

**USING PICTURES AND GUIDED QUESTIONS IN TEACHING DESCRIPTIVE
WRITING AT THE ODD SEMESTER OF VIII GRADE STUDENTS
AT SMPN 111 JAKARTA**

A “Skripsi”

Submitted to the Faculty of Tarbiyah and Teachers’ Training in a Partial
Fulfillment of the Requirements for the Degree of Strata I (SI)



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JAKARTA**

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A PIECE OF WORDS

Honestly, it was a white sheet without any stains on it before the accident happened... Oneday while I was dreaming, coincidently I poured a little dot on it. Seeing this trouble, I wish it won't be a huge dot in the future. Before it changed into a big one, I tried to make a line from it because it may become a note book if I made it much. But I'm sure that so many note books were sold in the store.

Next, I had an idea to change the line to be a letter. Unfortunately, it didn't have a meaning. Then I arranged it into a word. A word was beautiful but it gave me a little meaning. If I wanted to get a more meaning, I had to transform it into a phrase. Of course, it gave me more meaning but a child could make it well. So I joined the phrases to be a sentence. It was a better one. But something was left in my mind, "Did the students of elementary school write a sentence?"

Absolutely, yes. If I made a sentence, it means that my knowledge was as well as them. I had another way, I arranged the sentence into a paragraph. Wait a minute, "Was making a paragraph one of the competences standard of junior high school curriculum?" Yes, certainly. Withut thinking for a long time, I joined a paragraph into a long text. I'm sure it was the best thing I've ever made. Someday, I found the senior high school students were making a text, sfterward I saw one od their masterpieces. "Oh my goodness, their text were better than mine". So it made me hopeless.

I asked to myself, "Are you a student of university?" Yes ofcourse. "Why don't you make the best one?" Based on the previous questions, I decided to make a great masterpiece of mine. It was my latest wayout, I developed the text into longer one and added the experts' theory besides I also did a research in one of junior high school in Jakarta. Finally, I created the great masterpiece of mine namolu "Mu Shuinsi" and I hope it

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Approved by the Advisor

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THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
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JAKARTA**

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ABSTRAK

KURNIAWAN, IRWAN. 2008, *Using Pictures and Guided Questions in Teaching Descriptive Writing at the Odd Semester of VIII Grade Students in SMPN 111 Jakarta*, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN Syarif Hidayatullah Jakarta.
Pembimbing: Dra. Hidayati M.Pd

Kata Kunci:

Penelitian menggunakan media gambar kelas VIII di SMPN 111 Jakarta. Mengajar dan bertanya sebagai petunjuk dalam proses belajar mengajar menggunakan media gambar.

Adapun pengajaran teks deskriptif semester ganjil di SMPN 111 Jakarta. Penelitian ini dilakukan oleh seorang guru Bahasa Inggris dengan menggunakan kuantitatif dan observasi, tes.

Hasil penelitian menunjukkan bahwa guru Bahasa Inggris di SMPN 111 Jakarta belum sepenuhnya memperhatikan persiapan mengajar dan bertanya sebagai petunjuk dalam proses belajar – mengajar. Nilai siswa sebelum menggunakan media gambar dan pertanyaan petunjuk adalah 62 atau bisa dikualifikasikan “standar cukup”. Sedangkan nilai siswa setelah mempelajari teks deskriptif melalui media gambar dan pertanyaan petunjuk adalah 84 dan ini dapat digolongkan ke dalam “standar baik”.

Berdasarkan hasil penelitian sebelumnya, dapat disarankan bahwa (1) guru Bahasa Inggris seharusnya mengikuti pelatihan pengajaran Bahasa Inggris lebih dalam walaupun mereka telah memenuhi kualifikasi sebagai guru Bahasa Inggris, (2) guru Bahasa Inggris harus memberikan perhatian lebih terhadap persiapan mengajar mereka sebelum melakukan proses belajar – mengajar, (3) guru Bahasa Inggris seharusnya memfokuskan tidak hanya materi yang disajikan tetapi juga kondisi siswa di dalam kelas, (4) permasalahan yang dihadapi guru dalam proses belajar – mengajar bisa diatasi dengan memperbaiki kemampuan berbahasa mereka seperti penguasaan kosakata dan pemahaman terhadap tata bahasa, dan (5) guru Bahasa Inggris



Universitas Islam Negeri
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seharusnya lebih kreatif dalam membuat media pengajaran yang akan digunakan dalam proses belajar – mengajar supaya siswa tidak bosan dalam belajar.

ABSTRACT

KURNIAWAN, IRWAN. 2008, *Using Pictures and Guided Questions in Teaching Descriptive Writing at the Odd Semester of VIII Grade Students in SMPN 111 Jakarta*, Skripsi, English Department, the Faculty of Tarbiyah and Teachers' Training, UIN Syarif Hidayatullah Jakarta.
Adviser: Dra. Hidayati M.Pd

Key words: Picture, Guided Question, Descriptive Writing, and SMPN 111 Jakarta

This study is purposed to describe the objective condition of the using of pictures and guided questions in teaching descriptive writing at the odd semester of VIII grade students in SMPN 111 Jakarta. It includes the English teacher qualification, the teaching preparation made by the English teacher, the application of using pictures and guided questions in teaching descriptive writing, the problems faced by the teacher in teaching – learning process, and the students' achievement in learning descriptive writing through pictures and guided questions.

The aim of the research is to gain the information about teaching descriptive writing through pictures and guided questions at VIII grade students of SMPN 111 Jakarta. Sample of the research is as much 160 students of eighth grade and an English teacher. This research is using descriptive method in the quantitative form by using questionnaire, collecting data from documentation, observation, test, and interview.

The finding of the study states that (1) the English teachers at eighth grade of SMPN 111 Jakarta were qualified as an English teacher, (2) the teaching preparation made by the English teacher was below standard from the latest curriculum (KTSP), (3) the implementation of teaching descriptive writing was good, (4) the English teacher still faced the problems in teaching – learning process not only the linguistic but also non – linguistic problems, (5) the students' achievement average before learning descriptive writing through pictures and guided questions was 62 or it classified into “enough standard”. Meanwhile, for their outcome average after using pictures and guided question in learning descriptive writing was 84 or it can be said in “good standard”.

Based on the finding previously, it can be suggested that (1) the English teachers should apply their knowledge and strategy that were gotten from upgrading English training that joined, (2) the English teacher must give more attention to their teaching preparation before doing the teaching – learning activities, (3) the English teacher should focus not only to their material but also their students' condition during teaching – learning activities conducted, (4) the problems faced by them in teaching – learning process must be solved by improving their linguistic competence such as mastery of vocabulary and understanding the structure, and (5) they also should be creative in making the media for teaching – learning process in order to make their students were not bored.

ACKNOWLEDGEMENT

In the name of Allah the Beneficent, the Merciful. Praise be to Allah the lord of the worlds who blessed us with so many amazement so the writer could complete his “skripsi” well. And ofcourse peace and salutation for our prophet Muhammad SAW who brought us from the foolishness to the brightness, and also for his families, companion, and followers including us.

This “skripsi” is presented to the English Department, the Faculty of Tarbiyah and Teachers’ Training State Islamic University Syarif Hidayatullah Jakarta as a partial fulfillment of the requirements for the degree of Strata One (S1). In his “skripsi” he tries to give description about teaching descriptive writing through pictures and guided questions at eighth grade students of SMPN 111 Jakarta.

In the process of this “skripsi” writing, the writer got so many helps, guidance, and motivation from many kinds of sides. Therefore, from his deepest conscience, he would like to express his honor and gratitude to all of people who told as follow;

His lovely family, especially to his mother (Emi Rohmi) who gives him supports and spirit in his study, to his father (Ermin Suhendar) who could not see his son graduated from university but the writer is sure that Allah always blesses him and placed him at the best place. And for all his brothers and sisters who help him in funding his study.

The writer should express his deepest gratitude to his advisor, Dra. Hidayati, M.Pd for her patience, valuable guidance, encouragement, comment and suggestion for completing his “skripsi”, May Allah bless and always keep her health.

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The writer would express his gratitude to the all people of SMPN 111 Jakarta especially to the head master of that school H. Kurniadi M.Pd and H. Sanadi S.Pd as a teacher who helped him in doing his research. May Allah always bless them.

And his thankfulness is also addressed to his helpful friends, Adnan, Purwanto, Taufik, Dixie, and Eko who helped and supported him in the seconds of his “skripsi” judgment. May Allah gives them all His blessing and ease them in reaching their dreams. And also for all of his friends in English Department 2004 whose name could not be told one by one, May Allah gives them the ease in finishing their “skripsi”.

The writer expects this “skripsi” can give the usefulness for many aspects especially for the development of scientific education system and become the inspiration for the people who read.

Jakarta, December 2008

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of study, statement of the problem, the objective of study, significance of the study, scope and limitation of the study and definition of key term.

A. The Background of Study

Nowadays, English has become an international language that holds an important role in the world life. It is interesting to be studied and mastered, in order to be able to communicate with people from another country. Besides, it is very useful in our life if we have mastered it, English can help us to face global life where the competition of job marketing is very strict so we are demanded to use it as a communication tool. For those reasons, the Indonesian government has decided that English must be taught from junior high school until university. Moreover, it has been taught in elementary schools as one of local contents - materials.

Based on the government expectation in the latest curriculum, it can give some advantages for national education system such as, the development of science and technology; it can also help teachers to be more creative and innovative. As a result, the students will be easy and enjoy learning English. Unfortunately, the reality is so unsatisfy because the teachers feel so confused and difficult to apply it in class room. Most of them only focus on teaching materials stated in English text book. In line with this assumption, Utomo - director of the Institute for Education Reform says¹;

“Our curriculum has always been to ‘materiocentric’, focusing on teaching materials. As a result, education has focused on transfer of knowledge.... As the curriculum has been overloaded with subjects, teacher have been forced feeding students with materials that are irrelevant to their needs and interests”

Moreover, based on Junior High School National English Curriculum, one of English materials, the student was hoped to master kinds of text namely *procedure*, *descriptive*, *recount*, *narrative* and *report*. Implicitly, the students are demanded to master writing skill. For the first

¹ <http://www.thejakartapost.com/news/2008/05/02/curriculum-overload-piles-pressure-students.html>

Junior High School students, they begin to write a short paragraph with the simple topics which consist of six sentences in their writing.²

Based on the writer's experience, writing is the most difficult skill to be mastered because it is a complex skill to be learned. The students have to master not only vocabulary but also grammar. This argument is in line with Fowler, he says, "Writing is as we have seen, a complex process and it is the last of the language skills to receive attention in school".³

As the writer has observed during P2KT activity at SMPN 2 Ciputat, some difficulties that are faced by students in learning writing can be caused by some factors such as the limitation of time, so the teachers do not give them the materials optimally, the large number of students in the class room that must be handled by one teacher simultaneously, and students' habits in first language (L1) style greatly influence in their writing skill.

