Teaching Writing of Descriptive Text by Using Picture for Senior High School Students

Oleh: Mai Sri Lena
Universitas Negeri Padang

Abstract
Pengajaran keterampilan menulis bertujuan mengembangkan kemampuan siswa dalam menulis, menghubungkan kalimat dengan kalimat atau menggabungkan paragraf dengan paragraf, untuk melatih siswa dalam menggunakan tatabahasa, kosakata, dan kata penghubung, dan untuk membantu siswa dalam mengelompokan ide mereka. Kenyataan dilapangan, siswa menganggap menulis adalah pelajaran yang sulit dan mereka bermasalah dalam menuliskan ide mereka. Ini disebabkan karena guru tidak menggunakan media yang tepat dan menarik dalam paragraf deskriptif. Untuk mengatasi masalah tersebut, ada beberapa media yang bisa digunakan guru seperti majalah, kartu, poster, film, komik anak-anak, dan gambar. Makalah ini membahas bagaimana menggunakan gambar dalam pengajaran menulis deskriptif untuk siswa SMP.

Keywords: descriptive text, picture, writing.

INTRODUCTION
Teaching writing based on KTSP (2006) for second semester grade of senior high school there are two competences should be achieved by the students. They are standard competence and basic competence. Standard competence students in writing is to express the meaning in short functional written text and simple essay in narrative, descriptive, news item in daily life context. The basic competence contains two competencies. The first is to express the meaning in short functional written text (for example
announcement, advertisement, invitation etc) formally and informally, accurately, fluently, and gratefully using various written languages in daily life context. The second is to express the meaning and rhetoric step in simple essay accurately, fluently, gratefully in daily life context in narrative, descriptive, and news item text.

For senior high school students, teaching writing should be based on several kinds of text. They are narrative, descriptive, news item, procedure, explanation, recount, report, etc, based on kinds of text that touched by the teacher at Senior high school. So that, the writer will be focusing on descriptive text.

Descriptive text is that has purpose to describe a particular person, place or thing. In writing description text the students have to make the reader see the same exact picture that they had in their head when they write the words. The generic structure of description text is identification and description.

Based on the writer’s observation, she found that the students think writing is difficult subject to be learned and many student get serious problem in transferring their idea to writing. Because of the media is used by the teacher is not appropriate and not interesting in teaching writing of descriptive text, this condition makes the students bored in practicing to write.

Based on the problem which have been identified above it can be said that teacher does not uses appropriate and interesting media in teaching writing of descriptive text. There are many kinds of media that can be used to solve the problem such as: grip, magazine, card, poster, film, children comic story, and, picture. In this paper will be discuss about how to use a picture in teaching writing of descriptive text for first grade of senior high school students.

DISCUSSIN

Theory of Writing

The purpose of writing is to express the ideas as well as to convey the message of the writer to his reader. This is not just only a matter of writing the ideas. It is how to transform what is in the writer head to his
prospective readers clearly. River (1981:294) says that writing refers to the conveying of information the expression of original ideas in a consecutive way in the new language. Writing in the language becomes more complicated when it involves writing meaningful segments of language which might be used in specific circumstances by native speakers.

Furthermore, Sokolik in Linse (2005:98) state that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. On the other hand writing as the product oriented approach focus on the activities in which the learners are engaged in imitating, copying, and transforming model of correct language.

Moreover, harsyaf (2009) says that writing is transforming thoughts into language. It means that we need to think about the content of our writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary). Consequently we must learn about organization skill in writing. Writing involves several sub-skills. Some of this is related to accuracy, using the correct form of language. Writing accurately involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, join sentences correctly and using paragraph correctly.

From the understanding above it is concluded that writing is to express the ideas as well as to convey the message of the writer to readers. Writing used to express ideas, tell massage and away of sharing information in the written form. Writing is a combination of process and product. Writing as process focuses more on the various classroom activities and writing as product oriented approach focus on the activities.

**Theory of Teaching Writing**

Teaching writing is intended to develop student competence in writing to or more interconnected sentences or interconnected paragraph, to train the students in using both grammar and vocabulary as means of linking
sentences together, and to help the students in organizing their ideas.

According to Hairston in Jerry G. Gerhard (1982:84) says that we cannot teach students to write by looking only at what they have written. We must also understand how that came into being, and why it assumed the form it did. We have to do the hard thing, examine the intangible process, rather than the easy thing, and valuate the tangible product.

Raimes (1983:3) say that writing help our students learn. How? First, writing reinforce the grammatical, structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

Furthermore, Jerry (1996:223) explain that teacher generally agree that beginning-level EFL/ESL writers need to learn the basic conventions of writing. This includes being able to identify and write down letters, word, and simple sentences, as well as learning spelling and punctuation conventions. Teachers’ uses a number of different types of activities do teach theses convention. In addition Harmer (2003:79) state that the reasons for teaching to students of English as a Foreign language include reinforcement, language development, learning style and, most importantly, writing as skill in its own right.

