

# **ENGLISH TEACHING METHODS IN WRITING DESCRIPTIVE TEXT OF SMK NEGERI 1 PULAU RAKYAT**

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This study was aimed to describe the English Teaching Methods in writing descriptive text and the problems faced by the teacher. This study was conducted by using descriptive qualitative research design. The subject of this research was an English teacher of SMK NEGERI 1 Pulau Rakyat. The techniques of collecting data were by observing the process of teaching writing comprehension of descriptive text at X Grade students and interviewing the English teacher. The techniques of collecting data were observation and interview. This study found that the teacher at SMK NEGERI 1 Pulau Rakyat used the method in teaching writing descriptive text. The English teacher used the lecture method and discussion method to teach in the descriptive text and the students get difficulties in comprehending the material. The application lecture method and discussion method is not appropriate with scientific approach of 2013 Curriculum. The result and response from the students to the teacher's method are still not effective. The teacher should not apply the methods in written but also in spoken. And the problems faced by the teacher were the first is about the lack of students' vocabularies, and the second is about the students' participations when work in group. This study also found that the teacher's methods not integrated with the scientific approach of 2013 Curriculum. The implementation of methods in teaching writing should can make teaching learning process more interesting and help the students' understanding and skill of writing comprehension better.

**Key words:** *Teaching Method, Writing, Descriptive Text.*

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## **INTRODUCTION**

### *Background of the Study*

Language has a very important role in human activities to communicate with other people. English as an international language has been commonly used not only in speaking but also in writing, reading and listening. Writing is one of the four language skills that plays a very important role in second language. The students also must have knowledge in grammar, spelling, vocabulary, and pronunciation. Those are needed to develop the four language skills.

Based on the four language skills, writing is believed most difficult than other language skills. Writing has a difference from other language skills. In listening and reading, the students get and find a message that is formulated by another or the writer. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves an interlocutor, so there are collocations among them in conversation. But in writing, students communicate with their own ideas and they should be mastered to express and elaborate their ideas without the involvement of an interlocutor, but also keep the accuracy of each sentence and the words in the text to make the readers understand the message in the written text. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective.

Based on the first observation at the tenth grade students of SMK NEGERI 1 Pulau Rakyat, there were found that the students still confused to write a descriptive text. The observation showed that the students of vocational high school could not write in English correctly. It is supported by the interview

results about writing which have done to the tenth students at the school. They said that writing learning is so difficult because they did not understand and know how to change the words from Indonesian into English. They often felt confused how to use the grammar to make the English writing correctly.

Selecting great English teaching method is one way to get a good learning result, and great output that have been wished by teacher. To make it becomes real; the teachers should use good methods when they teach their students. So, methods are important part in teaching English. Based on the reason above, in this research, the researcher is interested in analyzing the teaching methods at SMK NEGERI 1 Pulau Rakyat.

The method used by teachers should also be able to support the implementation of the 2013 curriculum as set by the government. 2013 curriculum (K-13) is a curriculum of values that occupied by character building (Djuwairiah, 2014). The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Ministry of Education and Cultures, 2012). The 2013 Curriculum is applied by the scientific approach. This approach emphasizes more on student activated learning. In the implementation of this approach emphasizes five important aspects: observing, questioning, experimenting, associating, and communicating. These aspects are the main activities which should be done by students as long as the teaching learning process. The teacher served as a facilitator and controller. Therefore teachers should be able to find teaching method that can create these five aspects in teaching learning process.

## **REVIEW OF LITERATURE**

### **1. Language Teaching**

In teaching English as a foreign language, teacher is supposed to understand the principle of teaching language at classroom and effectively accomplish communicative objectives (Brown, 2000). Brown states in his fourth

edition book that there are the important characteristics of current language-teaching pedagogy, such as: Approach, Method, Technique, Strategy.

## **2. Method in Language Teaching**

Teaching method is some method which is used by the teacher in teaching and learning. By applying the appropriate teaching method for a particular group of students, teacher can be helped in engaging the students to learn actively, keeping the students from being bored, and helping them to encounter the information in new and exciting ways. Method is over plan for the orderly presentation of language material. A method is procedural.

According to Cashwel & Mahler (2000:3), teaching writing provides opportunities for students to develop clear thinking skill. Teaching writing is a process to make the students have ability to write an English sentence, paragraph, and text correctly. It is also as a process of making the students have critical thinking in writing. So to be a teacher we have a strategy to make students have critical thinking in writing. There are so many methods which can use by teacher to teach students. All the method is believed can help teacher to make teaching learning process more effective.

From the all method, teacher should know what method which are fit to her students in learning writing and also can support the 2013 curriculum implementation which uses the scientific approach. In 2013 curriculum the method used by the teacher should make the students more active than the teacher and make them as the subjects who have ability to actively search, process, construct, and apply the knowledge (*kemdikbud: 2013*).

## **3. Descriptive Text**

The focus of this research is Descriptive text.

Its purpose is to describe and reveal a particular person, place, or thing. The tense that used in descriptive text is simple present tense. As Pardiyono (2007:34) states description is a type of written text which has specific function to give description about an object (human or non-human). Descriptive is kind of genre which has been taught in senior high school.

## **RESEARCH METHODOLOGY**

This research was conducted with descriptive qualitative research. Cohen (2007) states, descriptive research looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various fields of inquiry.

The aim of qualitative study is to describe the empirical reality behind the phenomenon in depth, detailed, thorough. In this study, the descriptive research was done in the classroom. The main point of this research was to collect and to accumulate the basic data in descriptive way. It described the phenomena that occur in the classroom such as the process of teaching by the English teacher and the situation during the teaching learning process of tenth grade students at SMK NEGERI I Pulau Rakyat.