In the other side, students also declare that the most favorite constraint in writing skill is that to express the ideas into written form such as describing something or telling some processes. Besides, the lack of writing activities at school is blamed as the main factor of the low standard of curriculum expectation. As a result, the students assume that writing is boring to be learned so it makes them dislike joining the writing subject.

In order to help students' problems to enhance their writing ability, the writer will use the media to make it easier. Media is a physic facilitation to convey content of learning materials so it can affect the effectiveness of learning process. It has also some benefits such as it can give a true, concrete, and realistic concept. It can awaken students' intention and their new interest. And the most useful of using media in learning process is it can build students' motivation and stimulate them to be more focus in the study.⁴

There are four kinds of Medias that are used in learning process namely a) visual media, b) audio media, c) projected still media and d) projected motion media. One of visual media is a picture. The picture as a media can be gained from various sources such as magazine, newspaper, photograph or browsing from internet. Using picture is a way to help students getting their imagination more easily. Likes Anatsha Suen says that picture writing applies the

² Depdiknas. *Kurikulum 2004 Mata Pelajaran Bahasa Inggris SMP/MTs*

³ M.E Fowler, *Teaching Language Composition and Literature*, (New York: Mc Graw Hill Book Co, 1985) page, 130.

⁴ http://akhmadsudrajat.wordpress.com/2008/01/12/media_pembelajaran/

principles of whole – brain creativity to writing for young readers, allowing you to tap your imagination more deeply and powerfully than you ever thought possible.⁵

Moreover, Heaton says; “An excellent device for providing both a purpose and content for writing is the use of pictures. A picture or series of pictures not only provides the taste with the basic material for his composition but stimulates his imaginative power”⁶

On the other hand, a set of guided questions concerning the pictures will help students to get their ideas in writing. This argument is in line with Eric Gould’s idea, “A series of well planned question applied methodically to a topic, can deepen your understanding of it and offer you interesting insight to write about”.⁷ Therefore, by using of guided question based on the topic given, the students will get their ideas and know what they want to write.

Based on the problems discussed previously, the writer intended to study more about “Using Pictures and Guided Questions in Teaching Descriptive Writing at the Odd Semester of VIII Grade Students at SMPN 111 Jakarta”.

B. Statement of the Problem

Based on the background described above, the writer conducts a study concerning on Using Pictures and Guided Questions in Teaching Descriptive Writing at the Odd Semester of VIII Grade Students at SMPN 111 Jakarta. The general question of this study is “How can picture and guided questions enhance the students’ writing ability?” This main question can be formulated into more specific questions as follow:

1. Do the English teachers at the VIII grade of SMPN 111 Jakarta fulfill the qualification?
2. Is teaching preparation made by the English teacher in teaching descriptive writing at VIII grade of SMPN 111 Jakarta good or poor?
3. Does the teacher apply pictures and guided questions in teaching descriptive writing optimally?

⁵ <http://www.asuen.com/books.ch.pw.html>

⁶ J.B Heaton, *Writing English Language Test*, (London: Longman, 1984), page. 133

⁷ Eric Gould. *The Act of Writing*, (New York: Random House Inc, 1989), Page. 119.

4. Does the teacher encounter some problems in using pictures and guided questions during teaching learning descriptive writing?
5. Is there the students' improvement in learning descriptive writing?

C. Scopes and Limitation of the Study

The scope of this study focuses on teaching descriptive writing by using pictures and guided questions at SMPN 111 Jakarta. Teaching learning English at SMPN 111 Jakarta includes many aspects, so it is out of question if the study has to cover them all. To make it deeper, the problems will be limited by some points: (1) The English teacher qualification at VIII grade of SMPN 111 Jakarta (2) The teaching preparation made by English teacher in teaching descriptive writing at VIII grade of SMPN 111 Jakarta, (3) The application of using pictures and guided questions done by the English teacher in teaching descriptive writing, (4) The problems encountered by the English teacher in using picture and guided questions during teaching learning descriptive writing, and (5) The students' improvement in learning descriptive writing.

D. The Objective of Study

According to statement of the problem above, this study has some purposes they are:

1. To know the English teacher qualification at VIII grade of SMPN 111 Jakarta?
2. To describe how well is teaching preparation made by English teacher in teaching descriptive writing at VIII grade of SMPN 111 Jakarta.
3. To describe the implementation of using pictures and guided questions in teaching descriptive writing that conducted by the English teacher.
4. To find the problems that encountered by the teacher in using pictures and guided questions during teaching descriptive writing.
5. To know students' improvement in learning descriptive writing.

E. Significance of the Study

The results of the study are expected to provide useful information about the using of pictures and guided questions in teaching descriptive writing at the odd semester of VIII grade students at SMPN 111 Jakarta. It is expected that these results can contribute to all people

involved in developing quality of English education such as head master, teacher and the further researcher.

For the headmaster, it can be an evaluation tool to measure quality of the teachers in teaching learning process. The teacher can take an advantage from it as an information above various teaching writing strategy and they can evaluate whether this strategy better or not to be applied in the class room. And for the further researchers, it can be as a reference for who are interested in conducting similar studies in the next time.

F. The Definition of Key Term

The following definitions are given to make readers have the same understanding or perception for some terms is used in this study. They are also expected to avoid ambiguity or misinterpretation. They are as follows:

1. *Picture* is a description so vivid or graphics as to suggest a mental image or give an accurate idea of something.⁸
2. *Guided Questions* are a series of sequence planned question applied systematically to a topic.⁹
3. *Descriptive Writing* is a kind of texts that describe a particular person, place or thing.¹⁰
4. *SMPN 111 Jakarta* is the acronym of State Junior High School 111 Jakarta that refers to “Sekolah Menengah Pertama Negeri 111 Jakarta” under the supervision of the National Education Department of Indonesia (Depdiknas).

⁸ Meriam - Webster Collegiate Dictionary Tenth Edition. (An Encyclopedia Britannica Company. 1993), P. 877

⁹ Eric Gould. *The Act of Writing*, (New York: Random House Inc. 1989), Page. 119.

¹⁰Depdiknas. Kurikulum 2004 Mata Pelajaran Bahasa Inggris SMP/MTs. page 76

CHAPTER II

THEORITICAL FRAME WORK

In this chapter the writer gives a theoretical frame work that supports the study *Using Pictures and Guided Questions in Teaching Descriptive Writing at the Odd Semester of VIII Grade Students at SMPN 111 Jakarta* by reviewing the theoretical papers, research report and related literature to support the study discussed. It consists; Teaching English at Junior High School, Instructional English Material in The Latest Syllabus, The English Teacher's Qualifications, The Teaching Preparation, The Teaching Problems, The Evaluation, The Understanding of Writing (definition, forms, process), Descriptive Writing and Its Kinds, The Understanding of Picture (definition, kinds, advantages, good picture criteria) and Guided Questions and Their Functions.

A. Teaching English at Junior High School

Human is individual and social creatures that needs the education. The need of education has been one of the human rights because it is a process of changing attitude by means of learning and training. It is also a main point in developing human thinking which is collaterally with society. In line with this statement, *Undang – Undang RI no.20 Chapter II Section 3, 2003*

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa yang berakhlak mulia, sehat, berilmu, cakap, kreatif mandiri dan menjadi warga negara yang demokratis dan bertanggung jawab.¹¹

Based on the *Undang – Undang RI* explanation of educational system, learning process is success if it raises the purpose that is stated. As a dominant component, teacher is demanded to master material and have an ability to transfer the knowledge to the students.

English language is one of the materials which are taught in school, from elementary, high school or university. In this study the writer will focus on teaching English in junior high school.

¹¹ UU RI Tahun 2003 tentang Pendidikan Nasional, page.6

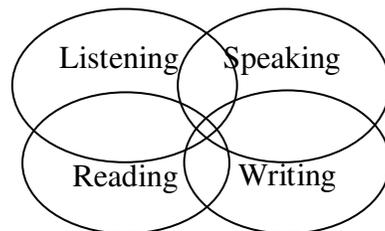
Teaching English in junior high school has a purpose that is by the end of their study, the students are expected to master two competence, that are actional competence which is divided into productive skills (speaking and writing) and receptive skills (listening and reading) and linguistic competence (grammar, vocabulary, pronunciation and spelling).¹²

Besides, teaching English in junior high school is proposed to implant the awareness about the importance of English language as a vital medium of transfer of knowledge that has a role to widen science, implant positive thinking to foreign people and help the students in doing cross cultural activities.

As a foreign language, English is taught in junior high school as a compulsory subject, the English instructional material which is suggested in the syllabus can be developed by the teacher themselves. This subject includes listening, speaking, reading and writing equally.

Actional competences are not taught linearly but cohesively. Thus, the linguistic competences must be taught integrated to support the development of those four actional competences. Without knowing the linguistic competences (Vocabulary, Grammar and Pronunciation), impossible for the English learner perform language skills. To see the correlation between four skills, the diagram 2.1 below is presented¹³ :

Diagram 2.1
The correlation between four language skills by Kern (2000:132)



Adapted from SMP/MTs Kurikulum 2004

B. Instructional English Material in the Latest Syllabus

Based on the latest curriculum that is KTSP (School – Level Curriculum), the government has decided the competence standard and basic competence in every subject. For the indicator, the government has surrounded it to each school and made it by itself. For the English subject there are four basic competencies including listening, speaking, reading and writing.

¹² Depdiknas, Kurikulum 2004, Standar Kompetensi Mata Pelajaran Bahasa Inggris SMP/MTs, (Jakarta; Depdiknas, 2003)

¹³ Ibid, Page 24

The curricular objectives of English in Junior High School are specified into the instructional objectives of seventh grade, eighth grade and ninth grade. The objectives for each year are more specified into objectives of four skills as the writer told above, where these skills objectives stated on competences standard and basic competences. For this study, the writer will focus on eighth grade of junior high school at the first semester.

For the eighth grade of Junior High School at the first semester, the competences standard has some objectives. The students are hoped to understand and to express the meaning from transactional, interpersonal, short functional text and short essay in form of *descriptive* and *recount*. These aims are proposed for Listening and Speaking. Then, for Reading and Writing, the students are hoped to understand and to produce short functional text and short essay in form of *descriptive* and *recount*.

