

**TEACHERS' EXPERIENCES REFLECTED IN THEIR TEACHING OF
DESCRIPTIVE TEXT TO GRADE VIII STUDENTS OF SMPN 2
MEDAN**

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ABSTRACT

Wahyu Maulana, Septian. Registration Number. 2153321033. Teachers' Experiences Reflected in their Teaching of Descriptive Text to Grade VIII Students of SMPN 2 Medan. A Thesis. English Educational Program, State University of Medan. 2021.

The study was aimed to see whether teachers' experiences are reflected in teaching descriptive text to grade VIII students of SMPN 2 Medan or not. This study was conducted by using descriptive qualitative method through a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. The data were gathered by administering interview to three English teachers with different years of experience and observing their teaching of descriptive text during a classroom session. The observation and interview result proved that the three English teachers did not reflect their teaching experience when teaching descriptive text to the students. The reason why the three English teach descriptive text in the ways they do varied from one to the other.

Keywords: Experience, Descriptive Text, Qualitative Descriptive Research

*Graduate Status

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INTRODUCTION

The Background of Study

In writing skill, there are different kinds of text that will be learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is used to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone.

The teachers' experience plays a vital role in teaching Descriptive Text to the students. The teacher's knowledge of the subject she is teaching – her content knowledge – affects the way she presents, explains, illustrates, and demonstrates the content she wants her students to learn (Nathaniel Gage, 2008). There is a variable called Presage Variables which are existing characteristics of the teacher which influences the teacher's behavior. They further clarified that presage variables consist of teacher formative experiences, their training experiences and their personal attributes (Dunkin and Biddle, 1974). In case of finding how big of a difference experiences played out, the researcher would like to analyze the differences based on experience of the English teachers to students grade VIII at SMP Negeri 2 Medan about Descriptive Text.

Based on the writer's experience and observation in teaching practice at SMP Negeri 2 Medan, the experience between senior English teacher and junior English teacher in the school played a big part in their way of teaching Descriptive Text to the students. English teachers who have served for a long time have had different methods or approaches in teaching Descriptive Text while the young English teachers also have had their own way of teaching Descriptive Text

The purpose of this study is to analyze how is the experiences between English teachers reflected in their teaching of Descriptive Text to grade VIII students of SMP Negeri

2 Medan and to analyze the ways and the reason why the senior, intermediate and novice English teachers normally teach in teaching descriptive text to the VIII grade students of SMP Negeri 2 Medan.

Based on the problem of study above, the writer would like to focus the study on seeing the influence and impact of teacher's experience in their teaching of descriptive text to VIII grade students and to know the ways the senior, intermediate and novice teacher teach in teaching descriptive text to grade VIII students.

REVIEW OF LITERATURE

The Nature of Descriptive Text

Descriptive Text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place and event to the readers or hearers (Gerot & Wigne. 1994; Knapp & Watkins, 2005). In addition, (Dorothy E Zemach:2005) also states that descriptive paragraph explains how someone or something looks or feels. To make the text become a good description, there is a trick for that, (Oshima & Hogue, 1998) they stated "A good description is like a word picture; the reader can imagine the object, place, or person in his or her mind.

Teaching Descriptive Text Writing

In teaching descriptive text teacher needs to use techniques that can make students do the task and also communicate using the language in the classroom. Descriptive text is one type of genres of the texts. In the Competency based Curriculum (KTSP) for junior high school, they only learn about descriptive text for the first semester.

The most crucial thing in how to teach writing descriptive text is that the students need to be personally involved in the learning process to get the experience and knowledge value of the teacher and the subject. A teacher's job is to encourage the participation of the students in learning processes through class activities, exercises and group work in order to expand and build the foundation of their descriptive text skill. The teacher should be clear on what skills he/she is trying to develop. In addition, the teacher has to decide on which means to facilitate the learning of the target area. The teacher can then proceed to focus on what topic or subject of the teaching process that can be employed to make sure the student participate in the learning process.

Dan Kirby (1981) suggested that what young students needed most was freedom to render experience into words in whatever ways they could muster, and they needed adults who would offer strong support and encouragement for those efforts.

Method according to Richards (1986) is a whole plan for presenting language materials orderly in which none is contradict with the other according to the approach chosen. In teaching text genre, according to Johns (2001), teacher can use Collaborative Investigation method. In applying the Collaborative Investigation, the teacher role is to investigate closely on what the students can do, while the students role is to investigate the genre of a text within a specific social context. Based on social context or social function genre is divided into 8 types. Descriptive text is one of the text used in a specific social context. Its function is to describe person, places or things.

Experience and Teaching Performance

Experience in teaching heavily influenced the teacher's teaching performance. Presage variables are existing characteristics of the teacher which influences the teacher's behavior. They further clarified that presage variables consist of teacher formative

experiences, their training experiences and their personal attributes. Teacher formative experiences are inclusive of all the incidences and situations that teachers go through that can mold and shape their behavior and mental reactions. For instance, teacher's race, religion, culture and family background that has led their classification into ascribed positions in society. Their training experiences include the events that they went through while attending college or university. These events include the undergraduate courses taken, post-graduate education, teaching practice experience, in-service and all evidence that have the possibilities of shaping their beliefs in the teaching profession. Teacher attributes include their beliefs, attitude, perception and background knowledge toward the whole teaching/learning process.

