

**The Use of Show, Don't Tell Technique in Teaching Writing of Descriptive
Texts for Senior High School Students**

PAPER

Submitted as Partial Fulfillment for Getting Strata One (S₁) Degree



By

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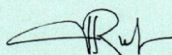
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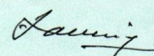
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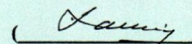
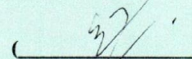
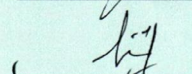
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ABSTRAK

Ramadhani Lukman, Fitri. 2016. The Use of Show Don't Tell Technique in Teaching Writing of Descriptive Texts for Senior High School Students. Makalah. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini bertujuan untuk membahas penggunaan teknik *the show don't tell* yang dapat mengembangkan kemampuan menulis siswa. Diawal pembelajaran guru memperkenalkan mengenai unsur-unsur dari teks *descriptive*. Kemudian guru dapat menggunakan teknik *the show don't tell* sebagai latihan untuk membantu siswa-siswa mengembangkan kemampuan mereka menulis teks *descriptive*. Pada kegiatan ini siswa akan dibagi menjadi beberapa kelompok. Kemudian masing-masing kelompok diminta untuk mempersiapkan kertas yang akan digunakan untuk menulis setelah itu guru akan memberikan satu topik kepada tiap kelompok dengan menggunakan sebuah gambar. Masing-masing kelompok akan mendapatkan topik/gambar yang berbeda. Masing-masing siswa akan menuliskan satu buah kalimat yang berkaitan dengan topik dan berkelanjutan. Sebelum hasil kegiatan menulis mereka dikumpulkan, guru harus meminta siswa-siswa untuk memeriksa kalimat yang telah mereka tulis bersama kelompok masing-masing. Setelah melakukan kegiatan ini, diharapkan kemampuan menulis *descriptive* siswa dapat berkembang dan menarik minat siswa untuk menulis teks *descriptive* dengan mudah karena kegiatannya menyenangkan.

Key Words: Teaching Writing, The Show Don't Tell Technique, Descriptive Text.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English in Indonesia is stated as the first foreign language which is taught as a compulsory subject at schools from the junior to senior high school students. Even, in some elementary schools, English is also taught to students. It is the proof that English is important to learn for students.

In teaching and learning English, there are four skills that should be mastered by the teacher and students: speaking, listening, reading, and writing. Every skill relates each other, for example, when students put pen to papers, they have to get more knowledge about what they want to write by reading. Another thing is when they have a conversation with someone, they should have listening skill to hear what their partner talking about. In short, students have to master all those skills since they are interrelated.

However, writing is a difficult skill should be mastered by the students. Because in writing, the students learn to express their ideas, experiences, thought, and feeling. According to Brown (1994: 322) writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Besides, people use writing to express their idea and deliver the message to the reader. It can be said that writing is one of media for communication between writers and readers which has the complex processes.

In the field, it was found that the students still had some difficulties in writing descriptive text. Some of them were not interested in writing English. They seemed doubtful to start writing descriptive text in the class because they did not have good motivation. It can be caused by lacking of self-confident. In the classroom, most of students feel that English is a hard subject and English is not their first language. That's why, when teacher asks them to write something, they feel inconfident with the language that they use to write.

Sometimes they still confused about what to write because they had less idea. It is caused the students do not have enough knowledge about the topic. This problem maybe occurred due to the limitation of student's background knowledge about the topic that given by the teacher in the classroom. The source of this problem are because students do not have enough reading experience or the topic that is given by the teacher is not familiar with the students.

Even if they have knowledge about the topic, it is still hard to develop the sentences because they have limitation of vocabulary. The limitation of vocabulary often blocks them to express their idea into good sentences in English. They fail to transform their idea into written form. Besides, they also find difficulty to write the sentence grammatically correct. Due to those problems, they tend to avoid writing activity.

The writing problem can also be caused by the teacher. The teacher should pay attention to the writing activity which he or she gives to the students. As the writing activity used by the teacher can influence them. Such as, the writing activity is monotone because the teacher has less variation and does not try to

apply a new writing activity. Usually the teacher just asks the student to do *LKS*, or gives the topic to write and then let them to do by their own without explaining it clearly and interestedly. So that the students are not interested in writing and they become depressed.

To solve those problem, teacher has to choose a suitable technique in teaching writing to help the students overcome their problem. One of the techniques that can be used is *Show Don't Tell* technique. The implementation of this technique is by combining the idea from each students to make correlative sentences. For example, the teacher gives the opening sentence; "It was a dark and stormy night" and then asks each students to continue the sentence with their own idea based on the teacher's sentence. After that, ask the second student to continue the sentence based on the previous student's sentence. It goes on continuously until the last student. This creative writing activity can conclude all of content of descriptive text that consists of describing places, people and things. So, the writing activity will be more interesting.

B. Limitation of the Problem

This paper only focuses on the discussion of using the *Show Don't Tell* technique be used in teaching writing of descriptive texts for senior high school students.

C. Formulation of the Problem

The formulation of the problem is “How can the *Show Don’t Tell* technique be used in teaching writing of descriptive texts for senior high school students?”

D. Purpose of the Paper

The main purpose of this paper is to describe how the teacher can use the *Show Don’t Tell* technique be used in teaching writing of descriptive texts for senior high school students. It is also expected that the junior high school teacher can use this as an alternative writing activity to be applied in the classroom, in order to engage and motivate the students.