TEACHING SEVENTH GRADE STUDENTS OF SMP N 20 SURAKARTA TO WRITE DESCRIPTION: PROBLEMS AND SOLUTIONS

FINAL PROJECT REPORT

Submitted as a Partial Fulfillment of Requirements in Obtaining Degree in The English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

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ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
2010
APPROVAL OF CONSULTANT

Approved to be examined before the Board of Examiners,

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

Title: TEACHING SEVENTH GRADE STUDENTS OF SMP N 20 SURAKARTA TO WRITE DESCRIPTION: PROBLEMS AND SOLUTIONS

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MOTTO

He who goes out weeping,
Carrying seed to sow,
Will return with songs of joy,
Carrying sheaves with him

(PSALM 126:6)
DEDICATION

I would like to dedicate this final project report to:

1. My beloved mother
2. My special one
3. My friends, Itha’, Nova, Titi
PREFACE

First of all the writer would like to thank Jesus Christ who gives me everything. Also, the writer would like to thank all of people for giving support and guidance in finishing this final project entitled “Teaching Seventh Grade Students of SMP N 20 Surakarta to Write Description: Problems and solutions”.

This final project is written to fulfill the requirement in obtaining the degree in English Diploma Program after finishing the job training activities in SMP N 20 Surakarta. This report contains detailed information about the job training activities, teaching descriptive text to the students, the problems and the solutions to handle those problems.

The writer realizes that this final project report is far from perfect. Therefore, the writer appreciates and accepts any advices and criticisms. Finally, the writer hopes this final project report will be useful for all readers.
ACKNOWLEDGEMENT

Thank to God for giving me everything in my life.

I would like to express my gratitude for:

1. Drs. Sudarno, M.A. as the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
2. Yusuf Kurniawan, S.S., M.A., the Head of English Diploma Program, for advice and support.
3. Prof. Drs. M. R. Nababan, M.Ed, M.A, Ph.D., my supervisor, thank you very much for your time, guidance, patient, and advice in writing this final project report.
4. M. Farkhan Mujahidin, S.Ag, M.Ag., thank you for advice and support.
7. Primanda Dewanti. S.Pd, the English teacher of SMP N 20 thank for guiding me.
8. All of teachers in SMP N 20 Surakarta and students of class VIIE.
9. My beloved mother, for love and pray for me. You are really a good mother.
10. My special one, thanks for your love and patience.

11. My friends, Itha’, Nopha, Titi, Nhining, Nesi cs, Yuwda ndud, Alec, Rio, Robi, Sigid, Yunux-Andre, I miss our togetherness, miss u all.

12. All my friends in English Diploma, especially class B

Surakarta, June 2010

Resa Estiani Edi Putri
ABSTRACT

Resa Estiani Edi Putri. 2010. Teaching Seventh Grade Students of SMP N 20 To Write Description: Problems and Solutions. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report is written based on my job training activities as an English teacher in SMP N 20 Surakarta. This final project report discusses the problems and the solutions in teaching descriptive text for the 7th graders of SMP N 20.

By observing the class, giving questionnaire, interviewing the English teacher and teaching directly at the 7th grade class, the writer could write the final project completely, that illustrating the teaching English process in the class, the problems that happen and the solutions for its problems.

The steps of teaching descriptive text are the writer gave example of descriptive text, then the writer explained about social function, generic structure and lexico grammatical features and gave several questions as guided writing activity.

The problems came from many aspects, from the students, the English teacher and the writer. From the students, the students have less motivation in learning English. Determining the first sentence to describe something is difficult for the students. The students also have limited vocabulary and grammar and they are getting bored easily during the lesson. The problems faced by the teacher, they have to control the noisy students, teaching in limited time and material, the number of students and the student’s ability in English. In the writer side, the writer should manage noisy class, using limited time and material, handling the student’s motivation and their vocabulary and grammar.