The purposes stated on competences standard are specified into based competences. For Listening and Speaking, the students are expected to understand and to express some expressions such as; asking and giving a help, admit and deny a fact, asking and giving opinion, inviting some one, giving agreement, and praise or congratulating some one.

Moreover, for Reading the students are also expected to read a short functional text correctly and to response the systematic steps in producing the short essay in form of *descriptive* and *recount*. And for Writing, the students are expected to produce short functional text in form of letter or post card and to produce short essay in form of *descriptive* and *recount* based on the systematic steps.

Besides mastering the four skills, the students also have to master linguistic components namely; Vocabulary, Grammar and Pronunciation. For the Vocabulary, the students are hoped to master more or less 700 basic vocabularies and the structure which is accordance with determined themes. According to English text book for the eighth grade of Junior High School under the title “The Bridge English Competence for SMP VIII Grade”, there are six chapters that are recommended to be studied. They are; Friendship, Traveling, Health, Teenager’s Life, Recreation, and Seasons.

Competences standard and basic competences can be formulated with the main material. This formulation is called as English Instructional Material. To make the clear about it, the table 2.1 below is presented. This English Instructional Material is proposed for the eighth grade of junior high school at the first semester.

Table 2.1
The Distribution of English Instructional Material within the Latest Syllabus for VIII Grade at
the First Semester

Standar Kompetensi	Kompetensi Dasar	Materi Pokok
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur;</p> <ul style="list-style-type: none"> • Meminta, memberi, menolak jasa • Meminta, memberi, menolak barang • Mengakui, mengingkari fakta • Meminta, memberi pendapat <p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara</p>	<p>A: Can I ask you for your help? B: Sure/I'm sorry I'm busy A: May I borrow your pen? B: Why not (+) No way (-)</p> <p>A: Did you at school yesterday? B: Yes, I did/No I didn't</p> <p>Listen carefully to the dialoge then practice it (The Bridge English Comptence for SMP VIII Grade) p. 22</p>

	<p>akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur;</p> <ul style="list-style-type: none"> • Mengundang, menerima dan menolak ajakan • Menyetujui/tidak menyetujui • Memuji dan memberi selamat 	<p>A: How about going to party? B: OK/I'm afraid I can't</p> <p>I think it is good No, it is not like that</p> <p>What a beautiful form you write Congratulation for your winning</p>
2. memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar	<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Listen to short messages (The Bridge English Competence for SMP VIII Grade) page 48</p> <p>Complete the data of students (The Bridge English Competence for SMP VIII Grade) page 12</p>
Berbicara		
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan	

<p>sedehana untuk berinteraksi dengan lingkungan sekitar</p>	<p>interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur;</p> <ul style="list-style-type: none"> • Meminta, memberi, menolak jasa • Meminta, memberi, menolak barang • Mengakui, mengingkari fakta • Meminta, memberi pendapat <p>3.2 Memahami dan merespon percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur;</p> <ul style="list-style-type: none"> • Mengundang, menerima dan menolak ajakan • Menyetujui/tidak 	<p>Simon: Can I ask you a favor? Brian: Of course/Sorry</p> <p>Rudy: Do you mind lending me your flash light? Maya: Yes I do/I'm sorry</p> <p>Budi: Did Ani go to Bali last holiday? Susie: Yes, she did/No she didn't</p> <p>A: What's your opinion? B: I think ...</p> <p>Practice the dialog (The Bridge English Comptence for SMP VIII Grade) p. 4</p> <p>Practice the dialog (The</p>
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	<p>menyetujui</p> <ul style="list-style-type: none"> • Memuji dan memberi selamat 	<p>Bridge English Comptence for SMP VIII Grade) p. 78</p> <p>Practice the dialog (The Bridge English Comptence for SMP VIII Grade) p. 50</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berebentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Practice the dialog (The Bridge English Comptence for SMP VIII Grade) p. 94</p> <p>Make an oral monolog about describing people then practice it (The Bridge English Comptence for SMP VIII Grade) p. 14</p>
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recoount</i> yang berkaitan dengan lingkungan sekitar</p>	<p>5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan, dan intonasi yang beretrima yang berkaitan dengan lingkungan sekitar</p> <p>5.2 Merespon makna dalam teks tulis</p>	<p>Descriptive text about “A New Friend” (The Bridge English Comptence for SMP VIII Grade) p. 8</p> <p>Understanding the letter (The Bridge English</p>

	<p>fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Comptence for SMP VIII Grade) p. 15</p> <p>Understanding descriptive text (The Bridge English Comptence for SMP VIII Grade) p. 9</p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recoount</i> yang berkaitan dengan lingkungan sekitar</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>6.2 Mengungkapakan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Writing a post card (The Bridge English Comptence for SMP VIII Grade) p. 36</p> <p>Write a descriptive text about class mate (The Bridge English Comptence for SMP VIII Grade) p. 10</p>

C. English Teacher's Qualifications

In teaching learning activities, the teacher holds an important role because he or she who decides teaching learning activities is success or not. Whether the students like the teachers or not may not be very significant. What can be said, though, is that two teachers using the same method can have vastly different results. This case is caused by teachers' qualifications.

According to Ashworth (1992), there are four characteristics of language teacher that are; a) Knowledge, b) Skill, c) Personal Qualities, and d) Professionalism¹⁴.

Knowledge, It is the most important qualification for the teachers because they will be a model for his or her students. Therefore they must have in depth knowledge of subject matter and must keep up to date. The teacher's limited knowledge of the second language they teach imposes limitation on what they can do in the classroom. Such limitations should be overcome by diligent study of the second language.

Skill, English teachers should have knowledge of psychology of learning. They should also have knowledge of methodology, testing and technological aids. By having such knowledge, they will improve their teaching skill so that it is expected that the result of teaching will be better.

Personal Qualities, The effective English teachers should have good personalities such as enthusiasm, kindness, humor, patience, sincerity, and intellectual curiosity. By having these personalities the teacher will make the teaching learning process more attractive and fun. Besides, the teacher also will always improve their knowledge.

Professionalism, The English teachers must be graduated from English education department, besides they also should engage in activities that improve the quality of their teaching such as MGMP (Subject Teacher Conference). Being active in such activities will help English teachers to improve their quality of teaching.

Moreover, Harmer (1991) said that there are ten teacher's qualifications that can make the teaching learning process optimal. They are; a) He makes his course interesting, b) He teaches good pronunciation c) He explains clearly, d) He speaks good English e) He shows the same interest in all his students, f) He makes all the students participate, g) He shows

¹⁴ Mary Ashworth, *Beyond Methodology: Second Language Teaching and the Community*, Cambridge University Press, 1992

great patience, h) He insists on the spoken language, i) He makes his pupils work, j) He uses audio – lingual method.

D. Teaching Preparation

Before teaching learning activities happen, the teacher must know what material they want to teach, what method they will be used, how long does a teaching learning activity go on, etc? In another word, they must make a preparation before they teach their students.

Based on the latest curriculum that is School – Level Curriculum (KTSP), there are some preparations that must be prepared by the teachers namely; a) syllabus, b) placement of based competences, c) time allocation, d) annual program (Prota) and six terms program (Prosem) and e) lesson plan (RPP).

Syllabus, it can be defined as the big line, resume, or main point of teaching material.

Placement of Based Competences, it is the arrangement of whole Based Competences which are stated in syllabus into units of lesson. By doing this placement, it will be known each units of lesson and times that is needed for each units.

Time Allocation, it is a searching for the number of weeks in a semester/a year that related with the use of learning time at a certain subject. It is focused on the number of whole weeks (effective and ineffective weeks). The certain number of effective weeks will make the teachers easier in spreading of learning time for each lesson units.

Annual Program and Six Terms Program, it is the common learning plan after knowing the effective number of learning time in one year or a semester. Its arrangement is based on the result of time allocation analysis that stated before and the placement of Based Competences for each unit.

Lesson Plan, it is the plan for each unit that will be applied by teachers in learning process at the classroom. Based on this lesson plan, a teacher is expected to apply teaching learning program systematically. Besides, by lesson plan also can be known the teachers' ability in doing their role. This lesson plan consist some points such as; subject matter, class/semester, standard competence, based competence, indicator, time allocation, purpose of learning, etc.

To give a clear picture about lesson plan, the writer gives an example for it. He takes the example from lesson plan that he made during Micro Teaching subject at the seventh semester of his study.

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP
Kelas dan Semester : VIII / I
Tema : Fauna (Descriptive)
Alokasi Waktu : 1 pertemuan/2 x 40 menit
Tahun Pelajaran : 2007/2008

I. Standar Kompetensi

Mendengarkan (2)

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar.

Membaca (5)

Memahami makna teks fungsional dan esai pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

II. Kompetensi Dasar

Mendengarkan (2.2)

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

Membaca (5.3)

Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

III. Indikator

- ❖ Membaca nyaring teks “Salsa” dengan baik dan benar.
- ❖ Mengisi rumpang teks “Salsa” dengan benar.
- ❖ Mengidentifikasi 2 bagian teks *descriptive* (identification dan description).
- ❖ Menyusun kalimat menjadi paragraf *descriptive* yang sempurna.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

- ❖ Siswa mampu membaca nyaring teks “Salsa” dengan baik dan benar.
- ❖ Siswa mampu mengisi rumpang teks “Salsa” dengan benar.
- ❖ Siswa mampu mengidentifikasi 2 bagian teks descriptive (identification dan description).
- ❖ Siswa mampu menyusun kalimat menjadi paragraf *descriptive* yang sempurna.

IV. Materi pokok/ Uraian Materi Pokok.

A. *Fill in the blank spaces by listening to teacher’s own voice. Afterwards, read it aloud and correctly!*

This is Salsa. Salsa is an Indian (1)elephant, but now it (2)lives in the National zoo in Washington D.C.

Salsa is (3)young. It is 20 years old. It (4)weights up 2500 kg and 2,1 m high at shoulder. It may (5)consume up to 200 kg of grass a day. It is fond of banana plants, (6)gingers, and leaves of various plants.

Salsa doesn’t have (7)sweat glands so it likes to cool off rolling in a pond in the zoo. The mud that dries on its skin (8)protects it from the sun. Salsa also likes taking a bath. It makes her fresh and (9)relaxed. Mike, the zoo keeper also (10)feeds and talk to Salsa. Salsa likes this guy very much.

B. *Answer the question based on the text above!*

1. What is Salsa?
2. How does Salsa look like?
3. Where does Salsa live now?
4. What does the word “it” in par.3, line 3 ?
5. Why does Salsa like Mike?

