

**USING THE WRITING BOX ACTIVITY TECHNIQUE IN TEACHING
WRITING A DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOLS**

Paper

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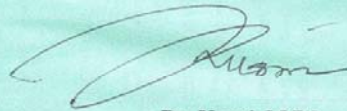
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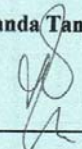
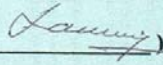
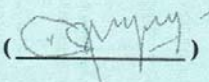
HALAMAN PENGESAHAN

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ABSTRAK

Maharani, Citra Lia 2006 : Using the Writing Box Activity Technique in Teaching a Writing Descriptive Text at Junior High Schools. *Unpublished Paper*. English Department. Faculty of Languages and Arts. State University of Padang.

Berdasarkan Kurikulum yang dipakai di Indonesia (Kurikulum Tingkat Satuan Pendidikan 2006), siswa kelas II SMP harus memiliki kemampuan dalam memahami dan menulis *descriptive text* dan beberapa jenis text lainnya. Namun pada umumnya siswa mengalami kesulitan dalam memahami dan menulis *descriptive text*. Ada beberapa masalah yang membuat siswa mengalami kesulitan dalam menulis *descriptive text*; masalah tersebut berasal dari siswa maupun dari guru. Salah satu masalah yang dialami siswa adalah kurangnya penguasaan kosa kata sehingga sulit menuangkan ide-ide yang mereka miliki ke dalam bentuk tulisan. Sedangkan masalah yang berasal dari guru, salah satunya adalah penggunaan teknik pengajaran ataupun kegiatan pengajaran yang monoton, sehingga mengakibatkan siswa kurang tertarik untuk menulis.

Makalah ini akan menguraikan salah satu teknik untuk mengembangkan kemampuan menulis siswa melalui *Writing Box Activity Technique*. Dengan adanya teknik ini penulis berharap dapat menambah pengetahuan guru dalam menggunakan kegiatan-kegiatan yang efektif dan juga menyenangkan dalam pengajaran menulis teks *descriptive* di SMP.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing as one of the language skills in English is an important requirement in learning, personal expression, and professional success. Through writing people can show their knowledge acquisition in many areas, such as in social life, science, culture, economics and politics. By mastering the skills of writing, people will be able to demonstrate their ideas, thoughts, and feelings in order to communicate through media of paper. According to School-Based Curriculum or *Tingkat Satuan Pendidikan* (KTSP 2006), Junior High School Students are expected to be able to communicate both oral and written forms. KTSP indicates that writing should be taught to the students by using the Genre Based Approach. It provides opportunities for students in learning the different purpose of written communication and the different ways of information are organized in written text.

In a Junior High School, there are six kinds of texts that should be taught in teaching writing by a teacher from grade seven up to grade nine. These kinds of text are descriptive, recount, narrative, report, procedure and anecdote. The students should be able to identify and understand these kinds of texts. They are asked to know the function of these texts as well as understand about the generic structures and grammatical features from these texts. Therefore, the students should have the language competence and

knowledge in writing skill in order to create a text based on kind of text that they have learned.

One kind of texts that should be learned by the students is descriptive text. A descriptive text is a kind of text which is used to describe particular person, place, or thing. It is designed to persuade the reader to imagine the object being described clearly. To write a descriptive text well, the students have to know some information about the object that is going to be described. Moreover, a descriptive text consists of generic structures and grammatical features. The generic structures of descriptive text contain two parts. They are identification and description. In identification, the writer tries to identify phenomenon to be describe. Meanwhile description is to describe parts, qualities and characteristic. Besides, a descriptive text also has grammatical features such as focus on specific participant, uses adjective to explain noun and uses simple present tense. The students can use simple present and adjective clause in writing descriptive text.

Based on the writer teaching practice experience, there were some difficulties faced by the students in the process of producing a descriptive text. First, the students were lack motivation and interest in writing. Harmer (2007) says that many students either think or say that they can not, or do not want to write. It may be cause of lack of confidence; they think that writing is boring, they have nothing to say and they also have to master several rules in writing. Due to the fact of unfamiliarity with English; the learning process is regarded as a difficult activity. Second, the students faced difficulty in choosing vocabulary. They did not know how to start and to write the composition,

even though they had many ideas in their mind. They often stopped writing because they did not know the words that they had to write in English. As a result, the students are lazy to begin their writing. They preferred doing other activities such as talking with their friend, drawing pictures on their note books and asking permission to go outside of the classroom. Third, the students also got difficulties in producing the text because they confuse about the grammatical features of descriptive text. Then, many students often wrote in Indonesian language first and then they translated it into English. They did it to make their ideas flow and their writing have a good arrangement. As a result, many of them were confused in translation because of using inappropriate words and the arrangements of the word were the same as Indonesian language. Their writing sometimes was not understandable.

Furthermore, the problems also came from the teachers. The first problem was the uninteresting techniques and media were used by some of the teachers in teaching writing. The students will pay attention in learning if the teachers use a technique and media that demand on the student's involvement. The attractive and interesting media that is used by the teachers in teaching learning process will help to attract student's interest and make them enjoy so that they can be motivated in understanding the materials. In fact, most of the teachers only use books and students' worksheet as their media in teaching.

The second problem was the time for writing practice was not enough. The teachers tended to spend much time to give explanation about the lesson, such as focus on grammar and how the students can master more vocabulary without giving them a space to practice it frequently. Once they were asked to

produce a text, the teacher gave them a pressure to make a good text in the first assignment. Teachers were supposed to give the students a chance to practice their writing a lot.

Moreover, to help the students in mastering a text, the teachers are expected to be a facilitator during the lesson. It means that the teacher should guide the students in learning until they learn independently at the end of learning process. However, the teachers get difficulties in deciding the best technique or activity in teaching writing descriptive text. Consequently, students are bored and lazy to learn English and produce a text.

One of the aspects to achieve a successful teaching writing is by offering the appropriate technique from the teacher. In teaching writing the teacher can use variety techniques. The teacher should be able to present interesting activity in teaching writing, so that the students will be interested in learning writing.

From the problems above, it is needed to propose one useful technique in teaching a descriptive text. Here, the writer suggests the teachers to use *The Writing Box Activity* in teaching a descriptive text. The Writing Box is a modified container/box which consists of some pictures on it that have self-selected by the students and are interesting to them. When the students are asked to write about the pictures on their box, they will write about things that are interesting to them because they have selected the pictures by themselves from the box. So, it will be easy for them to describe those pictures. The Writing Box Activity also make the students are able to create a lively and

enjoyable classroom atmosphere. It can be a good choice as an effective technique to teach writing a descriptive text.

B. Limitation of The Problem

Since there are many problems in teaching and learning process of writing descriptive texts, it is difficult to discuss all of them in this paper. The writer limits the discussion on the use of Writing Box Activity as a technique to teach writing a descriptive text at Junior High Schools.

C. Formulation of the Problem

Based on the background of the problem, the problem of this paper can be formulated as follows “How the Writing Box Activity used as a technique in teaching writing a descriptive text at Junior High Schools?”

D. Purpose of Writing the Paper

The purpose of writing this paper is to explain how the use of Writing Box Activity as a technique to teach writing a descriptive text at Junior High Schools. In addition, this paper is also aimed at inviting the English teachers of Junior High Schools to apply this activity as one of technique to teach writing in the classroom.