The solutions for the problems above are: The students need to get more motivation in learning English. For the teacher, the teacher must treat the students resolutely. They must enforce the students to be discipline. The teacher should be creative in making teaching strategy to create the student’s interest.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL OF SUPERVISOR</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL OF THE BOARD OF EXAMINERS</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>PREFACE</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Objectives</td>
<td>2</td>
</tr>
<tr>
<td>C. Benefits</td>
<td>2</td>
</tr>
<tr>
<td>CHAPTER II: LITERATURE REVIEW</td>
<td>3</td>
</tr>
<tr>
<td>A. Teaching English to Young Learner</td>
<td>3</td>
</tr>
<tr>
<td>B. Teaching Writing</td>
<td>5</td>
</tr>
<tr>
<td>B.1. Types of Writing performances</td>
<td>5</td>
</tr>
<tr>
<td>B.2. The Guideline for Writing Programme</td>
<td>5</td>
</tr>
<tr>
<td>B.3. The Tasks of The Teacher in Writing</td>
<td>6</td>
</tr>
<tr>
<td>B.4. Student’s Need in Writing Activity</td>
<td>6</td>
</tr>
</tbody>
</table>
C. Teaching Description Genre

CHAPTER III: DISCUSSION

A. Description of SMP N 20 Surakarta

A.1. Brief Description of SMP N 20

A.2. Extracurricular Activities

B. The Activities During Job Training In SMP N 20 Surakarta

B.1. Class Observation

B.2. Lesson Plan

B.3. The Process of Teaching And Learning Activity in SMP N 20 Surakarta

C. Discussion

C.1. The Process of Teaching Descriptive Text to the Seventh Graders of SMP N 20 Surakarta

C.2. The Problems and The Solutions of Teaching Descriptive Text for 7th Grade Students of SMP N 20 Surakarta

CHAPTER IV: CONCLUSIONS AND SUGGESTIONS

A. Conclusions

B. Suggestions

BIBLIOGRAPHY

APPENDICES
CHAPTER I

INTRODUCTION

A. Background

English has an important role in global communication. Mastering English needs ability both oral and written. It includes receptive and productive skills. Receptive skills are listening and reading skills, meanwhile productive skills are speaking and writing.

English is one of the main lessons tested in final exam. Thus students have to master English in four language skills. Skill which is always tested are reading and writing. In fact, most students are difficult to do a writing test. Writing test is considered to be the most difficult of the language skills. The first stage in learning language is by hearing it. Students are able to understand what they heard but they do not know how to write it. Moreover English as a second language is new thing for them. "We can now begin to understand why writing is a difficult activity for most people, both in the mother tongue and in a foreign language. We shall look at the problems which are caused by writing under three headings- psychological, linguistic and cognitive" (Byrne, 1988: 4). Writing is a very important skill. Indeed, writing skill requires some points. It is not only on grammatical accuracy and vocabulary but also organization and cohesion of our writing.

In this report, the writer focuses on writing skill because there were many problems encountered in teaching writing during job training. The writer tried to give solutions in
handling the problems. Since when the writer was getting job training, the theme chosen was description genre, thus the writer choose writing description as the topic discussed in this final project report. The title of this final project is:

TEACHING SEVENTH GRADE STUDENTS OF SMPN 20 SURAKARTA TO WRITE DESCRIPTION: PROBLEMS AND SOLUTIONS

B. Objectives

This report has objectives:

1. To find out the problems in teaching description for 7th grade students of SMP N 20
2. To find out the solutions for the problems in teaching description.

C. Benefits

The writer hopes this final project will be useful for:

1. The Teacher
   Especially for junior high school teacher who teach writing description.

2. The Readers
This final project is expected to be beneficial for the readers who are interested in teaching English, especially teaching writing.

CHAPTER II

LITERATURE REVIEW

A. Teaching English to Young Learners

To focus on the problems in this final project, the writer tried to quote the definition of teaching English to young learners. The writer got from the internet.

English is a new thing for young learners. Teaching English to young learners is different from teaching the same material to adult. Teachers should find appropriate methods and approaches in order to get the learner’s interest. As stated by Monique Barb, “Teaching English to young learners is both a difficult and enjoyable experience”.