Explanation of descriptive text

Social function : to describe particular things, person, animal, and place

Language focus : Simple Present Tense

Structure of text :

@ *Identification* is a general description or introduction to the something Par 1 :- Salsa is an Indian elephant.

- Salsa lives in National zoo in Washington D.C.

@ *Description* is a specific description of something ex; shape, habit, etc.

- Par 2 : - Salsa is young.
- It is 20 years old.
- Its weight is 2500 kg and height 2,1 m.
- It consumes up to 200 kg of grass a day.
- It is fond of banana plants, ginger and leaves of various plants.
- Par 3 : - Salsa doesn't have sweat glands.
- Salsa likes taking bath.

V. Sumber dan Media Pembelajaran

a. Sumber Pembelajaran :

Title : Smart Steps (The smartest way to learn English)
Published by : Ganeca Exact
Author : Ali Akhmadi and Ida Safrida

b. Media Pembelajaran :

- ❖ Flash cards
- ❖ Gambar yang relevan dengan materi (pictures strip)
- ❖ Words strip.

VI. Metode & Strategi Pembelajaran

Metode: Komunikatif

Strategi: 2 arah, perorangan, berpasangan dan kelompok.

VII. Rencana Pembelajaran

KEGIATAN	
<i>Pendahuluan :</i> # Salam / Tegur sapa # Mengabsen # Memotivasi siswa	
<i>Kegiatan Inti :</i> # Melengkapi teks rumpang berdasarkan ujaran yang dibacakan guru. # Memberikan gambar – gambar hewan menggunakan <i>flash cards</i> .	

<ul style="list-style-type: none"> # Memberikan pertanyaan tentang beberapa hewan dan menyusunnya menjadi paragraf (empat kelompok). # Meminta beberapa siswa untuk membaca text descriptive yang diberikan secara bergiliran (ditentukan). # Menjelaskan pada siswa, apa itu text descriptive dan bagian – bagiannya a) Identification dan b) Description. 	
<p><i>Kegiatan Penutup :</i></p> <ul style="list-style-type: none"> # Memberikan pertanyaan untuk mengecek pemahaman siswa. # Kesimpulan umum tentang materi. # Memberi tindak lanjut berupa tugas (latihan untuk PR). 	

VIII. Penilaian

Penilaian Proses: Dilakukan pd saat proses KBM Reading & Vocab berlangsung.

Penilaian Hasil : Diambil dari jawaban siswa yg diberi nilai pd Hand out.

Instrumen : Soal tes terlampir.

Telah Diperiksa

Jakarta, 29 September 2007

Dosen Micro Teaching

Guru Praktikan

Dra. Hidayati M.Pd

NIP. 150 231 927

Irwan Kurniawan / VII C

Adapted from Writer's RPP during Micro Teaching Subject

E. The Teaching – Learning Problems

It is impossible for a teacher and the students to run teaching – learning activities smoothly. In another word, in teaching – learning activities both teacher and students often face some problems by themselves. There are two kinds of problems that usually faced by them, namely linguistic problem and non – linguistic problem.

Linguistic problem is the problem that correlates with teacher or student linguistic competences, such as the mastery of vocabularies, the fluency of pronunciation, the understanding of structure and the mastery of four actional competences (Listening, Speaking, Reading and Writing).

Non – linguistic problem is the problem besides linguistic competences. They may include the limitation of time in teaching – learning activities, the lack of facilities provided by school, the large numbers of students in a classroom and the condition of school environment.

F. The Evaluation

One of the important processes in teaching – learning activities is the evaluation. Evaluation is a systematic process of information collecting about numbers, verbal description, analysis, and information interpretation to give decision for range of products (Masnur, 2007; 79). There are two kinds of evaluations that usually used in the school, namely formative and summative evaluation.

Formative is an evaluation that is done after finishing one or two of teaching materials have already taught. Nowadays, the equal term for formative evaluation is well known as block examination (ujian blok). Meanwhile, summative is an evaluation which is done per six months terms. Besides two kinds of evaluations discussed previously, there are also some class evaluations to know the students' improvement, such as performance, project, product, paper, portfolio, and attitude evaluation.

The evaluation which is done by teacher in teaching – learning is aimed for three aspects, such as a) students, b) teacher and c) headmaster. For the students, the evaluation is as information about their improvements, potential academic for certain material, attitudes and abilities. Those all should be delivered to their parents. For the teacher, it is used as the report for the headmaster about teacher's progress like how well he or she has already reached in teaching – learning activities. And for the headmaster it is used as the decision whether his or her school is good or need to be improved for the future.

G. The Understanding of Writing

There are four basic competencies that must be mastered by the students of High School. They are listening, speaking, reading and writing. In this study the writer will focus to one of them, that is writing.

Writing began when the man learned how to communicate his thought and feelings by means of visible signs, understandable not only to himself but also to all other persons more or less initiated into the particular system. In the beginning pictures served as a visual expression of man's ideas in a form to a great extent independent of speech which expressed his ideas in an auditory form.¹⁵

1. Definition of writing

Here they are some of the definitions from writing. According to Gelb (1963), writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do.¹⁶

Fowler (1985) says, "Writing is as we have seen, a complex process and it is the last of the language skills to receive attention in school".

Moreover, Ron White and Valerie Arndt (1998) said that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right. It demands conscious intellectual effort, which usually has to be sustained over a considerable period of.¹⁷

2. Forms of Writing

Based on George and Julia (1980), there are four kinds of writing forms. They are narration, description, exposition and argumentation.¹⁸

- a. *Narration* is the form of writing used to relate the story of acts or events. Types of narration include short stories, novels, and news stories.
- b. *Description* reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear.

¹⁵ I. J. Gelb. *A Study of Writing*, (Chicago: The University of Chicago Press, 1963), p. 11.

¹⁶ Ibid, Page 12

¹⁷ Ron White and Valerie Arndt, *Process Writing*, (London; Longman, 1998), Page.3

¹⁸ George E. Wilshon and Julia M. Burks, *Let's Write English*, (Canada; Atlantis Publisher, 1980), Page.

- c. *Exposition* is used in giving information, making explanations, and interpreting meanings. It includes editorials, essay, and informative and instructional material.
- d. *Argumentation* is used in persuading and convincing. It is used to make a case or to prove or disprove a statement or proposition.

3. Process of Writing

Writing is a form of problem solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal setting, monitoring, and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

According to Ron and Valerie (1998), writing has six main processes. They are *Generating, Focusing, Structuring, Drafting, Evaluating* and *Re – viewing*.

- a. *Generating ideas* is clearly a crucial part of the writing process. It involves drawing upon long – term memory which consists of three main kinds of memory store :
 - 1) **Episodic memory**, which is devoted to events, experiences and visual and auditory images.
 - 2) **Semantic memory**, which is devoted to information, ideas, attitudes and values.
 - 3) **Unconscious memory**, which includes emotions and feeling.
- b. *Focusing* is the process where the writers have to communicate their messages effectively, likewise, 'frame' a portion of all the possibilities for expression available to them by focusing upon central idea, or upon a view point which will unify and inform the text they produce.
- c. *Structuring* is entails various organizational processes of grouping ideas together and deciding upon how to sequence them.
- d. *Drafting*, is the actual writing of the paragraph or essay. Once you have gathered material and made a rough plan, you are ready to write.
- e. *Evaluating* is what writing is all about. It is ultimately not the teacher but the students who must decide whether their text fulfils its intended goal.
- f. *Re – viewing* is a process that requires a sense of judgment – awareness that all is not quit right with the text – the actual amending process requires adequate linguistic tools to work with.

H. Descriptive Writing and Its Kinds

Descriptive writing is one of Genres of Texts that is taught in junior high school. There are some definitions for this text. Based on Cambridge Advance dictionary, descriptive is describing something especially in detailed, interesting way.¹⁹

According to George and Julia (1980), description is used to create a visual image of people, places, even units of time – days, times of day or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.²⁰

Moreover, Burton and Humphries (1992) said that descriptive writing is either to act as a background for a piece of narrative – an account or story- or it can stand by itself and convey any of the five sense – sight, hearing, touch, smell and taste.²¹

There are three golden rules for descriptive writing. They are *be selective*, *be specific*, and *be symbolic*.²²

1. *Be selective*; do not try to include too many features, for the reader will become confused, overwhelmed or ‘glasses eyed’.
2. *Be specific*; just remember that there are over half – a – million words in English language and, although many of them are forgotten. It does mean that every object has a variety of names connected with it.
3. *Be symbolic*; this involves thinking of an image which all act as symbol that can be associated with the ideas to be conveyed, without having to explain or depict with too many words.

Besides rules, descriptive writing has also the generic structure. According to Kristono (2007), descriptive writing has two generic structure; identification and description.

1. *Identification*; identifies phenomenon to be described.
2. *Description*; describes parts, qualities, characteristic, etc.

Moreover, Mark and Kathy (1998) have a different picture. They divide the structure into three parts;

¹⁹ Cambridge Advanced Learner’s Dictionary (Cambridge University, 2003), Page.330

²⁰ George E. Wilshon and Julia M. Burks, *Let’s Write English*, (Canada; Atlantis Publisher, 1980), Page.379

²¹ S. H. Burton and J. A. Humphries, *Mastering English Language*, (London; Macmillan, 1992), Page.180

²² Mark Anderson, *Types in English Vol.3*, (London; Macmillan, 1993) Page. 181 - 182

1. A general opening statement in the first paragraph that consists;
 - a. The statement introduces the subject of the description to the audience.
 - b. Brief information about the when, where, who or what of the subject.
2. A series of paragraph about the subject that consists;
 - a. Each paragraph usually begins with a topic sentence.
 - b. The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - c. Each paragraph should describe one feature of the subject.
 - d. These paragraphs build the description of the subject.
3. A concluding paragraph (optional)

Descriptive text also has grammatical features namely; a) Verbs in the present tense, b) Adjectives to describe the features of the subject, and c) Topic sentences to begin paragraphs and organize the various aspects of the description.

Kinds of descriptive writing

According to George and Julia (1980), there are three kinds of descriptive writing. They are describing people, place and units of time.²³

People

It is usually people who are interesting to readers. Their appearance is interesting especially as it reflects personality. Character may be portrayed directly or indirectly. In direct description, the writer tells how the person looks and what the person is like. In indirect description, the character is revealed through what he or she does, thinks, or says in certain situations. The text below is one of the examples from describing people.

