

**TEACHING WRITING A DESCRIPTIVE TEXT BY USING E-MAIL  
AS A MEDIUM TO SENIOR HIGH SCHOOL STUDENTS**

**PAPER**

*Submitted as Partial Fulfillment of the Requirement  
to Obtain Strata One (SI) Degree*



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**2011**

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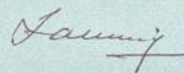
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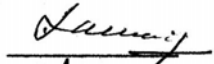
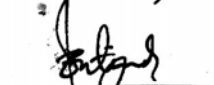
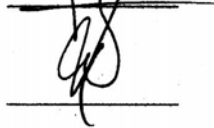
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## ABSTRAK

**Martoza, Wella. 2011. *Teaching Writing A Descriptive Text by Using E-mail As A Medium to Senior High School Students*. Makalah. Padang: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

Menulis teks deskriptif merupakan salah satu keterampilan yang harus diajarkan pada mata pelajaran bahasa Inggris di SMA. Pengajaran keterampilan menulis ini bertujuan agar para siswa mampu mengembangkan ide, pendapat, pemikiran dan perasaannya secara logis dan berstruktur dalam bahasa yang baik. Namun kenyataannya banyak siswa mengalami kesulitan dalam menulis sebuah teks deskriptif berbahasa Inggris. Hal ini disebabkan oleh beberapa faktor yaitu: siswa memiliki kesulitan dalam mengembangkan ide, siswa masih ragu dalam menentukan struktur dari teks, dan sedikitnya kosakata yang dimiliki oleh siswa.

Untuk mengatasi permasalahan tersebut, guru sebaiknya menggunakan media yang menarik yang bisa mempengaruhi proses belajar siswa lebih efektif dan efisien. Tidak hanya itu, media ini akan membuat siswa termotivasi dalam menulis teks deskriptif. Media yang dapat digunakan dalam pengajaran menulis teks deskriptif adalah *e-mail*. *E-mail* merupakan salah satu media alternatif dari perkembangan informasi dan teknologi dengan menggunakan beberapa komputer yang menyambungkan ke internet, sehingga antara siswa yang satu dengan yang lainnya dapat berkomunikasi dan mengirimkan sebuah gambaran tentang tempat favorit mereka. Ada tiga tahap pengajaran dalam menggunakan media *e-mail* ini yaitu: *pre activity*, *whilst activity*, dan *post activity*. *Pre activity* merupakan tahap awal yang difokuskan pada pengenalan teknik yang akan digunakan. *Whilst activity* merupakan tahap dimana siswa bekerja dalam kelompok untuk mengaplikasikan media *e-mail* dalam menulis teks deskriptif. *Post activity* merupakan tahap akhir bagi siswa dalam menghasilkan karangan deskriptif dan juga penilaian terhadap karangan yang dihasilkan siswa.

## ACKNOWLEDGEMENTS

*Alhamdulillahirabbil 'Alamin* is the first sentence in my mind after finishing and completing this paper. First of all, I would like to say thanks to Allah SWT, who has been giving the opportunity, power, easiness and everything for me in finishing and completing this paper. In addition, I also send *shalawat* and *salam* for the prophet Muhammad SAW, the last prophet and the greatest leader of human beings.

I also would like to express my deepest gratitude and appreciation to Drs. Saunir Saun, M.Pd., as my advisor who generously and patiently has been providing his great deal of time for giving continue guidances and valuable advices in helping me to complete and finish my paper. I would like to express my great attitude to Sitti Fatimah, S.S., M.Ed and Muhd. Al-Hafizh, S.S., M.A., as my examiners who have contributed valuable suggestions and ideas. I also express thanks to the chairman of English Department Dr. Kusni, M.Pd. and the secretary of English department Dra. An Fauzia R. Syafei, M.A. My next sincere acknowledgement also go to Prof. Dr. H. Anas Yasin, M.A., as my academic advisor during my study at State University of Padang.

Then, I would like to express my appreciation and faithful gratitude to my beloved mother, Mrs. Hj. Refri Undra, S.Pd., who sincerely raised me up with my caring and boundless love. My struggling father, Mr. Supardi., is the one who put the fundamental of my learning character, showing me the joy of

intellectual pursuit ever since I was a child. I would like to thank my dearest sister, Yosi Refpanilova, A.Md., for being supportive and caring sibling. Then, I also would like to convey my gratitude to all people who always give comments and suggestions in composing this paper.

Finally, I also honestly admit that this paper is not perfect. Thus, any constructive critics, suggestions, and advices from readers are highly appreciated for the improvement of this paper.

Padang, July 2011

Wella Martoza

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iv</b>
<b>LIST OF APPENDICES .....</b>	<b>vi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Limitation of the Problem.....	4
C. Formulation of the Problem.....	4
D. Purpose of the Paper .....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. The Nature of Writing .....	6
B. The Descriptive Text .....	9
C. Teaching Writing at Senior High School .....	11
D. The Nature of E-mail .....	14
<b>CHAPTER III TEACHING WRITING A DESCRIPTIVE TEXT BY USING E-MAIL AS A MEDIUM TO SENIOR HIGH SCHOOL STUDENTS</b>	
A. Teaching Preparation.....	17
a. Preparing Lesson Plan .....	17
b. Choosing the Topic.....	17
c. Preparing A Media.....	18
B. The Implementation of Using E-mail as A Medium in Teaching Writing A Descriptive Text .....	19
a. Pre-Teaching Activities.....	19
b. Whilst-Teaching Activities .....	20
c. Post-Teaching Activities .....	22
C. The Advantages of Using E-mail as A Medium in	

