**TEACHING WRITING A DESCRIPTIVE TEXT
TO THE JUNIOR HIGH SCHOOL STUDENTS BY USING
" NEARBY OBJECTS: PEOPLE, PLACE, AND THING" AS A MODEL**

PAPER

**Submitted as a Partial Fulfillment of the Requirements to Obtain
the Strata One (S1) Degree**

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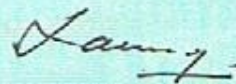|	
Judul	: Teaching Writing a Descriptive Text to the Junior High School Students by Using "Nearby Object: People, Place and Thing" as a Model
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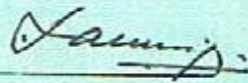|	
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Dinyatakan Lulus Setelah Dipertahankan Makalah ini Di Depan Tim Penguji
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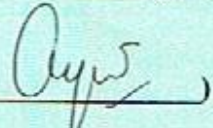Fakultas Bahasa Dan Seni
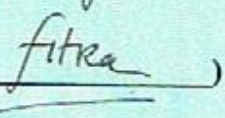Universitas Negeri Padang

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ABSTRAK

ASHERA, YOSI. 2013. *Teaching Descriptive Text to the Junior High School Students by Using "A Nearby Objects: People, Place and Thing" as A Model*. Paper. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Teks deskriptif adalah sebuah text yang bertujuan untuk mendeskripsikan orang, tempat, dan benda-benda baik dari bentuk fisik, sifat atau tingkah laku maupun bentuk dari benda itu sendiri. Teks ini mempunyai peranan penting dalam kehidupan misalnya untuk mengidentifikasi seseorang dari sebuah gambar dan dari ciri-cirinya. Teks deskriptif ini sudah diajarkan kepada siswa mulai dari semester pertama pada tingkat Sekolah Menengah Pertama. Namun demikian masih banyak siswa yang terkendala dalam membuat sebuah teks deskriptif ini. Salah satu penyebabnya adalah kurangnya kreatifitas guru dalam menggunakan media dalam mengajarkan teks deskriptif.

Makalah ini menawarkan sebuah media dalam hal pengajaran teks deskriptif kepada siswa yaitu dengan menggunakan *A Near by Object; People, Place, and Thing* atau yang biasa juga disebut dengan benda-benda yang ada disekitar siswa seperti ruangan, sekolah, teman, guru dan lain sebagainya. Menggunakan media ini dalam pengajaran teks deskriptif mempunyai banyak manfaat baik bagi guru maupun bagi siswa itu sendiri, yaitu menghemat waktu dan biaya. Selain itu, juga dapat meningkatkan motivasi siswa dalam belajar dan memahami text yang akan dipelajari.

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Alhamdulillahhirabbil'alamin. The greatest gratitude is due to Allah SWT for the knowledge, patience, and strength given to the writer to complete this paper as one of requirements for getting the Strata One degree (S1). *Shalawat* and *Salam* are also sent to the beloved prophet, Muhammad SAW., who has lightened and directed human beings to live in the right way.

In finishing this paper, the writer has worked with a number of people around her who have given contributions to accomplish it. It is a pleasure to convey the deepest appreciation to all of them. In the first place, the writer would like to express her sincere gratitude to Drs. Saunir Saun, M. Pd. as the advisor and also academic advisor for his valuable ideas, suggestions, motivation and guidance during the accomplishment of this paper.

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The Writer

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CHAPTER 1

INTRODUCTION

A. Background of the problem

English is a compulsory subject that should be learned by the students in all educational levels in Indonesia. The students start to learn English when they are in the fourth grade of the elementary school as a local content. The purpose of learning English at school is to make students able to use English as a language to communicate. Communication here means that the students are able to use English text, in spoken or written forms.

Nowadays, the English curriculum used is School Based Curriculum (KTSP) which has been used since 2006 for the elementary, junior, and senior high schools. This curriculum is the improvement of the previous Competency Based Curriculum (KBK). Basically, KBK and KTSP are almost the same. The main difference is KBK was completely arranged or prepared by the central government, so that the school had to use it directly. On the other hand, for KTSP, the Committee of National Education Standards only draws up the standard competencies and the basic competencies. The school and teachers must create the materials, the indicators, and the teaching instruments for the whole semester by themselves.