I get a new friend. Her name is Aulia. I met her in my classmate's house, metha. She is her cousin. Aulia is twelve years old. She has a twin sister. Her name is Ananda. Both of them are smart and beautiful. They can sing beautifully. They are also good in playing music instrument, especially piano. I'm very happy they become my new friend because I can learn to sing and to play piano from them. I also talked to her mother. She is the best music teacher. She has a popular studio in this town. Actually I want to be a singer, too. So I must take a music course in her studio.

–Kistono ET all

*The Bridge English Competence for SMP
Garde VIII*

²³ George E. Wilshon and Julia M. Burks, *Let's Write English*, (Canada; Atlantis Publisher, 1980), Page, 379 – 381

Place

Moreover, for describing place; How places look, smell and sound is important. Here are the ways to judge description of places: Are impression other than sight included? Is the picture caught a moment in time? Are the details arranged in logical order? Is the same point of view kept throughout? Are adjectives vivid? And are the nouns and verbs specific and descriptive? The text below is an example from describing place.

Our backyard is dominated by a huge old live oak tree. The base of the trunk measures approximately ten feet around. The thick muscular trunk rises solidly for about 8 feet and then separates into four main branches. From these, the lower branches spread out horizontally over the ground, reaching into neighbor's yards. The main branches continue to rise, up and up, where they compete with each other for air and sunlight. From these heights, the neighborhood cardinals and blue jays sing to each other, keeping a sharp eye of our cats. As the birds away in the wind, they look as if they are riding a ship across a gently swelling ocean. From these heights too, it is easy to see the variety of shrubs and sweet – smelling flowers lining the two long sides of our rectangular yard, the small walkway along the back of the house, and the back fence that runs along the alley.

– Regina L. Smalley Et al
Refining Composition Skills

Units of Time

Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days and times of day. Notice how the descriptions of units of time set a certain mood, or emotional tone, in each of the following selection.

It was a fine autumnal day, the sky was clear and serene, and nature wore that rich and golden livery which we always associate with abundance. The forests had put on their sober brown and yellow, while some trees of the tendered kind had been nipped by the frosts into brilliant dyes of orange, purple, and scarlet. Streaming files of wild ducks began to make their appearance high in the air; the bark of the squirrel might be heard from the groves of beech and hickory nuts, and the pensive whistle of the quail at intervals from neighboring stubble – field.

–George E. Wilson and Julia M. Burks
Let's Write English

I. The Understanding of Picture

As the writer discussed about in the previous chapter, writing is the difficult competence that be mastered by students. To help them in this case, the teacher needs a helpful device which

is called media. There are four kinds of media as the writer tells before namely; visual media, audio media, projected still media and projected motion media. The writer's focus in this study is the using of visual media; one of them is a picture.

According to Arthur and William (1992), pictures help people to comprehend and remember the text. When the texts were presented alone or with pictures the order in which the steps were described in the text, subjects tended to mentally represent the text. We argue that these results disconfirm motivational, repetition, and some dual code explanations of the facilitative effect of pictures. The results are consistent with a version of mental model theory that proposes that pictures help to build mental models of what the text is about.²⁴

1. Definition of Picture

To make the picture more understandable, the writer will explain it detail. Some experts give some definitions about picture. Picture is a visual representation (of an object or scene or person or abstraction) produced on a surface.²⁵

Marianne and Sharon (1998) said that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Pictures can also be used in various configurations to enhance learning and practice.²⁶

Moreover, Heaton (1984) said that picture is an excellent device for providing both a purpose and content for writing. It is not only provides the taste with the basic material for his composition but stimulates his imaginative power.

2. Types of Picture

To make the picture more specific, it must be classified according to its types. According to Grazyna Szyke (1981), he says "There are two kinds of pictures that I find especially useful for as teaching aids: pictures of individual persons and object, and pictures in which persons and objects are *in action*".

²⁴ Arthur M. Glenberg and William E. Langston, *Journal of Memory and Language*, (America; Academic Press. Inc, 1992), Page 129

²⁵ <http://www.thefreedictionary.com/pictures>

²⁶ Marianne Celce and Sharon Hills, *Technique and Recourses In Teaching Grammar*, (New York: Oxford University Press, 1998), P. 73

- a **Pictures of Individuals;** It may be used, mainly at the elementary level, to introduce or test vocabulary items. Portraits, that is, picture that show a person in close detail, are useful for intermediate and advanced learners. It can be form of questions. For examples, about the age and profession of the person, whether he/she is married, his/her interests and traits of character.
- b **Situational Pictures;** Situational pictures that show or suggest relationship between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures from the simplest to the most complex;
 - The indicative structure: *there is (a)* and *there are (some)*
 - A range of prepositional phrases: *beside, towards, just behind,* etc
 - The use of tense: *Present Continuous, Future Simple,* etc

Moreover, Finocchiaro and Bonomo (1973) said that a file of up-to-date pictures reflecting authentic aspects of culture is also essential. It should contain three kinds of pictures²⁷:

- a Pictures of individual person and of individual objects;
- b Pictures of situations in which persons are “doing something” with the objects and in which the relationship of object and/or people can be seen;
- c A series of pictures (six or ten) on one chart.

3. The Advantages of Using Pictures

Using of pictures as a media in teaching activities is very good for students because it has many advantages that can help teacher to make their students understand easily. According to Andrew Wright (1976), broad function of pictures used in teaching activities, especially for writing activities gives some advantages as follow;

- a To motivate the students.
- b To create a context within which his written text will have meaning.
- c To provide the students with information to refer to, including objects, actions, events, relationship.
- d To provide non-verbal cues for manipulation practice.

²⁷ Mary Finocchiaro and Michael Bonomo, *The Foreign Language Learner: A Guide for Teacher*, (New York; Regents Publishing Company, 1973), Page. 164

- e To provide non-verbal prompts to written composition.

Meanwhile, Finocchiaro (1975) said that there are many of advantages of pictures are obvious;

- a They provide added incentive to learn and are popular and interesting for the students.
- b They give necessary variation and provide the classroom change-of-pace so essential to maintaining a high level of interest.
- c They are ready means of establishing a quick and a clear concept of what word or structure may mean.

4. The Criteria for the Good Pictures

In order to make the teaching learning activities optimal, the pictures which are used must be has good criteria. Finocchiaro (1973) said that good pictures must have some criteria as follow;

- a Pictures should be large enough to be seen by all students.
- b The pictures of individual objects or people should be as simple as possible.
- c Some of them should contain color for later use in teaching adjectives of color or in writing dialogue or compositions.
- d The pictures should contain no caption of any kind since you will thus be able to use them in later stages to have students recall the association of word and object.

J. Guided Questions and Their Function

By asking yourself question about topic, you can accumulate a wealth of information. When newspaper reporters write articles, they try to answer the following questions in the first sentence of the report: **who, what, when, where, why** and sometimes **how**. Asking these questions allows you to see your topic from different points of view and may help to clarify your position on the topic. In another words, we must ask as many questions as we can about the topic. As a rule of the thumb, the more questions you ask, the better your insight.

Those statements above, is in line with Gould (1989), guided questions are a series of well planned questions, applied methodically to a topic, can deepen your understanding of it and offer you interesting insight to write about.²⁸

Below is an example of WH – questions for invention. It is the first part of a list questions that one writer, Carlos, developed.²⁹ Carlos started with a sentence containing the bare facts he wanted to write about and then developed a number WH - of questions about each fact. After completing his list questions, Carlos answered them. He used the information generated in his answers to write his essay.

My uncle	(WHO)
was laid off from his job	(WHAT)
at the hospital	(WHERE)
last April	(WHEN)
because of the recession.	(WHY)

1. **Who** is my uncle, really? What kind of a person is he? What do people think of him?
2. **What** happened exactly? **How** and **when** did it happen? **Why**? Who was present? What did my uncle say when he found out?
3. **Where** does my uncle work? Where is this place? What do I know about the location? What department does he work in? What does he do there?

The Functions of Guided Questions

By using guided questions before doing our writing activities, we can get some advantages from them. These are some functions of guided questions based on Gould (1989) as follow;

1. They move us from observing simple physical details to discovering complexities inherent in a topic and its environment.
2. They encourage us to reevaluate our understanding of a topic and see it from differently than we have seen it before.
3. We can generate material of our writing.
4. We can see the topic from different point of view.

²⁸ Eric Gould. *The Act of Writing*, (New York: Random House Inc. 1989), Page. 119.

²⁹ Regina L. Smalley, et al, *Refining Composition Skills*, (America; Heinle & Heinle Thomson Learning, 2001), Page. 6.

5. They may help us to clarify our position in a topic.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of the research method used in the study. It consist the research design, population and sample, the research instruments, data and source of data, the technique of collecting data, and the technique of data analysis.

A. Research Design

The design of this study is Descriptive – Evaluative in a form of quantitative research about Using Pictures and Guided Questions in Teaching Descriptive Writing at the Eight Grade Students of Junior High School Jakarta. The Descriptive study is designed to obtain the current status of phenomena and is directed toward determining the nature of situation as it exists at the time of study that is in SMPN 111 Jakarta.

This study is also called evaluative because it tries to evaluate objectively about teaching descriptive writing at eight grade of SMPN 111 Jakarta through pictures and guided questions. And it is also called a quantitative research because the writer uses some numerical data analysed statistically.

This study is aimed at describing and evaluating about (1) the qualification of English teachers at SMPN 111 Jakarta, (2) the teaching preparation made by the English teacher, (3) the implementation of using pictures and guided questions in descriptive writing done by the English teacher, (4) the problems faced by English teacher in using pictures and guided questions in teaching descriptive writing, (5) the students' achievement in learning descriptive writing through pictures and guided questions.

To avoid bias, the researcher tries to evaluate the real condition as objectively as possible. He takes a position as outsider who sees the objective condition of SMPN 111 Jakarta without involving himself as a member or English teacher of the school.

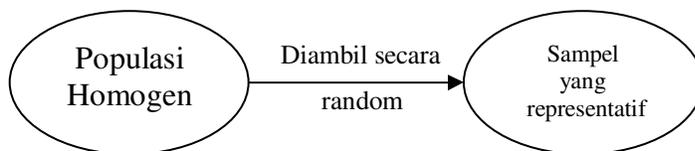
B. Population and Sample

The object of this study is SMPN 111 Jakarta. The subject includes the English teachers as main subject and the students of eighth grade SMPN 111 Jakarta. There were 320 students who studied in this school. They were divided into eight classes namely 8.1 until 8.8.

