguistics

   1) Solutions to problems from the students on their writing

      Explaining each part of the rule more detail by giving many exercises. The teacher explained each part of the formula: more detail and also added examples for each parts of the formula. To solve memorizing problem, the teacher taught the students to do exercises repeatedly. The teacher gave many examples so the students could determine whether the verb was added by s/es or not. This was the strategy to help the students memorize how to use correctly.

   2) The teacher gave list of verbs

      To solve the problem of translating sentence, the teacher gave list of verb base, verb s/es, and also the meaning. It made students differentiate the verb form easily between verb base and verb s/es.
teacher also asked the students to always bring dictionary so that he/she would not find difficulties in translating the sentences.

3) Spelling and Pronouncing English words.

Different language had different rules. As English is perfectly different from Indonesian language, the rules of English also differs a lot from Indonesian language rules. The incorrect spelling or pronouncing English words occurs because the students do not really understand the rules of English. Therefore, the teacher needed to give clear explanation of how to spell and pronounce English words to the students. This problem can be solved by practicing to spell and pronounce English words correctly several times and repeat them over and over again.

4) Limited vocabulary

Vocabulary was one of the keys that one can express his/her idea. By having rich vocabulary, students would be able to express whatever they wanted to say, However, it could rarely be done because limited vocabulary was one of the students’ difficulties in learning English. Improving vocabulary could be done with several ways. One of the ways was by reading. Students could read their favorite books or magazines which should be written in English. If they found any
difficulty words, they had to immediately find it in the dictionary.

Other way, students could watch English films or listen English songs to improve their vocabulary.

**b. Non - Linguistic**

1. The Disable student

   The teacher should guide intensively or support him. Sometimes, this student was disturbed by his friends but he was only silent. The teacher could move him to other school, especially SLB part B; it will make him enjoy the new life.

2. The Solution of the writer

   a. Uncooperative students

   Uncooperative students often disturb the process of teaching and learning. The overcome this problem, the teachers can talk to them privately. Adolescents often feel ashamed if the teacher criticize them in front of their friends or shout at them. However, there are still other ways if it does not work. The teacher could warn them or finally give them punishment to leave the class or send them to guiding and counseling teacher.

   b. Unwillingness to bring a dictionary
Dictionary is the important thing in teaching learning English. It also became a difficulty for the writer to get students bring their dictionary. The writer, thus, made a rule in the class that “if you do not bring your dictionary tomorrow, you must bring a snack. Such as: Oreo, chocolates or tango.” Most of the students brought the dictionary on the next day although there were still some students who did not bring a dictionary (but they brought the snack).

c. Material Preparation

It was quite difficult for the writer to prepare the material before teaching. The writer had to fit the material with the topic. It was impossible for the writer to use only on English book, because the recent English book has some lacks, for example: the lack of grammar, inappropriate material for certain students, limited topic, and some error texts. The writer must be careful in choosing book resource. The writer got some appropriate books which were from previous year in the library of SMP Walisongo. Sometime, the writer made her own material.

d. Less-motivation and less practice in writing

Remembering that the students were still teens, the teacher gave many kinds of activities, it was not only from handbooks but also from internet. The teacher tried to make the materials as interesting as possible so that the students felt excited with the materials.
Garden

Back building

Main Building

Front Building

Garage

Bathrooms

Kitchen

Living room

Bedrooms

Pendapa

Yard
CHAPTER IV

CONCLUSION & SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the writer is able to conclude these points. They are as follows:

1. The teaching and learning English in SMP Walisongo, Karangmalang especially the writer handled two classes (in class VII A and VII B) on Tuesday, Thursday and Saturday. It was done ten times a week (Tuesday four times, Thursday four times and Saturday two times) and 40 minutes per meeting. The writer was asked to teach English in both classes VII A and VII B, but he only taught three times a week per class. The writer used two languages in teaching English, (English & Indonesian) in the classrooms because he found that the students still found it difficult to communicate only in English during the process of teaching and learning. In teaching writing Descriptive by using Grammar Translation Method, it is important to focus on developing reading skill and writing skill. To make them well covered, it needs three good steps in teaching English. The first step was choosing material which is appropriate with standard competence in student’s school. The second, the lesson plan should be well prepared. The third is the realization of Lesson Plan. The
realization of the lesson plan consists of BKOF (Building Knowledge of field), Modelling, Joint Construction of text and Independent Construction of text.