In conclusion, there is no one way to teach writing, but many ways. There is no one fixed answer to the question of how to teach writing in English foreign language class. In teaching writing the teachers cannot teach students to write by looking only at what they have written. There are many reasons for teaching writing to students that reasons include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right.
Media in Teaching Writing

Writing teacher can find a valuable resource in picture such as drawings, photographs, slides, cartoons, magazine, advertisements, diagrams, graphs, tables, charts, maps. Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities. With a picture, however, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom, and sentence structure to discuss what they see. Raimes (1983:27) says those pictures are valuable, too, in that they provide for the use a common vocabulary and common language form.

Raimes (1983:28) explain that the use of picture in teaching writing. They are explained as follow:

1. Whole-class discussion, which then leads to writing, can be generated by many type of pictures, such as posters, textbook pictures, magazine pictures pasted onto stiff cardboard and displayed at the front of the room, simple pictures drawn on the blackboard, or duplicated drawings.
2. To provide a student audience for student writers, give half the class one picture, other half another.
3. With students working in pair small group discussion, give each students of the pairs or give each group a different picture to work with.
4. Real communication tasks can be developed by using in the classroom pictures that the students themselves provide.
5. Do not limit classroom work to what the students can actually see in the picture.

Moreover, Reeves (1998) says that media is defined as all means of communication whatever it format. In this sense, media include symbols systems as diverse as print, graphics, animation, audio, and motion picture. Technology is defined as any object or process of human origin that can be used to convey media. In this sense,
technology includes phenomena as diverse as book, films, television, and the internet.

In conclusion, picture provide a shared experience for students in the class, because everybody likes to look at picture, their use in the classroom provides a stimulating focus for student’ attention. There are many picture can be use in teaching writing such as drawing, photographs, slides, cartoons, magazine etc.

Theory of Descriptive Text

The purpose of description –as its name implies- is simply, to describe directly present things. Here, the writer has an image of something or someone in his mind and attempts to create that image in the mind of reader. In descriptive text, the writer cannot only describe something physical and concrete but he can also describe of feeling or thought. Descriptive text is a text which lists the characteristics of something. Larson (2004:1) states that a good descriptive writing as the following characteristics (a) the topic is usually about the attributes of a thing, (b) third person pronoun forms are used for example requirements for employment, the appearance of a person, and the details of location. In writing a descriptive text well, the writer should know some information about the object, person, or any objects.

Furthermore, Zanca (2006:1) suggests that in descriptive text there is balance between descriptive describe quantitatively and qualitatively. A quantitatively description is a description using measurement, such as the length, width, weight, and size. Meanwhile, qualitative descriptions are those that describe special qualities such as colors, texture, and shape. Good descriptive text that shows both of this description will help the reader to convey the image.

In addition, Pardiyo no (2007:34) says that descriptive text is a type of written text, which has the specific function to give description about an object human or non human. The aim of descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal or human. The generic structure of descriptive text is identification and description.
In conclusion, descriptive text that describes a specific person, a place or any other object to write a descriptive text well, the writer should now some information about the object, person or any object.

**Advantages of picture in teaching writing**

In the learning process picture have contribution in increase quality and learning quality. The role of media in learning activities according Gerlach (1980:277) mentions the advantages of picture as follow:

1. Pictures are inexpensive and widely available.
2. They provide common experiences for an entire group.
3. The visual detail makes it possible to study subject which would otherwise be impossible.
4. Pictures can help to prevent and correct misconception.
5. Pictures offer a stimulus to further study, reading, and research. Visual evidence is a powerful tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.

Media is very useful in encouraging children’s motivation in learning. An appropriate media for a certain subject/topic may influence the comprehension level of children in particular topic. Meskill (1996) says that visual support comprehension and from-meaning correspondence, both of which contribute to higher levels of learner motivation.

Furthermore, Kemp in Nurani (2003:10.5) says that the role of picture in learning activities as follows:

1. The serving materials can be formed into the good standard form.
2. The learning activities more interest.
3. The learning activities more interactive.
4. Time is used teaching to decrease.
5. The learning quality can be improved
6. The learning can be served where and when that appropriate with the willingness.
7. To increase positive attitude the learners
8. To increase the learning positive value.
From the explanation above using picture in learning process have many advantages such as it’s not expensive, the learning activities more interesting, the learning quality can be improved and so on.

**PREPARATION**

Preparation is very important for teacher in teaching writing process. Before coming to the class the teacher should prepare some pictures as media like the picture of person, scenery, and thing for students. Where by using these interesting pictures will motivate the students to study and create the classroom atmosphere potential for study.