There were two English teachers who taught English at the eight grade of SMPN 111 Jakarta, they are H. Sanadi S.Pd who teaches 8.1 until 8.4 and Mrs. Alifno B.A who handles 8.5 until 8.8. The English teacher to be observed by the writer is based on the following considerations. Firstly, the English teacher who runs teaching – learning activities at 8.1 until 8.4, he has more experiences than the other one. Secondly, he has joined many English upgrading for the English teacher either regional or national events. Besides, he teaches in the classroom that the writer took as sample.

Here the writer took the sample only 50% from the total of population. This sampling was based on the English teacher discussed who held the class 8.1 until 8.4 namely H. Sanadi M.Pd. The technique of sampling used is *simple random sampling*. It caused the population that the writer observed is homogeny (students of eighth grade). To make the clear description about this sampling, he used the diagram based on Sugiyono (2005:58). The diagram 3.1 is the description of simple random sampling technique:

Diagram 3.1
The Technique of Simple Random Sampling



To know the representative sample, the writer gives the brief explanation below;

Total of Population : 40 students x 8 classes (8.1 – 8.8) = 320 students

Sample : Total of Population x 50% = 160 students

C. Research Instrument

The research instruments used for this study include questionnaire, observation sheet, documentation of teaching – learning process and evaluation (test). Besides the four instruments told previously, interview guide was also used to complete the data gained.

The questionnaire is given to the English teacher including some questions about (1) English teacher qualification, (2) teaching preparation made by the English teacher, (3) the teaching – learning process in the classroom, (4) the media used in teaching – learning process, and (5) the evaluation done by the English teacher.

The observation sheet is used to observe the teaching – learning conducted by the English teacher in the classroom including English teacher’s activity in the classroom, the book used by English teacher and students, problems faced by English teacher in teaching descriptive writing through pictures and guided questions, and the evaluation used by the English teacher.

Documents are used to gain the data about teaching preparation made by the English teacher. It can be gained by borrowing teaching preparation made by the eight grade English teacher and the data about English teacher’s profile by borrowing school files.

Test is used to know how well the students have already mastered descriptive writing and it also to prove the effectiveness of using pictures and guided questions in teaching descriptive writing.

Interview is the last technique that used to complete the data needed which is not covered by the technique previously. The interview guidelines consist of 10 guided questions about the English teacher including teacher’s qualification, teaching preparation, the teaching – learning process, the problems faced by the English teacher, and the evaluation conducted by him.

D. Data and Source of Data

There were five kinds of data that used in this study; they are (1) the data about English teacher qualification or his/her educational background, (2) the data about teaching preparation made by the English teacher, (3) the data about the implementation of using pictures and guided questions conducted by the English teacher in teaching descriptive writing, (4) the problems faced by the English teacher in using pictures and guided questions in teaching descriptive writing, and (5) the data about the effectiveness of using pictures and guided questions in teaching descriptive writing,

The data about the English teacher’s qualification or educational background were derived from English teacher’s document and school files were used to answer the first research question. The data about teaching preparation made by the English teacher at eighth grade of SMPN 111 Jakarta were obtained from the text book, curriculum and used to answer the second

question. The implementation of using pictures and guided questions were derived from the English teacher and teaching – learning activities done by English teacher in the classroom and used to answer the third question.

The data about problems faced by English teacher in using pictures and guided questions were derived from English teacher and teaching – learning activities and used to answer the fourth question and the data about the effectiveness of teaching descriptive writing through pictures and guided questions were derived from students' achievement and used to answer the fifth research question.

E. Techniques of Collecting Data

Techniques of collecting data in this study were five kinds namely; observation, documentation, questionnaire, interview and test.

1. Observation

Observation technique is the main technique in collecting the data about teaching English in the classroom. It was conducted five times for observing English teaching – learning process is going on in the real English classroom activities at the eighth grade students of SMPN 111 Jakarta from October 2008 – November 2008. In this case, the researcher acted as an observer who observed the teaching – learning process without being involved in the process. Therefore, this technique can be categorized as non – participant observation.

2. Documentation

Documentation technique was also used to obtain the written data such as the qualification of English teacher and the teaching preparation made by the English teacher. It was carried out by copying the English teacher's documentations about teaching preparation and the school files about educational background of the English teacher, including format training attended by them. The data needed were recorded from all documents and analyzed them carefully.

3. Questionnaire

The questionnaire is purposed for the English teachers, it was aimed at getting the data about the problem faced by them in implementing of using pictures and guided questions in teaching descriptive writing. It included the problem faced by the English teacher in planning the material design, in implementing the teaching – learning process, and in conducting the evaluation. These set of questionnaire were given to the English teachers and returned to researcher a day later.

4. Interview

This technique was used to supplement the data needed which were not covered by three techniques previously, such as what are the problems faced by English teacher in teaching descriptive writing through pictures and guided questions and to find out the crosscheck between what the English teacher said in line with the researcher observed during teaching – learning process actualized in the physical classroom.

This technique was in the form of semi structured interview which means that the researcher held the interview guide containing the main points as the objective of the researcher. The topic of interview could be developed in constant with responses of the interviewed subject.

5. Test

It was used to find out the effectiveness of using pictures and guided questions in teaching descriptive writing. It was in the form of essay that consists of 4 items, each of them has 5 options and each options has 5 points. So it will be accumulated to 100 points. This test is given on the last meeting of teaching – learning process. The form of the test can be seen in the appendix.

F. Techniques of Data Analysis

The raw data obtained through observation, documentation, distributing questionnaire, interview and test were analyzed in some ways as follow;

1. Data from Observation

The data analysis was conducted by arranging data obtained systematically, this was done to make it easier for the researcher to write the research report. Then the data were analyzed to answer the 3rd and 4th research questions.

2. Data from Documentation

The data obtained from documentation covered qualification of English teacher teaching preparation made by him. The researcher analyzed whether the English teacher had the suitable educational background that is graduated from the English department and kinds of training he had related to his profession. The researcher also analyzes how well was the teaching preparation made by him. This data were used to answer the 1st and 2nd research question.

3. Data from Questionnaire

There was one data gained from questionnaire, it was the data from the English teachers. The data gained from the English teachers' questionnaire deal with the problem faced by him in teaching descriptive writing. Then the data about problems faced in planning teaching preparation, media using and evaluation conducted in teaching – learning process. This data were used to answer the 3rd and 4th research question.

4. Data from Interview

The data gained from interview used to confirm the data collected by the three techniques previously. These data made the researcher more convinced what the English teacher had done and stated. If there were any differences, the researcher asks the English teacher for clarification and the result of interview was used as the appropriate data.

5. Data from Test

The data obtained from the test used to know how effective learning descriptive writing through pictures and guided questions. It gained from the students' achievement. The data were used to answer the 5th research question.

To find out these data, the researcher used the descriptive analysis technique (percentage) which is described in the table percentage using formula;

$$P: \frac{f}{n} \times 100\%$$

P: Percentage

F: Frequency

n: Number/amount

After having percentage and frequency, the researcher looks for the average mark by using formula based on Sugiyono (2005:47):

$$\text{Me} : \frac{\sum fiXi}{fi}$$

Me : Mean for the data grouped

fi : Number of sample

$\sum fiXi$: *Produk perkalian antara fi pada tiap interval kelas (Xi). Tanda kelas Xi adalah rata – rata dari batas bawah dan batas pada setiap interval data.*

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter is used to answer all of the questions for this study. It consists of five kinds of data namely; Data of English Teachers Qualification, Data of Teaching Preparation Made by the Teacher, Data of Implementation in Teaching Descriptive Writing through Pictures and Guided questions, Data of Problems Faced by the Teacher in Using Pictures and Guided Questions in Teaching Descriptive Writing, and Data of Students' Achievement in Learning Descriptive Writing.

A. Data of English Teachers Qualification

The success of teaching and learning activities is decided from the teachers who run it. One of the factors that teacher can run it smoothly is their qualities. Therefore, the English teacher must fulfill the qualifications that the writer told in previous chapter. There are two English teachers who handle at eighth grade of SMPN 111 Jakarta. They are H. Sanadi S.Pd and Mrs. Alifno Kamal B.A. The table 4.1 below shows about their personal information that will be determined their qualities as an English teacher.

Table 4.1
The Data of English Teacher Qualification of SMPN 111 Jakarta at Eighth Grade

No.	Description	H. Sanadi M.Pd	Mrs. Alifno kamal B.A
1.	Age	56	52
2.	Sex	Male	Female
3.	Teacher Status	Civil Servant	Civil Servant
4.	Latest Education	S1 of STKIP PGRI Jakarta Pend. B. Inggris	D3 of IKIP Muhammadiyah Jur. Bahasa & Sastra Inggris
5	Teaching Time	21 – 30 hours	21 – 30 hours
6.	Teaching experience	More than 15 years	More than 15 years
7.	Teacher upgrading	CTL, ICT, penilaian buku pelajaran B. Inggris SMP,	CTL and ICT

	that followed	Pendidikan dan pelatihan kurikulum 2004, etc.	
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Based on the table 4.1 above, the writer can state that both of them are qualified as English teachers because they were graduated from English department. But there are two factors that difference their qualities as an English teacher that are their educational background (knowledge) and the English teacher who often joined upgrading to improve his quality about the latest syllabus and material. Therefore, it can be concluded that H. Sanadi S.Pd is the English teacher who has more experiences from his knowledge and professionalism than the other. Unfortunately, the strategy that he has already gained from upgrading didn't imply in teaching learning activity in the physical classroom.

B. Data of Teaching Preparation Made by the Teacher

According to the latest curriculum 2006 (KTSP), teaching preparation that must be done by the English teacher consists of four kinds namely, syllabus, annual program, six months term program, and lesson plan. Based on the documentation gained by the writer, he found only two kinds of teaching preparation made by the English teacher. They are syllabus and lesson plan. Unfortunately, for annual program and six months term program, the English teacher had not made them yet.

The description of lesson plan made by the English teacher will be presented below. Meanwhile, for the syllabus, it can be shown on the appendix.

