

**USING NEURO-LINGUISTIC PROGRAMMING IN WRITING A
DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL**



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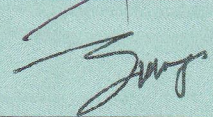
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ABSTRAK

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Pengajaran *writing* merupakan hal baru bagi siswa kelas 7 yang baru saja lulus dari Sekolah Dasar. Oleh karena itu guru membutuhkan suatu teknik pengajaran yang dapat membuat siswa mampu menulis kalimat dalam suatu paragraf, khususnya paragraf deskriptif. Makalah ini membahas penggunaan Neuro-Linguistic Programming, suatu teknik pengajaran *writing* di mana inti dari penerapannya adalah *modeling* (memperagakan) sebelum meminta siswa melakukan prosedurnya. Kelebihan teknik ini adalah langkah-langkah di dalam prosedurnya yang dapat membuat siswa mengingat dan membayangkan kembali (*digging memory*) informasi yang diperlukan dalam membuat sebuah paragraph deskriptif. Teknik pengajaran ini melibatkan siswa aktif secara verbal sehingga dapat membuat siswa tidak bosan dalam belajar *writing*.

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Generally, there are four major skills (speaking, reading, listening and writing) in English that should be mastered. One of the four major skills is writing, which is considered to be the most difficult skill in English for non-English native speakers because, in writing, the writer explains their ideas along with the correct grammar.

Writing is included in the curriculum system. As in grade 7 of Junior High School, students learn about the descriptive text. However, it is found that teachers just teach about comprehension of the text given to students, not how to write it in the learning process. Many students do not have enough vocabulary. These can be a challenge in teaching writing a descriptive paragraph to grade seven students.

It is believed that writing a descriptive paragraph in grade seven is quite easy. Most of students' textbook present descriptions about person or animal, things and place along with simple vocabularies. By including that simple vocabulary, teachers should have taught writing to the students, but in the reality, teachers do not teach writing. Teachers should have taught writing to the students, especially writing a descriptive paragraph because it is included in the curriculum of 2012.

Teaching writing a descriptive paragraph is not as easy as it seems. There are two problems found in grade 7. First is that students of grade 7 are lack of vocabulary, which is needed in writing a descriptive paragraph, and second is that students do not know how to arrange that vocabulary into sentences. Based on those problems, teachers need some new methods or techniques to increase the students' ability in writing a descriptive paragraph.

This paper proposes Neuro-Linguistic Programming to be a new technique in teaching descriptive writing and to help students increase their ability in writing. As stated by Collingwood (2001) that Neuro-Linguistics Programming (NLP) is a technique which explores the relationship between how we think (neuro), how we communicate verbally and non-verbally (linguistic), and our patterns of behavior and emotion (program). By using this technique, students can elaborate and develop their ability in writing a descriptive paragraph. It is hoped that this technique can help junior high school students in writing a descriptive paragraph by developing vocabulary.

B. Identification of The Problem

There are several problems related to students' writing descriptive paragraph ability. First is the lack of vocabulary. Seventh grade students have just finished the elementary school and have just started the junior high school, so it is believed that they do not have enough vocabularies.

The second is students do not know how to write a descriptive paragraph. They are often confused about where to start, what should be written first. Students need to know how to arrange words into sentences.

C. Limitation of The Problem

Based on the problem identification above, the problem is limited to the using of Neuro-Linguistic Programming (NLP) to increase the students' ability in writing a descriptive paragraph by developing their vocabulary.

D. Formulation of The Problem

The formulation of the problem is “How does Neuro-Linguistic Programming (NLP) increase the students' ability in writing a descriptive paragraph?”

E. Purpose of The Paper

This paper is aimed at looking at how Neuro-Linguistic Programming increases the students' ability in writing a descriptive paragraph. It is also expected that this technique not only used in teaching writing, but also in teaching the other skills of English.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Using Neuro-Linguistic Programming to increase students' ability in writing a descriptive paragraph is one of the latest techniques in the teaching and learning. Nowadays, Neuro-Linguistic Programming is most applied in the field of working to reach the goal and to extend the ability of the company's worker. It also can be applied in the teaching of English as a foreign language, especially in writing skill.

In writing a descriptive text, writer should have had enough vocabulary about description, but many students from grade seven do not know many vocabulary. Based on that problem, this paper proposes Neuro-Linguistic Programming (NLP) as a technique which can help students in writing a descriptive paragraph because vocabulary are the most important aspect in writing a descriptive paragraph.

The principle of Neuro-Linguistic Programming is through imagery. Students are asked to imagine something (person, thing or place) to dig their memories and feel the sense which can be occurred during the imagination and they are asked to pour their feeling into a piece of paper. Recalling memories instructed by teacher for the first time or for the introduction, may help students remember and go back to the past time.

B. Suggestion

It is suggested to the teacher to apply Neuro-Linguistic programming to help students in writing a descriptive text in the class by developing the vocabularies. When this technique is applied, teacher should manage the class to be quiet. It is also suggested that the teacher has enough preparation before applying this method and mind about managing the time.

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