The sources of the data were the transcripts of verbal ways recording of the teachers during the teaching writing of descriptive text processes. There were two different classes of the tenth grade students. The school which was observed was SMK NEGERI 1Pulau Rakyat. The two classes of tenth grade as the objects of the research and there was one meeting of each classes were chosen.

The instruments of collecting data were the video, recording, and interview sheets. The video was used to record the teaching writing process. The voice recorder was used to record the interview with the teacher. The interview sheet was used to know the reasons of why the teachers taught the method they teach writing descriptive text to the students.

Data analysis is process of systematically searching and arranging the interview and observation transcripts, and other materials that the researcher accumulated to increase her own understanding of the research. The data from the observation and interview were used to answer the problem on this research.

## **RESEARCH FINDINGS AND DISCUSSIONS**

### *Research findings*

#### **1. The Methods of Teaching Writing Descriptive Text**

Based on the analysis of transcription of teaching writing descriptive text process at tenth grade students of SMK NEGERI 1 Pulau Rakyat, The methods that teachers in applied teaching writing descriptive text are Lecture method and Discussion. which the first teacher give explanation and then teacher divided into some group to discussion and ask to describe it.

Based on the interview with the teacher, lecture method is a method chosen by the teacher. The reason why it is chosen because the teacher thinks that the method can make the students active in class. teacher give the assignment for the students and give illustration about the descriptive text. Then, they cooperate with the students to discuss the descriptive text and the students also cooperate with their friends to analyze the descriptive text material like generic structure. lecture method can make the students solve the problems and they can analyze the generic structure of the descriptive text so that they can make the descriptive text well. With lecture method and discussion method the teacher hope the students to understand the characteristics of descriptive text. after that teacher devided into some groups, and each group ask to discuss the different material, example first group discuss about beloved pet, second group discuss about family. The method is used by teacher is lecture method which the method is used to cope the students's problems in order they can receive the materials well. The method used by the teacher must be appropriate with the materials and with the students's problems. Therefore the teacher applies lecture method and discussion through a group.

#### **2. The Problems Faced by The Teacher**

The second problem of this research was answered by the interview transcript that was taken as the data to the research problem. The result of the data showed that there are two kinds of problem that were faced by the teacher in teaching writing descriptive text. The problems appeared from the students. The

first was the students' vocabulary. Based on the interview transcript, the teacher stated that students' vocabulary has been the main problem in teaching writing text. Based on the observation, the students always find difficulties to develop their vocabulary. They can think in Indonesian, but in English they cannot develop it. It is because of the lack of their vocabulary

### *Discussion*

The teacher applies the method with the lecture method and discussion method. After the designing a lesson plan and determine the method, the teacher should apply it when he conveys the material. The method should be appropriate with the syllabus and lesson plan. But the method in lesson plan is not appropriate with the method teacher applied. The teacher's method in teaching writing descriptive text is not integrated with the scientific approach of the 2013 Curriculum. The lesson plan not appropriate by the 2013 curriculum. A lesson plan is a set of plan describing the procedure and learning management in conducting the learning process.

Curriculum 2013 offers the scientific approach to make students have better learning using the five steps of scientific approach. In fact, based on the data analysis, the teachers facilitated the students to do an observation by presenting a problem or a case to be observed but the teachers helped the students to solve the problem without giving the students a chance to find the information about the topic in the beginning of the lesson. In questioning step, the teachers always gave the questions to the students without forcing the students to be able to ask a question, whereas the purpose of this step is to develop the creativity, curiosity and the ability to formulate the questions related to the topic. While in exploring step, the resource of learning was limited only by the lecture. The teachers just focused lecturing as the topic without asking the student to find the information from another sources. Then, in associating step, the teachers didn't let the students to associate their opinion by themselves but the teachers together with the students did a discussion.

From the interview and the observation, the researcher makes discussion that the problems faced by the teacher are the less of lack students of their

vocabulary and their structure. It is usually faced by the students if they are asked to make the descriptive text. The application of method used by teacher is not appropriate with the scientific approach of 2013 curriculum. The teacher used the some methods in different classes. The teacher should not apply the lecture method and discussion method only in written but also inspoken. It can be improve the students vocabulary and make the students more active.

## **CONCLUSIONS AND SUGGESTIONS**

### *Conclusions*

1. The teacher at SMK NEGERI 1 Pulau Rakyat did not use the appropriate method in teaching writing descriptive text. The method should be appropriate with the syllabus and lesson plan. The teacher applies the method with the lecture method. the teachers did not do the five steps of scientific approach well because the teaching learning processes did not focus on student-centered but still in teacher-centered way. The method should be applied by the teacher affected the teaching writing process looked interesting and made students active in classroom. Students could understand the explanation of descriptive text well.
2. There were two problems that faced by the teacher in teaching writing descriptive text. The problems appeared from the students. The first is about the lack of students' vocabularies. Students did not have enough vocabularies to write, they could say the vocabulary in Indonesia, but they did not know how to use it in English. The teacher should instruct them to use vocabularies as the context needed. The second is about the students' participations when work in group. Only several students who worked actively with their group, almost a half number of students did not participate to solve problem.

### *Suggestions*

1. The teacher should have a good knowledge about teaching method and the interactive teaching media.



2. The English teacher should improve their ability more on mixed those all method to achieve the scientific approach activities to increase students' writing text especially descriptive text. Teacher needs to motivate students more to attract the students more interested in practice writing learning and can participate when work in group well.

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