(http://articles.famouswhy.com/teaching_english_to_young_learners_is_both_a_difficult_and_enjoyable_experience/)

According to Carol Read, there is another definition about the characteristic of young learners. The term young learners can be used to describe:

- Pre-school learners
- Primary school learners and
- Secondary school or teenage learners
Another theory of young learner indicates some of the optimal conditions for helping young learners to learn (Read, 2003), they are:

- Learning is natural
- Learning is contextualized and part of real event
- Learning is interesting and enjoyable
- Learning is relevant
- Learning is social
- Learning belongs to the child
- Learning has a purpose for the child
- Learning builds on things the child knows
- Learning makes sense to the child
- The child is challenged appropriately
- Learning is supported appropriately
- Learning is a part of a coherent whole
- Learning is multi-sensory
- The child wants to learn
- Learning is active and experiential
- Learning is memorable
- Learning allows for personal, divergent responses
- Learning takes account of multiple intelligences
- The learning atmosphere is relaxed and warm
- The child has a sense of achievement

(Read (2005) also suggests an integrated framework for managing children positively and creating happy work environment:

- Relationship
  Creating and maintaining a positive relationship with learners is at the heart of establishing a happy learning environment.

- Rules
Establish a limited number of rules and make sure they are clear, as well as the reasons for having them.

- Routines
  Classroom routines make it clear to everyone what is expected of them and what they should do.

- Rights and responsibilities
  Although these may not be stated explicitly with very young learners, teachers can model through their own actions which of these they value.

- Respect
  Students who are treated respectfully by the teacher will respond in a similar way to the teacher.

- Reward
  Rewards systems can be effective way of reinforcing appropriate behavior e.g. using stars, stickers, points, smiley faces, raffle ticket or marbles in a jar.

B. Teaching Writing

B.1 Types of Writing Performances

According to Brown in his book entitled *Teaching by Principles : An interactive approach to Language Pedagogy*, there are a number of writing performances in the classroom(Brown, 2001: 343-346):

1. Imitative or writing down
At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Dictation falls into this category, although dictations can serve to teach and test high-order processing as well.

2. Intensive or controlled
Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3. Self-writing
A significant proportion of classroom writing may be devoted to self-writing. The most silent instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category.

4. Display writing
Writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examination, and even research reports will involve an element of display.

5. Real writing
The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing. Three subcategories illustrate how reality can be injected: academic, vocational/technical and personal.

B.2 The Guideline for Writing Programme

Byrne (1988: 27-29) in Teaching Writing Skills gives as several guidelines for a teacher in a writing programme, as follows:

a. Teach the learners how to write
b. Provide adequate and relevant experience of the written language  
c. Show the learners how the written language functions as a system of communication  
d. Teach the learners how to write texts  
e. Teach the learners how to write different kinds of texts  
f. Make writing tasks realistic and relevant  
g. Integrate writing with other skills  
h. Use a variety of techniques and practice formats  
i. Provide appropriate support  
j. Be sympathetic

B.3 The Tasks of The Teacher in Writing

Based on Harmer’s statement in *How to Teach Writing*, teachers have a number of crucial tasks to perform when helping students in writing activity (2004: 41-42) such as:

1. Demonstrating  
   Students need to be aware of writing conventions and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention.

2. Motivating and provoking  
   Student writers often find themselves 'lost for words', especially in creating writing tasks. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

3. Supporting  
   Closely allied to the teacher’s role as motivator and provoker is that of supporting, students need a lot of help and reassurance once they got going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class and prepared to help students overcome difficulties.

4. Responding  
   When responding, we react to the content and construction of a piece supportively and often make suggestions for its improvement.

5. Evaluating
There are many occasions, however, when we do want to evaluate student’s work, telling both them and us how well they have done.

