

**Using Imagery Strategy in Teaching Writing a Descriptive Text to Junior High
School Students**

PAPER



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2014**

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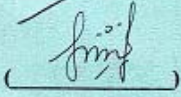
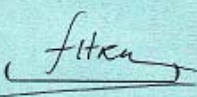
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ABSTRAK

Ulfa, Fitria. 2014. *Using Imagery Strategy in Teaching Writing a Descriptive Text to Junior High School Students*. Paper English Department. FBS. UNP. Padang

Menulis adalah salah satu keterampilan dalam pelajaran bahasa Inggris yang harus dikuasai oleh siswa dalam belajar bahasa Inggris sebagai bahasa asing. Namun, siswa di sekolah sering menghadapi kesulitan dalam menulis teks bahasa Inggris khususnya teks deskriptif. Ada beberapa faktor yang membuat menulis sulit bagi siswa seperti kurangnya kosa kata, kurangnya motivasi untuk belajar, dan kesulitan dalam menemukan ide-ide. Dalam pengajaran menulis, guru juga mengalami kesulitan dalam menemukan strategi yang tepat. Makalah ini membahas bagaimana pengajaran menulis teks deskriptif dengan menggunakan strategi *imagery* atau menuliskan buah pikiran dalam benak. *Imagery* ini dapat digunakan sebagai strategi dalam mengajarkan menulis teks deskriptif untuk siswa sekolah menengah pertama (SMP). Guru memberikan sebuah gambar dan beberapa pertanyaan untuk menuntun siswa menciptakan buah pikiran atau ide-ide dalam benak sehingga siswa akan mudah dalam menulis teks deskriptif karena mereka sudah punya ide-ide dalam pikiran mereka. Pelaksanaan pembelajaran menggunakan strategi *imagery* dalam menulis teks deskriptif harus melalui dua tahapan utama. Pertama adalah tahap persiapan. Dalam tahap ini, guru mempersiapkan gambar dan pertanyaan-pertanyaan petunjuk untuk menuntun siswa dalam menulis teks deskriptif. Tahap kedua adalah prosedur mengajar. Tahap ini terdiri dari tiga proses yaitu; *pre-teaching* (proses sebelum mulai mengajar), *whilst-teaching* (proses mengajar) dan *post-teaching* (penutupan). Dalam *pre-teaching*, guru melakukan kegiatan *warming up* yang dapat mengaktifkan latar belakang pengetahuan siswa tentang teks deskriptif. *Whilst-teaching* dibagi menjadi tiga bagian: (1) eksplorasi; (2) elaborasi dan; (3) konfirmasi. Guru akan menggunakan strategi *imagery* pada bagian eksplorasi. Manfaat utama dari penggunaan *imagery* dalam mengajar menulis teks deskriptif adalah menuntun siswa untuk memunculkan ide-ide dalam pikiran mereka serta untuk meningkatkan minat siswa dalam menulis. Oleh karena itu, *imagery* adalah strategi yang tepat dalam mengajar menulis teks deskriptif.

Kata Kunci: pengajaran menulis, teks deskriptif, *imagery*, siswa SMP.

ACKNOWLEDGEMENTS

Firstly, my greatest gratitude is present to the Almighty Allah SWT, for the help, health, power, and everything given to me so I could finish writing this paper. Secondly, shalawat and salam always be given to the noble prophet Muhammad SAW, the last prophet and the greatest leader of human being.

My deepest gratitude is addressed to my advisor, Mr. Rusdi Noor Rosa, S.S., M.Hum. Patiently and cast aside the time to read even check my paper formation word by word then gave the criticism and suggestion of this writing paper. A sincere gratitude to my examiners, Mrs. Leni Marlina, S.S., M.A and Mrs. Fitrawati, S.S., M.Pd for the suggestion and comments. Then the writer also thanks to her academic advisor, Drs. Saunir Saun, M.Pd. for his support and attention during the studies, Dr. Kurnia Ningsih, M.A as the chairperson of English Department, Dra. An Fauzia Rozani Syafei, M.A as the secretary of English Department and all lecturers who have taught and guided me during my studies.

My greatest appreciation goes to my beloved parents, Amril Dt. Rajo Bandaro (alm) and Johanimas, S.Pd.I who always pray and give support in my life. Then, I would like thanks to my brothers and sisters (Wildani, Elfadhli, Helmi, Wawan, Miftah, Rahmat, and Annisa) and all of my family. Without them, it would have been too hard for me to finish this paper.

Finally, I say millions of thanks for my friends, K1/2009, English Department 2009, ESA 2011 and 2012 and all my best friends that have become my faithful companions and given me encouragement to finish this paper. May God keep us on the right path. Amin Ya Robbal Alamin.

Padang, Januari 2014

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the skills in English that should be acquired by language learners besides listening, speaking, and reading. Among these four skills, writing seems to be difficult for the students because it deals with their ideas that must be well organized and presented in coherent sentences and paragraph. As the matter of fact, writing is an important skill to be learnt by language learners because it influences their life. According to Kirszner and Mandell (2011:3), writing is not just something people do at school; writing is a life skill. It can be said that people can express their ideas in the paper, book, poems, letters, essay, novels or research report if they can write clearly. Thus, writing should be trained optimally to the students in teaching English.