RESEARCH METHODOLOGY

This research is descriptive qualitative research. This research will be conducted by applying descriptive qualitative method. Gay (1987: 189) states that descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. This study was done in order to get description about teachers' experiences in teaching descriptive text.

In this research, the researcher analyzed the teachings of descriptive text by the English teachers to the grade VIII students, and the result of the data is going to be tabulated in the form of description or words. to collect data and to find the relevant information and get the conclusion. Since this research is intended to investigate the analysis of the teachers' experiences teaching ability in teaching a writing descriptive text on the eighth grade at SMP Negeri 2 Medan. The researcher chooses SMP N 2 Medan as the setting of the research.

The data of this study were the ways the three English teachers teach descriptive text to the students. The source of data were three English teachers who have different years of experiences in teaching descriptive text to grade VIII students of SMPN 2 Medan.

The techniques of collecting data were Interview, Observation and Documentation. In observation, the researcher observed the teaching learning process of descriptive text. In interview, the writer collected more information about the reasons why the three English teachers teach in the ways they do. In documentation, the researcher needed used field notes based on the setting, manner and whatever in accordance with real situation.

The technique of data analysis in this research is Miles and Huberman model of data analysis. According to Miles and Huberman (2014), there are three main components of data analysis. They are data reduction, data display, and conclusion.

RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

No	The Similarities of Novice, Intermediate and Senior Teachers	The Differences of Novice, Intermediate and Senior Teachers
1.	They begin the teaching materials by explaining the definition and social function of descriptive text.	Novice English teacher only said “good morning” in the greeting session to the students, intermediate English teacher asked the students how well they were, and lastly senior English teacher opened the class by telling the students to pray together.
2.	Properly explaining the generic structure of descriptive text after definition and social function.	Intermediate English teacher included adjectives in her teaching of descriptive text while Novice and senior English teachers did not.
3.	All teachers gave students either assignments or homeworks after explaining the materials.	Senior English teacher gave the students the opportunity to ask questions before the task begins while Intermediate and Novice English teachers did not.

The reasons why three English teachers teach in the ways they do varied, reason to use pictures in descriptive text is to try to build an imagination within the students' mental image so that they could understand the subject better, the descriptive text from the book was useful in giving the students an idea how a descriptive text looks like, the intention to tell students to find difficult words so that they can memorize them and use it well when the teacher tell them to write a descriptive text, reason why the teacher explained adjectibves, subject and preposition was because these are the basic characteristics that made up a descriptive text, the teacher gave a task so that the students could identify the characteristics within a descriptive text, reason why the teacher gave students a task to write a short descriptive text is to help students to construct their own descriptive text. Reason why the teacher asking the students last week's materials in the beginning was to see remind them and to see whether they still remember it or not. Reason why the teacher gave students opportunity to ask questions before doing a task given by the teacher is to make sure the students understand the materials. Reason why teacher use picture is to build an image of how things are characterized and it is easier to teach descriptive text using picture.

Discussion

In theory, there is a variable stated by Gage (2009) namely presage variable that correlates with teaching experience, and in presage variable there are 3 elements namely, (1) Formative Experience, (2) Training Experience and (3) Teacher Attribute. In teaching learning process, all three English teachers with different years of experience used all types of variables.

Based on the researcher interview with the teachers, they said that explaining the definition, social function, generic structure and language features, which is modelling type in collaborative investigation, giving examples such pictures or texts which is joint negotiation in collaborative investigation and asking the students to construct their own descriptive text which is independent construction in collaborative investigation method are the way they teach descriptive text writing.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. The teachers' experiences is reflected in the way how they teach descriptive text. The three teachers show the same ways in teaching DS text. So the teachers do not reflect their experience in teaching DS text. How they teach is not affected by their experiences. They might have not done any reflection to their teaching. They might not care whether their teaching is successful or not, or they might have had misconception on how to teach DS text. The only small differences that the three English teachers had were their ways of starting the class and only senior English teacher who gave feedbacks and praises to students effort.
2. The reasons why three English teachers teach in the ways they do varied, starting from giving the students an idea on how a descriptive text looks like, to help the students develop an image of a descriptive text, to help their pronunciation skill, building their confidence and to help them to be able to identify and characterize descriptive text.

Suggestions

Based on the result of the study, the researcher would like to give suggestions to the following parties :

a. Senior English Teacher

To put more thoughts on the role of experience on teaching performances and teacher's method on teaching descriptive text.

b. Intermediate English Teacher

As an English teacher who has over 6 years of experience, the idea to give examples such as pictures or texts in teaching writing descriptive text is a well-thought idea. But it is not a bad thing to experiment with other method that is deemed suitable and appropriate for the classroom that seeks cooperative learning with the intention to always improve.

c. Novice English Teacher

Be sure to learn and gain experience from English teacher who have vast experience as well as to observe their teaching to find the best possible way to teach writing descriptive text. Well-preparedness and composure during the classroom learning process are the keys to teach efficiently.

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