B.4 Student’s Need in Writing Activity

Harmer (2004: 62-63) identifies what students need in writing activity. They are:

1. Information and task information
   Students need to have the necessary information to complete the task. This means that they need to understand clearly what we want them to do and they need, also, to be absolutely clear about any of the topic detail that we give them.

2. Language
   If students need specific language to complete a writing task we need to give it to them (or help them to find it). This may involve offering them phrases, parts of sentence, or words.

3. Ideas
   Teachers need to be able to suggest ideas to help students when they get stuck. For some this may be just a word or two. For others we may need to dictate a half sentence or even something more substantial.

4. Patterns and schemes
   One way of helping students to write, even when they may think they do not have many ideas, is to give them a pattern or a scheme to follow.

A. Teaching Description Genre

According to Pardiyono in his book entitled *Pasti Bisa! Teaching Genre-Based Writing*, there are several steps in teaching descriptive text, as follows:
1. Giving Model
   - Teachers need to give a model of descriptive text.
   - Teachers give some questions before discussing the text, in order to create their enthusiasm.

2. Discussing the structure and practicing to write
   - Concluding the communicative purpose of descriptive text
   - Defining the genre
   - Identifying the rhetorical structure of descriptive text
   - Analyzing the grammatical patterns of descriptive text

3. Self-text construction
   - Giving tasks students to make a descriptive text

CHAPTER III

TEACHING WRITING DESCRIPTION IN SMP N 20

A. Description of SMP Negeri 20 Surakarta

A.1. Brief Description of SMP N 20 Surakarta
SMP N 20 Surakarta is one of formal education institutions owned by the local government. It is located at Jl. Surya No 155, Jagalan Surakarta. The school was built in 1982, based on Surat Keputusan Menteri Pendidikan dan kebudayaan RI No.0299/0/1982.

SMP N 20 Surakarta is less favorite than the other state junior high schools in Surakarta in terms of academy matters. In opposite the school has some aspects to be considered. The school won many competitions in extracurricular activities or in physical exercises, like high and jump, arching, etc. Besides, the school has a large, clean and comfortable environment.

The school occupies 11,320 m² area. The building of SMP N 20 Surakarta consists of eighteen classrooms. The school has some educational facilities such as library, science laboratory, multimedia room, computer room. Since it has a large area, SMP N 20 Surakarta has seven kinds of courts. One of them is used for flag ceremony. The others are used for physical exercises.

SMP N 20 uses the present curriculum. It is curriculum of KTSP (Kurikulum Tingkat Satuan Pengajaran). The school is led by Drs. H. Sambodo, MR. The number of students in SMP N 20 is 620 students and 214 students are seventh graders. There are 47 teachers and ten official employees. There are four English teachers and five teachers teach in opposite of his or her background education but the other is responsible for teaching their own subjects.
The teaching and learning activities in SMP N 20 are held six days a week, beginning from 07.00 a.m to 12.15 p.m on Monday to Saturday, except on Friday, held at 07.00 a.m to 10.35 a.m.

A.2. Extracurricular Activities

The extracurricular activity is an activity for supporting student's creativity within the education society.

SMP N 20 Surakarta has some extracurricular activities, as follows:

1. **Volley Ball.** It is held twice a week, on Thursday and Friday at 03.00 p.m.

2. **BTQ (Baca Tulis Qur’an),** learning Al-Qur’an for the Moslem students that is held on Wednesday at 12.15 p.m.

3. **PMR-Youth Red Cross.** The members of PMR are trained every Thursday at 12.15 p.m.

4. **Scout.** Each seventh grader must follow this extracurricular activity. It is always held on Friday at 12.15 p.m after all of the lessons are over.

5. **Traditional dance.** This activity is held on Thursday at 12.15 p.m.

6. **Pencak Silat.** It is a kind of physical training as self defense. It is held twice a week on Thursday at 04.00 p.m and Saturday at the same time.

B. The Activities During Job Training In SMP N 20 Surakarta
B.1. Class Observation

The job training was done by the writer from January 4, 2010 to February 6, 2010. The writer got an opportunity to teach English for the first grade students in class VII E. The English lesson is taught three times a week.