Besides the using of pictures the teacher also prepare for the students with some of guiding questions to build the students knowledge about the pictures that they will describe latter.

Then, the teacher should estimate time to explain about material and time for the students to work.

**Implementation**

1. Pre-teaching writing

Pre teaching writing activities have several functions. They can give information and interest the student’s concentration. The following are some activities in pre teaching activities:

a) The teacher greets the students.

Example:

Teacher : good morning student!
How are you this morning?
Students : good morning mom, I’m fine, and you?
Teacher : I’m fine too. Thank you.

b) The teacher checks the attendance of the students.

Example:

Teacher : How many students are absent today?
Students : Two students miss.
Teacher : Who are they?
Students : Ayu and Siska
Teacher : Nobody else?
Students : No, miss
Teacher : Ok thank you

c) The teacher gives brainstorming to the students.

a. The teacher lead the students to the topic

b. The teacher showing the picture Nikita Willy on the white board as an example. The picture must
c. After that the teacher asks the students to write down their ideas on the white board (the teacher asks the students as many as possible)

Example:
Teacher: Do you know who is she?
Students: she is a famous artist Nikita Willy
Teacher: Can you describe how she looks like?
Students: yes
Teacher: ok now tell me whatever you know about Nikita Willy

d. The students also make vocabulary lists, separate them and check spelling of the words.

Then, the teacher write what the students said on the white board and correlates the students ideas to be a good descriptive text.

Example:

A famous artist
Pointed noise       Wearing red T-shirt
Oval face           Wearing red
Straight hair       face
Wearing a necklace
White skin          Black
Wearing a solder bag
big eyes

The teacher pull up and correlates the students responses to give an example how to construct or compose a text

A famous artist

This is Nikita Willy. She is one of the famous artists she loves unique and feminine. She is beautiful, her smile is nice. She has straight hair, she has a pointed noise, she has oval face, she has white skin, she has overage weigh, and she has black big eyes. She is wearing red T-shirt. She is wearing solder bag and she is wearing a necklace. Nikita Willy usually wears red clothes or white.

2. Whilst- teaching writing

In whilst teaching writing activity the teacher builds students knowledge about the descriptive text that are going to study in the class. The activities can be done.

a) The teacher explains about topic and social function, generic structure and
lexical grammatical features of descriptive text.

A famous artist

This is Nikita Willy. She is one of the famous artists she loves unique and feminine. She is beautiful, her smile is nice.

She has straight hair, she has a pointed noise, she has oval face, she has white skin, she has overage weigh, and she has black big eyes. She is wearing red T-shirt. She is wearing solder bag and she is wearing a necklace. Nikita Willy usually wears red clothes or white.

b) The teacher asks the students to check words and tense.

c) The teacher give several picture to the students

d) The teacher makes the students choose one of the picture and write a descriptive text

e) The teacher asks the students make a draft based on picture

f) The teacher come to each students and check out the students work

g) The teacher gives a time for the students to give question about their problem in writing a descriptive text and then the teacher answer and explain the students’ question.

h) The teacher asks the students to rewrite and revise their exercise that mistake.

The example of the picture

i) The teacher asks the students to collect their exercise.

3. Post-teaching writing

In post teaching writing activities are necessary as the follow up on what the students have studied. The following are some activities in post teaching activities:

a) The teacher leads the student to conclude the lesson.
Teacher: well student now who can make a conclusion about our topic today?

Student: descriptive text.

Teacher: good, what have you described?

Student: all ready person

Teacher: Very good, so descriptive text is a text which disrobes a particular person, place or thing. For your home work at home please write a descriptive text you choose person, scenery, thing one of them.

b) The teacher close the lesson (it is enough for today; see you in the next meeting. Bye)

CONCLUSIONS AND SUGGESTION

Conclusion

The using of picture in writing descriptive text will make teaching writing descriptive text more interesting for the students and the students will easy to write descriptive text. It improves the student’s ability in writing of descriptive text. Teaching writing of descriptive text by using picture will be effective if the teacher prepare some interesting picture as media. Then the teacher is able to use the picture in teaching and learning process. The student have willingness to learn the teacher understand about what the teacher explain.

SUGGESTION

In discussion this paper the writer gives some suggestion for the teacher and her students. For the teacher is should prepare herself with basic knowledge in teaching especially teaching writing of descriptive text by using picture. The teacher must select interesting and simple picture to teach writing of descriptive text. Because picture can assist the student in transferring their idea to write, and the teacher must be able to motivate the students to write in classroom activity. For the students is the student more understanding about writing of descriptive text. The students are motivated to write descriptive text and the students must practice a lot to write descriptive text.

BIBLIOGRAPHY