One of the objectives in teaching writing at junior high school is that students are demanded to produce the language into written form. Based on Curriculum 2006, students are demanded to write texts which are proper to their level. There are some texts that are taught to junior high school students, they are narrative, descriptive, recount, procedure, and report. The students must be able to understand and create all kinds of the monolog texts. For example, in the first grade, students learn about descriptive text, so the students must be able to produce descriptive text into written

form by their own words by considering the aspects of writing in order to create a good paragraph cohesively and coherently. This paper will only discuss about the issues in teaching descriptive text and the solution to overcome it.

Based on the writer's experience when she did teaching practice at Junior High School, only very few of the students were able to write a descriptive text well. Most of them had problems in writing a descriptive text. They did not fulfill the characteristics of the object that would be described. They just mentioned the outside appearance of a thing they would be described, they did not add the other details of that thing. For example, when the teacher asked them to write a descriptive text about their favorite pet, most of the students just described its leg, body, fur and tail but they did not describe other parts of that pet description, such as its behaviors, lives, and other specific characteristics of the pet. As the matter of fact, descriptive text does not only describe the outside appearances of the thing, but also it describes the behaviors, details, and other characteristics.

Besides the difficulties in students' side, the teacher also finds the difficulty in teaching descriptive text. The strategy that is used by the teacher does not overcome the students' problems in writing descriptive text. The teacher's strategy may influence students' ability in writing a descriptive text. The teacher did not give examples or good models of writing a descriptive text to the students. These problems contribute to the students' low motivation to learn writing a descriptive text well. On the other hand, teacher focused on the teacher (teacher's centre). She

asked students to do free writing without guiding the students to write. Ironically, the teacher asked the students only to spend the time and finally asked the students to do writing assignment about descriptive text at home as homework. So many students try to cheat or ask other person to do it. These situations invite problems for students, it makes the students passive to do the task, and this condition may kill students' curiosity.

To overcome the problems, a teacher should provide the students with interesting strategy to improve their skill in writing, in order to minimize students' difficulties. In this case, this paper uses imagery as strategy in the class to stimulate students' mind to develop idea and students' creativity in writing descriptive text. Chamot (1999) finds that using organizational planning, imagery, and check goals are good strategies to develop writing. The picture would lead the students to real lives. It means that the students are easy to explore the idea in writing.

B. Limitation of the Problem

The paper will focus the discussion on the strategy that teacher uses in teaching writing descriptive text. The teacher uses imagery strategy as a strategy that can overcome students' difficulties in exploring ideas in writing, lack of motivation in studying and to build students' confidence on their writing.

C. Formulation of the Problem

Based on the limitation of the problem above, the problem of this paper can be formulated in the following question “How is Imagery Strategy used in teaching writing a descriptive text to the junior high school students”

D. Purpose of the Paper

The purpose of this paper is to give the information about how to apply Imagery strategy in teaching writing a descriptive text in Junior High School. Theoretically, this paper is used to explain what imagery strategy exactly. Practically Imagery strategy would also be expected that the junior high school teachers find this strategy as an alternative to stimulate students’ background knowledge to gathering idea in writing a descriptive text and also do not easily get bored in learning process.

CHAPTER IV

CONCLUSSION AND SUGGESTION

A. CONCLUSION

Imagery strategy is a strategy in encouraging students' ability in writing especially in writing a descriptive text. By using imagery strategy, teacher can create an activity that motivates students to write. Besides, the students will easily develop their idea into good paragraphs and correct generic structure. Imagery strategy leads students to produce a creative writing especially in descriptive text. The core advantage of this strategy is that the students easily gather the idea in their mind so that it makes them easy to write.

Teaching writing descriptive in the classroom by using imagery strategy is done through three stages. They are pre-teaching, whilst-teaching, and post-teaching. In pre-teaching, the teacher prepares students to get involved in learning process. In this stage teacher builds students' prior knowledge about the lesson that is going to be taught. In whilst-teaching, there are three steps that should be done; they are exploration, elaboration and confirmation. In this stage, the teacher introduces imagery strategy as a strategy in writing a descriptive text and the teacher explains the descriptive text. The students then are given a picture after that they create image in their mind physically and mentally about the picture. They have to gather information in their mind about that picture. The teacher then guides the students in creating mental picture by giving several questions then fixes it. Finally, in post-teaching, before the teacher closes the class, he/she solves the difficulties that are

faced by the students. Teacher then guides students to conclude the lesson and give assignment to the students.

B. SUGGESTION

Based on the advantages of imagery strategy in teaching writing a descriptive text, teachers are suggested several things, they are: (1) the teachers at junior high school are suggested to use imagery strategy in teaching writing a descriptive text because it can attract students' attention. Moreover, it is suggested to give more than one picture in the beginning lesson; (2) the teachers are suggested to use imagery strategy in teaching writing a descriptive text in two meeting in order the students have practice more to write. It makes them being adapted to develop the idea in writing; (3) it is suggested to the teachers to prepare some sentences starter for the students in describing the object. The students then add the details of the sentence so, they can add more detail about the object. Their writing will be more creative; (4) the teachers are suggested to conduct action research or other related researches to study the effectiveness of imagery strategy in teaching writing a descriptive text.

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