In the first meeting, the writer observed the teaching and learning activities in classes VII B, VII D and VII E. The writer observed the way of the English teacher, Mrs. Primanda taught the students, especially when Mrs. Primanda taught class VII E.

As a general procedure, the teacher greeted the students before starting the lesson by saying good morning, how are you, etc. Students replied it well. Because it was the first meeting in semester two, the teacher asked about their rank and the holiday, etc. Before the teacher explained the material, she always gave the points of lesson that students would learn. In introducing the new material, the teacher spoke in communicative language to create good emotional approach with students. For example, the theme for that day was about thing around us. Thus Mrs. Primanda used the condition of class as media.

Mrs. Primanda : "Ok students, now please take a look at your class.

What are things in your class?"

Students : “Table, Chairs, Clock.”

Mrs. Primanda : "Good, what else?"
Then Mrs. Primanda wrote down the name of each thing on the whiteboard.

While the teacher was explaining about the material, there were some students who didn't pay attention. They were talking to each other, playing with things in their own table and some students were laying down on the table. It seemed that students had less motivation in learning English. Thus to make students pay attention to her, Mrs. Primanda had to be a firm teacher. If she did not do that, students would not pay attention to her and made noisy in class.

In explaining the material, the teacher often used Indonesian language than English. She spoke English when she gave simple questions or she gave questions then she translated it into Indonesian language.

After explaining the new material the teacher always asked questions about it. It could be known whether students understood the material or not. Thus the teacher gave exercise or homework to them.

In the second meeting, it was the opportunity of the writer to teach VII E. The writer had to prepare some materials to continue the last material.

Because they were still young learners, they always talked to their friends while it was in teaching and learning activity. Thus the writer had treated the students resolutely. It is the effective way to make students pay attention.
Physically the condition of class VII E is effective for teaching and learning activity. The class is big enough for 36 students and it is also provided with whiteboard, map, clock, garbage can, etc.

B.2 Lesson Plan

One of the most important things to make the teaching and learning activities run smoothly is a lesson plan. Every teacher ought to make lesson plan. Lesson plan is a kind of guideline for teachers in preparing the material to reach the goal of teaching and learning activity.

The English teacher asked the writer to make lesson plan before teaching. The lesson plan was made based on the English syllabus of KTSP (Kurikulum Tingkat Satuan Pengajaran) also, it was made based on the materials in semester two during job training, the writer got one topic, things around us. The genre of the topic was description. In preparing the lesson plan, the writer used materials books provided by the English teacher and other source books, such as Smart Step, English for junior high school and the Bridge English Competence.

The writer was also asked to make lesson plan for each topic and skill of language, such as listening, speaking, reading and writing. One topic in lesson plan can be presented in one or two times depending on the topic.
B.3. The Process of Teaching and Learning Activity in SMP N 20 Surakarta

After making the lesson plan, the writer applied it to the class. The writer taught the English lesson for students in class VII E.

Based on the schedule, the English lesson in class VII E is held three times a week. The lesson begins at 11.30 a.m-12.55 p.m on Monday on Thursday, the class begins at 07.40 a.m-08.20 a.m while on Saturday, it begins at 07.40 a.m-08.20 a.m. English lesson is taught 5 hours per week.

The writer prepared all materials needed in teaching and learning process. In presenting the materials, sometimes the writer used additional books in order to give students more exercises.

In the English class, to open the class the writer greeted students in English and they answered in English too. Then the writer asked whether there was any homework or
not if there was any homework, the writer offered the students to come forward, write
down their answer on whiteboard and discussed it together in class. The writer also
reviewed last materials given by asking some questions to remind them. Before starting
the lesson, the writer usually gave little warming up about the topic or theme that
would be learnt.

The theme was about things around us. In explaining the new material, the writer
used the hand book, things in the classroom or student themselves as the media.
Sometimes, the writer asked the students to pronounce the word written on the
whiteboard. The writer read it first and followed by the students. The writer also asked
them to practice some dialogues in front of the class in order to make them active.