RENCANA PELAKSANAAN PEMBELAJARAN NO 8 (Deskriptif membaca dan menulis)

SMP	: SMP Negeri 111
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar. 6. Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

5.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indikator	: Mengidentifikasi berbagai informasi dalam teks berbentuk descriptive Mengidentifikasi fungsi social dan langkah-retorika teks descriptive
Jenis Teks	: Descriptive teks
Tema	: Fauna
Aspek/Skill	: Reading dan Writing
Alokasi waktu	: 8x40

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi ide utama teks yang berbentuk descriptive dengan cara menjawab pertanyaan yang diberikan.
2. Mengidentifikasi informasi tertentu teks yang berbentuk descriptive dengan cara menjawab pertanyaan yang diberikan.
3. Mengidentifikasi informasi rinci teks yang berbentuk descriptive dengan cara menjawab pertanyaan yang diberikan.
4. Mengidentifikasi makna kata teks yang berbentuk descriptive dengan cara mencari sinonim dari kata yang diberikan.
5. Mengidentifikasi fungsi social teks dengan memilih jawaban yang paling tepat
6. Mengidentifikasi langkah-langkah retorika teks dengan menentukan bagian kalimat yang merupakan langkah retorika tertentu.
7. Menyusun kata acak menjadi kalimat yang padu.
8. Menyusun kalimat acak menjadi paragraph yang padu.
9. Menyusun paragraph acak menjadi teks yang padu
10. Menulis teks deskriptif terkait dengan tema

II. Materi Pembelajaran

- a. Teks descriptive dengan tema flora
- b. Kosakata terkait tema : name of flowers, part of flowers,
- c. Review noun phrase : yellow flower, small petal
Action verb : bloom, witter, water,
Linking verb : turn, become, get
Adverb : gradually, instantly
Adjective : dry, bright, fresh
- d. Review verb be : The lion is wild
- e. Review penggunaan have/has : The lion has sharp teeth
- f. Simple present tense
- g. Adverb of frequency
- h. Review social Function text : to describe
- i. Review generic Structure text : Identification Description of parts

III. Metoda Pembelajaran/Tehnik : BKOF, MOT, JCOT, ICOT

IV. Langkah-Langkah Kegiatan

Pertemuan 1

- a. Kegiatan awal
Tanya jawab berbagai hal untuk memotivasi siswa
Siswa menjawab pertanyaan tentang lingkungan sekitar siswa.
- b. Kegiatan inti
 1. Eliciting kosakata yang terkait tema/topic teks
 2. Mengulangi penggunaan noun phrase, adjective phrase, adjective phrase
 3. Mengulangi penggunaan bentuk be dan have/has
 4. Membahas simple present tense
 5. Membahas penggunaan adverb of frequency
- c. Kegiatan penutup
Refleksi
Menyimpulkan materi pembelajaran
Memberi PR terkait tata bahasa dan kosakata yang telah diberikan

Pertemuan 2

- a. Kegiatan awal
Salam dan tegus sapa
Membahas PR
- b. Kegiatan inti
 1. Mereview kosaka dan tata bahasa yang telah dipelajari
 2. Membaca teks deskriptif dengan tema flora.
 3. Menjawab pertanyaan tentang berbagai informasi (ide utama, informasi tertentu, informasi rinci, makna kata) terkait teks yang dibaca.
 4. Bertanya jawab tentang fungsi social dan langkah retorika teks.
- c. Kegiatan penutup
Refleksi
Menyimpulkan materi pembelajaran
Meminta siswa mencari nama-nama tumbuhan di sekitar siswa

Pertemuan 3

- a. Kegiatan awal
Salam dan tegur sapa
Bertanya jawab tentang tumbuhan yang telah ditemukan
- b. Kegiatan inti
 1. Mereview kosaka dan tata bahasa yang telah dipelajari
 2. Menyusun kata acak menjadi kalimat yang padu.

3. Membuat dan menuliskan kalimat-kalimat deskriptif dengan menggunakan kosakata dan tata bahasa yang telah dipelajari.
4. Menyusun kalimat acak menjadi paragraph yang padu
5. Menyusun paragraph acak menjadi kalimat yang padu
4. Mendiskusikan langkah-langkah retorika teks deskriptif
5. Siswa dalam kelompok menyusun teks deskriptif tentang binatang atau tumbuhan dengan susunan langkah retorika yang telah dipelajari.
6. Merevisi teks bersama guru
7. Menuliskan teks yang telah dibuat

- c. Kegiatan penutup
 - Refleksi
 - Menyimpulkan materi pembelajaran
 - Pemberian PR

Pertemuan 4

- a. Kegiatan awal
 - Salam dan tegur sapa
 - Membahas PR
- b. Kegiatan inti
 1. Mengerjakan berbagai tugas untuk menguatkan kosakata dan tata bahasa yang telah dipelajari
 2. Membuat kalimat-kalimat menggunakan kosakata dan tata
 3. Menyusun kalimat acak menjadi paragraph yang padu.
 4. Menyusun kalimat acak menjadi paragraph yang padu
 5. Secara individu membuat kalimat kalimat berdasarkan gambar
 5. Secara individu menyusun dan menuliskan teks deskriptif sederhana
- c. Kegiatan penutup
 - Refleksi
 - Menyimpulkan materi pembelajaran

III. Sumber Belajar

- i. Buku teks : Encyclopedia, kamus
- ii. Scrip Teks
- iii. Gambar-gambar yang relevan
- iv. Lingkungan sekitar

IV. Penilaian Membaca

- i. Tehnik : Tes tulis,
- ii. Bentuk instrument : Uraian

iii. Contoh Instrument :

Read the flowing text crefully and answer the questions

Mangroves

Mangroves are trees or woody plant that grows is shallow and muddy salt water, such as those along shorelines.

Mangroves swamps can be found in tropical and subtropical areas. They provide excellent places to stay and feed many fish, invertebrates and birds, such as white –crowded pigeon .

Its seed are unusual because they start to grow seedling while still on the tree. The seedling are cigar-shaped and heavier at the root end than at the leafy end . They plant themselves in the mud below the parents tree, when the leaves are falling

Mangrove is the usual names for several kinds of tropical flowering plants. They are divided into three different families.

Most important species is the red mangrove, so named because of its reddish wood. It has been exploited as a source of charcoal and tannins, which are used in preparing leather.

Adapted from : Microsoft Encarta Encyclopedia 2002

1. What is the text about?
2. What is mangrove?
3. What kinds of animals living in the mangrove swamps?
4. What products can be made from mangrove?
5. “They provide excellent places to stay and feed many fish” (paragraph two) the word they here refers to
6. Its seed are unusual because they start to. The underlined word means ...
7. Which sentence is called the identification of the text?
8. What is the purpose of the text above?

Penilaian menulis

- a. Tehnik : Tes tulis
- b. Bentuk Instrumen :
 1. Menyusun kalimat menjadi paragraph yang padu
 2. Uraian
- c. Contoh instrument :
 1. Arrange these sentences into a good paragraph
 1. yellow-rose-the-flower-is
 2. petal-white-of-flower-jasmine-is-the
 3. leaf-broad-the-is
 4. b
 5. ,
 2. Write a short paragraph to describe your favorite flower

- V. Pedoman Penilaian
1. Rubrik terlampir

Jakarta,..... 2007

Mengetahui,
Kepala Sekolah SMPN 111 Jakarta

Guru Mata Pelajaran,

Drs. Kurniadi, M.Pd
NIP. 131 100 699

H. Sanadi Argadinata, S.Pd
NIP

Adapted from Eighth Grade English teacher's Documentation

Based on the lesson plan presented previously, it can be seen that the lesson plane made by the English teacher has fulfilled the good criteria of lesson plan based on KTSP. It consisted of lesson subject, institution, time alocation, class, toipc, academic year, competence standard, based competence, indicator, learning purpose, learning material, learning method, learning activities, learning source, and evaluation technique. But there was the difference, the teacher made one lesson plan for the four meetings.

Unfortunately, the syllabus made by the english teacher was not original because it was taken from amother junior high school namely SMPN 1 Jakarta. It was a proof that the english teacher didn't give the more attention for his teaching preparation. So the writer concluded that the teaching preparation made by the english teacher was poor. It was contrary to the information given in interview. He gave the score 10 from the scale the writer given between 1 – 10. It is in line with his statement that said the teaching preparation was very important for the teacher.

C. Data of the Implementation of Using Pictures and Guided Questions in Teaching Descriptive writing

In the implementation of the strategy conducted by the English teacher in physical classroom that consisted of a) pre – activitues, b) whilst activities, and c) post – activities.

For the pre activities, the teacher began by greeting his students. The greeting used such as good morning, how are you? And are you fine? In this case, the teacher used two expressions about asking condition, it means he had more knowledge about using the expression.

Besides greeting his students, he also made students refresh by asking about their feeling, review the lesson more than two topics and asked them to show up their text books. The books had by students classified into three kinds namely English text book, students work book (LKS) and dictionary. The numbers of books had by the students were different. For the English text book, most of them had it. But, least of them brought both LKS and dictionary. It can be guessed that the English teacher only focus to the material provided in text book and didn't care with his students' vocabulary mastery.

Moreover, the whilst activities did by teacher consist of the class condition, students' condition during presenting material and the description of using pictures and guided questions in teaching descriptive writing. For the class and students' condition can be explained below;

- ❖ The class condition was co – education, it means male and female students were joined in a classroom.
- ❖ The teacher made students active by asking them some questions.
- ❖ He didn't admonish students although they give the incorrect answer.
- ❖ He didn't give more attention for the students who sat behind.
- ❖ Nevertheless the pictures were unclear; the teacher didn't give the clarification.
- ❖ He forgot to put off the pictures at the end of the teaching – learning activities.

Moreover, for the implementation of teaching descriptive writing through pictures and guided questions conducted by three steps.

Firstly, the teacher adhere the pictures on the white board. The pictures given were picture of hen, chef and post office. Secondly, he wrote some questions about the pictures below them. Thirdly, he asked students to answer the questions. Lastly, he made a paragraph from the students' answer then explained them the parts of descriptive text (identification and description) based on the paragraph made. To give the clear description about it, the writer gives simulation from it by presenting the figure 4.1.

Figure 4.1
The Implementation of teaching Descriptive Writing through Pictures and Guided Questions

	<p>This is hen. It is brown. It is herbivore family. It has two feet. It producing eggs and meat.</p>
	<p>Identification; this is hen Description; it is herbivore, it is brown, has two feet It producing eggs and meat</p>
<p>1. What animal is this? It is ken 2. What is the color of the picture? It is brown</p>	

The last activities done by the teacher is famous as post activities. In these activities, he concluded the material, asked about students' understanding and read students' attendance list by calling them one by one. Reading each of students' names on attendance list is absolutely unnecessary because it will take a lot of time so the time for students to do exercises is decreased.

D. Data of the Problems that Faced by Teacher in Teaching Descriptive Writing through Pictures and Guided Questions

There were some problems faced by teacher that writer found during doing the classroom observation. The problems arose not only from the linguistic but also non – linguistic competence.