D. Teaching Writing a Descriptive Text .....	22
E. Limitation of the Application. ....	24
 <b>CHAPTER IV CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusions.....	26
B. Suggestions .....	27
 <b>BIBLIOGRAPHY .....</b>	<b>28</b>
<b>APPENDICES .....</b>	<b>30</b>



## **LIST OF APPENDICES**

Appendix 1 Lesson Plan .....	30
Appendix 2 Preparing to Teach Descriptive Text .....	33
Appendix 3a Screen Shoot of E-mail.....	34
Appendix 3b Registration to Create a New Account.....	34
Appendix 3c Two Displays of Picture and E-mail .....	35
Appendix 4 Picture of Borobudur Temple.....	36
Appendix 5 Sign In Yahoo.....	37
Appendix 6 Explanation about Borobudur Temple .....	38
Appendix 7 Another Example of Descriptive Text .....	39
Appendix 8 Students' Work.....	40

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

The aim of learning English at senior high school has not yet got optimal results. These conditions can be seen from the fact that most of the students cannot communicate in English well, both in the spoken and written way. For example, the students are able to listen and understand what people say to them, but they cannot give the feedback and response. The other way, the students cannot tell something orally but they can give information writtenly. It is clear that to get the results maximally, the students must be able to develop their ability in four language skills, namely listening, speaking, reading, and writing.

In teaching writing, the teacher has to pay attention to curriculum. In curriculum of KTSP 2006 (School Based Curriculum), at senior high school, the students are required to be able to communicate both in oral and written competence through genre based approach. Genre based approach relates with teaching and learning various kinds of texts. In this approach, the students are introduced with different kinds of texts. Actually, there are twelve kinds of texts that will be taught to the students such as recounts, narrative, procedure, descriptive, news item, spoof, report, hortatory exposition, analytical exposition, explanation, discussion and review. One of texts that should be learned at senior high school is descriptive text. A

descriptive text is a text that describes a specific person, a place or a thing. In writing a descriptive text, the students need a process to be a good writer.

Actually, writing is one way of communication where people can express their ideas, opinions or emotions. They transform their ideas, opinion or even emotions into written text through the process of thinking. The process requires them to explore and develop their ideas. In the writing process, the students have to complete the five components in writing skills, i.e grammar, vocabulary, fluency (style and case of communication), and form (organization). A good writing is a writing that is composed correctly by considering some elements of writing. It is the same if the students write a descriptive text. They have to focus on characteristics of descriptive text such as social function, generic structures, and language features. It means that they are expected to produce a text with the right order and identify the rhetorical step in a text. Therefore, the students have to master how to describe an object.

Unfortunately, most of students have difficulty in writing a descriptive text. Based on the writer's experience during the teaching practice at a senior high school, there were several problems in writing a descriptive text which were faced by the students. The first problem is they had difficulties in developing the ideas because the lack of background knowledge about the topic of writing. As a result, when the teacher asked the students to write a descriptive text, they could not express their ideas to describe something and had difficulty to arrange the sentences correctly.

The second problem is they did not focus on the lesson. It means that they were confused to determine the generic structures of descriptive text. Sometimes, they were still unable to think clearly to mention the special participant in identification and mention the characteristics of the subject being described in description. As a result, the students did not really understand about the organization of this text.

The last problem is the students also tended not to pay attention to the language features of the text. It included on grammatical form such as adjectives and compound adjectives, linking verbs, and simple present tense. They only focused on how to write their sentences in English. They wrote a text by translating word by word without considering the language features of the text. Sometimes, when the students wanted to write a sentence by using the simple present tense, they were still confused what appropriate linking verb to be used whether *is/are* and Verb1 in a sentence. For instance, *Singapore are beautiful city with lots of park and it had a tropical climate.* From these sentences, it could be known that the students had mistakes in using linking verbs. They had to use *is* not *are*, because it was singular noun. Then, they should make *has* not *had*, because it was Verb 1. Thus, they made mistakes in using adjectives. This might happen because they did not understand about what the adjective is. They wrote *Denpasar is the pretty of all cities on Bali island.* They had to use *the prettiest* not *the pretty* because it was superlative adjective.

Based on the problems above, the teacher should do the efforts and innovations to overcome those problems in order to make the students have motivation in writing a descriptive text. One way to motivate the students is using e-mail. E-mail is one of media that can be used in teaching this text. E-mail gives great opportunity for the students to be pleased and confident to share and write a descriptive text. They also pay attention to mail etiquette such as using attachment to send e-mail. Through e-mail, the students have the chance to collaborate and work together with other classmates, peers, and teachers. In order to the teacher and the students can communicate in writing assignment, receiving, and returning homework in writing a descriptive text.

#### **B. Limitation of the Problem**

The problem of this paper is limited to the teaching of writing a descriptive text by using e-mail as a medium in revising and publishing steps to senior high school students.

#### **C. Formulation of the Problem**

The problem of this paper is formulated in the following question:  
“How can the teacher use e-mail as a medium in revising and publishing steps in teaching writing a descriptive text to senior high school students?”

**D. Purpose of the Paper**

The purpose of this paper is to identify the procedure of using e-mail as a medium in revising and publishing steps in teaching writing a descriptive text to senior high school students.