After explaining the new material, the writer gave opportunity to the students to
ask about material they had not understood yet. When all the materials presented could
be accepted by students, the writer also gave exercises as a measurement of student’s
understanding in the lesson they had learned before.

The writer gave homework by asking them to do exercises on the whiteboard or
worksheet-LKS.

In the process of teaching and learning activities in class VII E, the writer often used
Indonesian language than English. English is usually used in the form of communicative
expression or simple questions, such as command, order, etc.
C. The Process of Teaching Writing Descriptive Text to the Seventh graders of SMP N 20 Surakarta.

The teaching of English in SMP N 20 is emphasized mostly on reading and writing skills. The teaching of writing in the school is concerned with the examination from the government. The source books provided by the school sometime were not suitable with the materials needed. Most of the materials were about texts for teaching reading. The writer had to look for another source book.

SMP N 20 used English in focus-the source book from the local government and format - worksheet as an exercise book.

The first act done by the writer when the writer taught writing is focused on descriptive text. Firstly, the writer introduced what descriptive text was by giving the meaning and descriptive text of my class. Thus students knew what they would learn about.

This is an example of descriptive text written by the writer.

<table>
<thead>
<tr>
<th>MY CLASS</th>
</tr>
</thead>
</table>

I am in seven junior high school, Surakarta. My class is in VII B. The class is very clean. I like this class very much because I feel comfort if I am in this class. It is nice place to study.

My class is located in the second floor of school building. It is near the computer room but it is far from teacher room. There are many plants in front of my class such as: grass, some little colorful flowers, and some kinds of leaf. There is also a wood bench in the left side of my class.

My class has 41 chairs and 21 tables. There is also a book case in the right side of teacher’s desk. All of their colors are brown because they are from wood. My class has two whiteboard. There are 3 brooms and duster in back part of my class.
The writer pointed some students to read each paragraph. Then the writer asked whether there were any difficult words or not and got the students to find difficult words in dictionary. By using dictionary they would know the meaning of unfamiliar words. The writer also discussed it together in class. In evaluating the student's comprehension of the text there were also several questions about my class. Thus to make students more understand about descriptive paragraph, the writer explained about the social function, the generic structure and the lexico grammatical features of descriptive text. The writer gave it just at glance and not too detail. They are too young to understand and learn descriptive text specifically. Before giving students notes about it, the writer always asked the meaning of each item. The writer gave students as follows:

1. **The Social Function**

   By giving it, students would know the function of a descriptive text.

2. **The Generic Structure**

   The function of giving generic structure to students is to make them know and understand how to write a descriptive paragraph. For example the writer explained
to them that the first paragraph of my class called identification and the second to fourth paragraph called description.

3. Lexico Grammatical Features

In making students clear about the features of descriptive text, the writer explained them about lexico grammatical of description. Also, students are able to differ it with other text genres. For example, the writer gave simple explanation, like simple present tense, using of causative has or have, noun phrase.

As the practice, the writer asked students to describe their own class together. It was done to check the student’s ability in creating a description. The step done here was the writer gave some clues about questions by asking where they study, what things in the class, etc.

A description tells about person, place or things. In another meeting, the writer got students to describe a person. The writer asked one of them – the noisiest student to be the sample of description. As the previous experience when the writer asked them to describe their class together and they were noisy, thus the writer pointed them one by one to speak a sentence about their friend.

The students had practiced describing their own class and their classmate orally. Then it was the turn to examine their capability describing place – my house in written expression. The writer used guided writing method by giving several questions in order to help students arranging the paragraph.
This is an example of guided writing activity

1. Where do you live?
2. How far is your house from school?
3. How is the condition of your house?
   - Is it big enough?
   - Is it clean?
   - Do your house have garden?
4. How many rooms are there in your house?
   What are they?
5. What things are there in your living room?
   What is the function of your living room?
6. How many bedrooms do you have?
7. What do you feel living in your house?