2. During the teaching and learning activities, especially in teaching writing descriptive text, the writer encountered some problems, the problems are as follows:

a. The use of grammatical structure of English.

Since the mother tongue of Indonesian is Bahasa Indonesia, we do not have difficulties in grammatical structures in Bahasa Indonesia and most of us think that English grammatical structure is complicated. It is actually not true when we already know its rules and pattern. Most of the students still find it difficult in using the correct grammatical structure in their writing. This is because they haven’t had full understanding in applying grammar.

b. The spelling and pronunciation of English words.

The students still also found it difficult in spelling and pronouncing English words because they haven’t got used to it. They rarely experience the use of English in their daily life.

c. Limited vocabulary

When asked to write, the students have lot of things in their minds, but they have difficulties in transferring their ideas on their papers because
they do not know how to write the sentence in English. The use of dictionary is a clever step, but it is still not enough because the language used in daily life is different from the language used in the dictionary.

d. Less motivated students

Some students go to school only because their friends do the same or because their parents tell them to do so. That is why some students have less motivation than the others. Students who are not motivated are rarely interested in any materials presented by the teachers.

e. Uncooperative students

Uncooperative students are students who cannot cooperate with the teachers in the teaching and learning process. They usually talk to each other instead of paying attention to what the teacher says and borrow their friends’ work when asked to do some exercise.

f. Disable student

In this class, there was a student whom he didn’t want to write but he listened what the teacher explained to all students. Sometimes, this student wanted to write if he was interested in main subject, especially English subject. Almost of the teachers recommended him to be dropped out from the school but Mr. Daroni gave a chance to him joining until the
end of the semester. It made the writer repeat the material and his friend would feel bored with the repeating material.

3. Since the problems in teaching and learning activities are the responsibility of all members of the school, the writer would like to suggest some solutions to overcome the problems. The solutions are as follows:
   a. The use of grammatical structure of English

      Mistakes in grammatical structure can be minimized by practicing a lot. Teachers can help the students by giving them lot of exercises and by explaining clearly when they encounter some problems. By practicing a lot, the students will memorize the correct pattern of grammatical structure and be able to use it correctly in their future exercises.

   b. The spelling and pronunciation of English words.

      The problems of misspelling in mispronouncing can also be minimized by practicing a lot. Singing songs in English or watching English movies can help the students pronouncing English words better.

   c. Limited vocabulary

      Having rich vocabularies is important. Students can improve their vocabularies by reading a lot. Reading doesn’t have to be boring. By reading fun books or magazines written in English, students will be able to get pleasure and be able to improve their vocabularies at once as far as they
want to find the meaning of difficult words they encounter in their dictionaries.

d. Less motivated students

Less motivated students need to be motivated. Teachers can motivate their students by talking to them about the importance of education and especially learning English for their future. They can also be encouraged by things they can achieve when they can speak English well.

e. Uncooperative students

Uncooperative students need to be transformed into cooperative students. It can be done by talking to them privately to change their behaviors. If it does not work, teachers can warn them or give them punishment to leave the class or send them to the guiding and counseling teacher for better treatment.

f. The disable student

The teacher should guide intensively or support him. Sometimes, this student is disturbed by his friends but he is only silent. The teacher can move him to other school especially SLB part B. it will make him enjoy the new life.
B. Suggestion

Based on the conclusions above, the writer would like to give some suggestions, as follows:

1. For the students of SMP Walisongo

   The students who learn English should pay much attention to the teacher, especially class VII when teaching and learning process happens. They have to motivate themselves in learning English.

2. For English teachers of SMP Walisongo Karangmalang

   The English teachers who want to teach students should be more creative in teaching English so the students will not feel bored in learning English. They also have to give rules to students such as asking them to memorize vocabularies, and asking them to always study English.

3. The students of English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

   The students of English Diploma Program especially those who are in the teaching mainstream should be well prepared before they teach because the process of teaching and learning in the classroom could be different from what they expected to be. Sometimes the circumstance in the classroom is very much different from expectation and may change quickly. If a teacher is well prepared with all materials, he will be ready with any possibilities and be able to carry out the teaching and learning activity successfully.