Based on KTSP, the standard competencies for Junior High School level are to enable the students to have communicative competences in both spoken and

written forms for achieving the functional literacy level. It means that students are expected to be able to use English language in their life in both spoken and written. In addition, there are some kinds of monolog texts such as narrative, descriptive, recount, report, and procedure which have to be mastered by the students in Junior High School.

In order to achieve the standard competencies and basic competencies above, the government suggests to use the Genre Based Approach in teaching English lesson. The genre based approach was introduced to 2004. In the genre based approach, there are four steps that should be done by teacher in teaching English as a foreign language. They are Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Join Construction of Text (JCOT), and Independent Construction of Text (ICOT). Each step of the stages will help the learners to understand the cultural and social context of the text, the structure of the text, the content of the text, and the linguistic features of the text. So that following all stages of the systemic teaching and learning cycle are very important to increase students' competence.

Generally, the genre-based approach emphasizes more on the students' mastery in various genres of the target language both in the forms of oral and written language. There are twelve types of text to teach in English. One of them is the descriptive text. The descriptive text is a kind of text to describe something or someone. It can be people, place or thing. Reep (in Fertesa, 2012:2) says that a descriptive text gives details about physical features, appearance, or composition of

subject. This text gives details description about an object which can be people, thing or place.

A descriptive text is taught in English through the four basic skills. One of them is writing. Writing is a productive skill in which the students can express their ideas and also their feelings. It is supported by Hyland (2002:7), says that writing is meaning from personal experience and context that transferred into the text. In addition writing is the way of writer to contribute their thought to produce meaningful sentences. According to Nunan (2003:88), writing is a process of delivering ideas and thinking into sentences and paragraphs that will be clear to the readers. So writing is very important for the students to communicate with other people.

In order to help students make a good writing, there are two things that should be considered. First, the students have to know the component of the text such as the generic structure, language features, and social function of the text. Second, the teaching of writing process itself in the classroom. If the two aspects run well, of course, the difficulties of writing will reduce. However, in fact, according to Nufus (20012:3) most of junior high school students get problems in making a good writing. Those problems can be caused by the two factors. They are student's factor and teacher's factor.

Students' factors are the students' lack of motivation in writing which influence their practice in writing, lack of knowledge about the components of the text such as generic structure, language features, and social function of the text, and students get difficulties in generating and expressing ideas in English writing. Nufus (2012) states it is hard for the students to make a written text because of lack motivation, failure to generate their ideas and lack knowledge about language itself. As a result students get difficulties in producing a good text.

The next factor comes from the teacher side. Some of the teachers are lack of ways in teaching writing in the classroom such as using an appropriate media. The teacher brings the media to the classroom but it is not use maximally as media. Based on the Genre Based Approach, the teacher must give a model to the students about the text that will be learned. According to Handayani (2009:13) modeling is a process in giving model about something. Handayani (2009:3), also says that a teacher gets the difficulties in applying the modeling step because lack of knowledge. So, it is hard for the teacher to find the appropriate media in applying modeling text to the students in teaching writing text.

Based on the fact above, it is suggested to use nearby objects: people, place, and thing as a model to help teacher in applying modeling of the text in teaching writing a descriptive text and also help the students in writing. Nearby objects is a kind of media that using the object around the students. It can be people, place and thing.

B. Limitation of the Problem

In this paper, the problem is limited to use nearby objects: people, place, and thing as a media in applying modeling text steps in teaching writing a descriptive text.

C. Formulation of the Problem

Based on the limitation of the problem above, the problem of this paper is formulated as follows:

"How can nearby objects: people, place, and thing be used as a media in modeling text in teaching writing a descriptive text?"

D. Purpose of the Problem

The main purpose of this paper is to explain how nearby objects: people, place, and thing are used as a media in modeling text in teaching writing a descriptive text.