The students did not need to write down the question. They just answered it and made it into a descriptive paragraph about their own house.

The writer needed four meetings to teach descriptive text. It was about eight hours. As the final result most of students were able to make a descriptive paragraph well. As be seen from the data of their mark when they were making the description of their own house. The data showed that 21 students of 28 students got score upper 6.

D. The Problems and The Solutions of Teaching Writing Descriptive Text for 7th Grade

Students of SMP N 20 Surakarta
There were many problems during the process of teaching descriptive text. The writer did observation to collect the data. It was on May 6, 2010 and May 11, 2010. The writer used interview and questionnaire as the media. The problems came from many aspects, as follows:

a. The students

The writer gave students questionnaire to know their difficulties in learning English especially description genre. The writer divided questionnaire into some points, they are : student’s motivation, student’s difficulty in determining the first sentence in describing something, student’s vocabulary and their grammar and student’s boredom.

This is the data of questionnaire from 34 students.

a. Student’s Motivation

Students have great motivation to come in front of class when there is a bonus.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data, all of the students (100% students) are willing to do something when there is a prize or plus point given.
b. Getting Confused

Students have difficulty in determining the first sentence to describe something.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>6</td>
</tr>
</tbody>
</table>

The data shows that 28 of 34 students get confused to determine what they would write. In opposite, 6 students find it easily.

c. Having Limited Vocabulary and Grammar

Number of students who find it difficult to make a description because of their vocabulary and grammar.

<table>
<thead>
<tr>
<th>Vocabulary and Grammar</th>
<th>Another Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>1</td>
</tr>
</tbody>
</table>

It can be seen from the data that 32 students are having limited vocabulary and grammar. One student has another reason; he finds it difficult because he thinks that English lesson is difficult to learn.

d. Being bored
In this case, the writer gave a chance for students to choose more than one answer.

<table>
<thead>
<tr>
<th>Students who get bored easily</th>
<th>Students who do not get bored easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>8</td>
</tr>
</tbody>
</table>

The writer also added two options what students will do if they are bored. They are:

1. Talking with their friends
2. Sleeping in class

The table shows that more than a half of the number of students in class VIIe often gets bored and only eight students who are not.

b. The Teacher

The writer divided the problems faced by the English teacher, Mrs. Primanda and the writer itself.

a. The English Teacher

The writer did interview to know the problem faced by the English teacher. Mrs. Primanda has been an English teacher for about 6 years.
She has taught in SMPN 20 since 2007. She finds some obstacles in teaching, they are:

a.1 Noisy Students

The biggest problem in teaching is noisy. The students always make noisy when they are in class. It is difficult for teacher to do any variation in giving materials to students. If the condition of the class is noisy, it will disturb another class and another teacher will complain about it.

As the solution to handle this problem is the teacher must treat the students resolutely.

a.2 Teaching Material

The teacher has to look for another source book because most of books are about reading materials. For example, the BSE book. The BSE book approved by the education minister and the English handout are not good enough. Sometimes the books do not tell the truth. When one of the chapters is about description but the content is report.

In handling this teaching material problem, Mrs. Primanda looks for material from the internet and sometimes she made a text by her own.

a.3 Time Allocation
The time allocation for teaching English is another problem. The teacher has to teach many materials just in 5 hours per week. It is very limited for teacher.

a.4 The Number of Students

The teacher should manage the class that consists of 36 students. In managing the class, the teacher must work hard to make 36 students keep silent and understand her explanation.

a.5 Student's Ability

The student’s vocabulary and grammar are limited. Sometimes, students still look for the simple word like tetapi in dictionary. They have to open the dictionary all the time. The students have difficulty to produce a sentence. They do not know every single word arranged.