For the linguistic problems, the writer found such as the mastery of vocabulary had by the teacher. For example, the word “hen” was written “ken”. Next, the word “chef” was written “cheff”. And the word “moustache” was written “moustace”. Next problem is about grammar skill mastered by the teacher, it will be explained below;

- ❖ The teacher wrote the answers of each question incompletely so it made the students hard to make it into a paragraph.
- ❖ The teacher wrote two questions like “what is the color of picture?” It must be written “what is the color of the hen?” And “what the advantages of animals?” must be replaced “what are the advantages of this animal?”
- ❖ The teacher wrote verb “wear”. In the other hand, the subject used was “he”. Therefore, he must write “wears”.

Furthermore, for non – linguistic problem appeared like the unclear pictures that presented by teacher during teaching – learning activities. It was caused because the size of

picture was small so the students sat behind couldn't see them well. In conclusion, the media was not support the teaching – learning activities.

E. Data of Students' Achievement in Learning Descriptive Writing

The data of students' achievement in learning descriptive writing consists of two kinds namely 1) the data before they learn descriptive writing using pictures and guided questions and 2) the data after they learned descriptive writing through pictures and guided questions.

Before present the data, the writer used the formula below to find the number of class (C), ratio (R) and interval (I) of students' scores. These formulas are used to find both the data of students' test result before using pictures and guided questions in learning descriptive writing and after implied it.

1) The Data of Students' Outcome before Using Pictures and Guided Questions

Number of Class (C)

$$\begin{aligned} C &= 1 + (3, 3) \log n \\ &= 1 + (3, 3) \log 160 \\ &= 1 + (3, 3) (2, 2041) \\ &= 1 + 7, 2735 \\ &= 8, 2735 \\ &= 8 \text{ classes} \end{aligned}$$

Ratio (R) is the highest mark (H) minus the lowest mark (L) plus 1

$$\begin{aligned} R &= H - L + 1 \\ &= 86 - 37 + 1 \\ &= 49 + 1 \\ &= 50 \end{aligned}$$

Interval (I) can be gotten from ratio (R) divided number of class (C)

$$I = \frac{R}{C}$$

$$= \frac{50}{8}$$

$$= 6,25$$

$$= 6$$

After finding the result of formula explained previously, the writer present the tables about frequency and percentage of students' achievement. This is used to know the average of students' outcome by using "mean" formula (M). Table 4.2 shows the data about frequency and percentage of test result before learning descriptive writing through pictures and guided questions.

Table 4.2
The Frequency and Percentage of Test Result before Using Pictures and Guided Questions In teaching Descriptive writing

Interval	Frequency (F)	Percentage (P)	Midpoint (Xi)	FXi
86 – 92	1	1 %	89	89
79 – 85	5	3 %	82	410
72 – 78	23	14 %	75	1725
65 – 71	41	26 %	68	2788
58 – 64	39	24 %	61	2379
51 – 57	24	15 %	54	1296
44 – 50	22	14 %	47	1034
37 – 43	5	3 %	40	200
Numbers	160	100 %		9921

Based on the table above, it can be discussed that the lowest interval was between 37 – 43 and the highest is between 86 – 92. For the frequency, most of students (41 of them) got the scores between 65 – 71 or it can be presented in percentage as much 26% and least of them (1 student) got the result between 86 – 92 or as much 1% in a percentage.

After finding the frequency and percentage of students' test result, the writer search for *mean* formula. It was used to find the students test result average. To get the number of mean, he used the formula below:

$$\begin{aligned}
 \text{Mean} &= \frac{\sum fiXi}{fi} = \frac{9921}{160} \\
 &= 62,00625 \\
 &= 62
 \end{aligned}$$

2) The Data of Students' Scores after Learning Descriptive Writing through Pictures and Guided Questions

The second data is about the students' achievement in learning descriptive writing by using pictures and guided questions. The using of formula for it is not different from the previous one, but the numbers of data are absolutely opposite including class interval, frequency and percentage and mean. The formulas below are used to find the frequency and percentage of students' result after learning descriptive writing by using pictures and guided questions.

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 99 - 43 + 1 \\
 &= 56 + 1 \\
 &= 57
 \end{aligned}$$

$$\begin{aligned}
 I &= \frac{R}{C} \\
 &= \frac{57}{8} \\
 &= 7,125 \\
 &= 7
 \end{aligned}$$

After getting the data from the formula used, the next step that researcher do is look for the frequency and percentage of students' test outcome. The data of frequency and percentage of students' test result in learning descriptive writing through pictures and guided questions is presented on the table 4.3.

Table 4.3
The Data of Frequency and Percentage of Students' Test Scores after Learning Descriptive Writing by Applying Pictures and Guided Questions Media

Interval	Frequency (F)	Percentage (P)	Midpoint (Xi)	FXi
99 – 106	3	2 %	102,5	307,5
91 – 98	45	28%	94,5	4252,5
83 – 90	62	39 %	86,5	5363
75 – 82	23	14 %	78,5	1805,5
67 – 74	16	10 %	70,5	1128
59 – 66	5	3%	62,5	312,5
51 – 58	2	1 %	54,5	109
43 – 50	4	3 %	46,5	186
Jumlah	160	100 %		13464

Based on the table presented previously, it can be conclude that the lowest interval was between 43 – 50 and the highest is between 99 – 102. For the frequency, most of students (62 of them) got the scores between 83 – 90 or it can be presented in percentage as much 39% and least of them (1 student) got the result between 51 – 58 or as much 1% in a percentage.

After finding the frequency and percentage of students' test scores, the writer search for *mean* formula. It was used to find the students test outcome average in learning descriptive writing through pictures and guided questions. To get the number of mean, he used the formula below:

$$\begin{aligned}
 \text{Mean} &= \frac{\sum fiXi}{fi} \\
 &= \frac{13464}{160} \\
 &= 84,15 \\
 &= 84
 \end{aligned}$$

After finding both the students average result before and after using pictures and guided questions in learning descriptive writing, the writer will determine whether the scores gained by students is good or poor. To find this data, he will use the standard of mark that was made by Norman E. Grondlound. It is called the standard of six.³⁰ It was presented in the following table 4.4.

Table 4.4
The Standard of Six Made by Grondlound

Scores	Classification
90	Very good
80	Good
70	More than Enough
60	Enough
50	Bad
40	Very bad

Based on the table about standard of six above, it can be seen that the lowest score was 40 and it categorized as “very bad standard”, 50 for “bad standard”, 60 for “enough standard”, 70 for “more than enough standard”, 80 for “good standard”, and for the highest score (90) was categorized as “very good standard”

According to the average students’ test achievement average presented previously and table provided above, it can be concluded that there is a significant different between students’ test scores average before and after using pictures and guided questions in learning descriptive writing.

For the students’ test result average before learning descriptive writing, it is classified into “enough standard” because its average is 62. In the other hand, it can be stated that learning descriptive writing through pictures and guided questions is classified into “good standard” one. It is caused by its average that reached point 84.

³⁰ Suharsimi Arikunto, *Dasar – Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1998) P. 254

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer conclude the study result based on the research was done at SMPN 111 Jakarta and suggest the readers, especially for the English teacher. It consists of conclusion and suggestion.

A. Conclusion

Based on the research conducted by the writer, he concludes some points as follow;

1. About Teacher Qualification

The English teachers who run the teaching – learning process at eight grade of SMPN 111 Jakarta were qualified as an English teacher because they were graduated from English department.

2. About Teaching Preparation

The English teacher who handles class 8.1 – 8.4 made the poor teaching preparation because he only made the lesson plan without another teaching preparations such as syllabus, annual program, and six term months program.

3. About the implementation of teaching descriptive writing through pictures and guided questions.

The English teacher conducted the teaching – learning process well because he taught descriptive writing systematically. From adhering the pictures on the white board, asking the students about it, and making the paragraph based on the answer given.

4. About the problems faced by the teacher

The problem faced by the English teacher during conducting teaching – learning process including linguistic problem like the teacher’s mastery of vocabulary and the structure. And non – linguistic problems such as the media provided by the school.

5. About students outcome before and after learning descriptive writing through pictures and guided questions

There is a significant difference between students' scores before and after using pictures and guided questions in learning descriptive writing. Before using the strategy their achievement was in "enough standard". Meanwhile, after using the strategy, their outcome was in "good standard".

B. Suggestion

1. About the teacher qualification

The English teachers should apply their knowledge and strategy that were gotten from upgrading English training that joined.

2. About teaching preparation

The English teachers must make their teaching preparation completely because it can influence to their teaching – learning activities. So it is inline with one of wise words that say "As you saw so will you reap".

3. About the implementation of teaching descriptive writing through pictures and guided questions.

The English teachers should focus not only to the material but also to the students condition because if the material presenting was good but the students condition uncontrolled, it will be nonsense in another words, the teaching – learning activities were failed because there wasn't optimal knowledge transfer.

4. About the problems faced by the teacher in teaching – learning process

The teacher should increase their ability in mastery the vocabulary and understanding the structure more because it will help them to run teaching – learning activities smoothly.

5. About the students' scores in learning descriptive writing by using pictures and guided questions.

The English teacher should use the various of media in teaching – learning activities because it can motivate them and increase their outcome of learning the materials that were taught.

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BIOGRAPHY

Irwan Kurniawan was born in Bekasi on October 5th, 1986. He was the last son from seven brothers of Ermin Suhendar (Alm) and Emi Rohmi. He grew up in the good neighborhood with the Islamic environment.

The writer's educational background began from the elementary school namely SDN 1 Lemah Abang from 1992 until 1998. He continued his study to the junior high school, it was SLTPN 1 Lemah Abang from 1998 until 2001. From 2001 until 2004, he studied at Darussalam Islamic Boarding School in Subang. And he increased his knowledge by studying in Syarif Hidayatullah State Islamic University from 2004 until 2009.

The writer had joined some organizations to improve his leadership ability. When he was in boarding school, he was being a Language Staf of OPPD (Organisasi Pondok Pesantren Darussalam) for one year. In 2006, he joined with English Education Department Organization (BEM – J PBI) as religion staf. And he joined also with Islamic Teenagers Organization or IREMSI (Ikatan Remaja Masjid Syiarul Islam) in 2007 as a vice chief of organization.

While the writer was studying in university, he had a lot of working experiences. He began his career in 2004 as a teacher at VIA English Course in Bintaro for one year. In 2005 he joined with Maestro – a non formal education institution in Pamulang for one semester. From 2006 until 2008, he taught in three kinds of informal education institution such as A & B course, Primagama, and Home Schooling Kak Seto (HSKS). And he has been joining with HL (Higher Learning) company since August 2008.