The teacher always asks students to bring their dictionary. There will be any punishment for those who do not bring it. Handling about the student’s grammar, the teacher ought to explain them again about how to make a sentence such as subject, predicate, object, etc.

b. The Writer
During job training, the writer also found some problems in teaching descriptive text, such as:

b.1 Managing Class

It was rather difficult for the writer managing the class consisting 36 students. Students often made noisy when they did the exercises given or being asked to come in front of the class, especially on Monday. The students have their English lesson as the last lesson at 11.30. Sometimes, they were noisy too when the writer was explaining the material. They were talking with the others and did not pay attention to the writer's explanation. The writer needed to speak in loud voice all the time.

To solve this problem, the writer had to treat them resolutely and enforce them to be discipline. It was the best method to make them keep silent and listened to the writer's explanation. When they were talking with the others, the writer tried to create a good method of teaching to make them interested. The writer asked the noisiest student to come in front of the class as the model of the description. It could attract them to the lesson.

b.2 Limited Time of Teaching
The English lesson is taught three times in a week. The writer tried to manage the time well and effectively. The time was still limited for explaining the materials and handling the noisy students. Also, the writer ever had to explain the material twice, because they had not understood yet. Thus it made the same lesson given in another meeting.

The writer had to revise the lesson plan to make it more effective. The writer also gave punishment for students who made noise. Thus the time for teaching and learning could be used effectively.

b.3 Limited Material

The writer had to look for source books before teaching the class. As an inexperienced teacher, the writer found it difficult to get the right material for students. The books provided by the school sometimes are not suitable with the student’s ability and the material needed.

To solve this problem, the condition of the class became the media to deliver the material about description. The number of chairs and tables, the position of the whiteboard, etc were the material used to teach description. Sometimes, the writer made a descriptive text by her own.

b.4 Student’s Motivation
To evaluate the student's comprehension about the material is by giving task. The students are having less motivation in learning English. It can be seen from their willingness to do the tasks and homework. When the writer gave exercises after explaining the material, they always grumbled. Moreover there were some students who did not submit their tasks or homework.

In handling this problem, the writer gave plus point or gave tango- a kind of snack for those who wanted to come in front of the class to do the exercises and for those who got the best mark.

b.5 Having Limited Vocabulary and Grammar

One of the challenges in teaching students to write a description was their vocabulary and grammar. The students always needed dictionary in understanding something or making a paragraph.

Asking them to bring dictionary was the method applied by the writer. If they did not bring it they would get a punishment. The writer told them to bring tango as the punishment. Thus to handle the student's grammar, the writer gave more explanation for them about grammar and it would make them clear.
A. Conclusion

Based on the discussion in the previous chapter, the writer summarizes some important points of the English teaching descriptive text to the seventh grade students of SMP N 20 Surakarta. They are:

1. The best methods of teaching descriptive text to the seventh grade student of SMPN 20 are:
   - Teacher must treat the students resolutely.
   - Teacher must enforce the students to be discipline.
   - Teacher must be able to create the student’s interest

2. The problems encountered in teaching descriptive text to the seventh grade students of SMPN 20 Surakarta and their solutions, as follows:

   1) The Students

      Most students have difficulty in writing descriptive text because:

      - Students are willing to come in front of the class only when there is a prize or plus point given.
- Student's vocabulary and grammar are limited

- Students are getting confused when they wanted to describe something

- Students are getting bored easily when they are in the classroom.

2) The Teacher

- The biggest problem when teaching in SMPN 20 is noisy students. To solve this problem, the teachers in SMPN 20 become cruel teachers.

- The teachers have to manage the limited time in teaching English.

- The number of students becomes another problem for English teacher. They have to manage the class consisting of 36 students.

- The teachers have to look for another teaching material. They made the material by their own, such as a descriptive text.

B. Suggestion

Based on the conclusion above, the writer wants to give suggestions as follows:

xli
1. To the students of SMP N 20 Surakarta

The students should have high motivation in learning English. They must pay attention to the teacher’s explanation.

2. To the SMP N 20 Surakarta

It is important for the institution to provide some facilities, such as: English laboratory, English cassette, English books, and pictures in order to help the teacher explain the material easily. The school should have an English extracurricular activity. It can also help the students to learn English better.
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