

**TEACHING WRITING A DESCRIPTIVE TEXT BY USING TOURISM
BROCHURES AT JUNIOR HIGH SCHOOL**

PAPER

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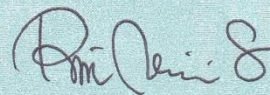
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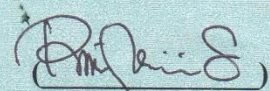
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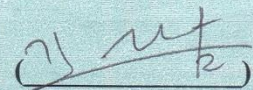
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ABSTRAK

Muhamad, Ramli. 2011. “Teaching Writing a Descriptive Text by Using Tourism Brochures for Junior High School “*makalah*. Padang. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. UNP.

Makalah ini bertujuan untuk menjelaskan bagaimana cara pengajaran deskriptif teks menggunakan brosur wisata. Kemampuan siswa SMP dalam memahami deskriptif teks masih sangat kurang disebabkan karena penggunaan media yang tidak menarik oleh guru dalam pengajaran. Deskriptif teks adalah suatu jenis teks yang berisikan gambaran atau ciri-ciri dari suatu benda, kejadian dan orang termasuk juga sifat dan tingkah laku seseorang. Salah satu media pengajaran yang dapat membantu siswa dalam memahami deskriptif teks adalah “brosur wisata”.

Langkah-langkah dalam pengajaran deskriptif teks dengan brosur wisata yaitu *preparation*, *pre-teaching*, *whilst-teaching* dan *post-teaching*. Pada *preparation* guru mempersiapkan materi deskriptif teks, media ajar yang akan digunakan, brosur wisata dan rencana pengajaran. Pada *pre-teaching* guru mengaktifkan latar belakang pengetahuan murid dengan memperlihatkan brosur wisata. Pada *whilst-teaching* guru memodelkan sebuah deskriptif teks tentang tempat wisata, membagi murid ke dalam beberapa kelompok, memberikan satu brosur wisata dan menyuruh tiap kelompok untuk menulis sebuah deskriptif teks. Pada *post-teaching* guru memberikan satu brosur wisata kepada tiap siswa dan menugaskan murid untuk menulis sebuah deskriptif teks di rumah dengan bantuan brosur wisata tersebut.

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By saying “*Alhamdulillahirabbil ‘Alamin*”, the writer would like to express his praise to Allah SWT, who has given the writer chance, knowledge and strength in finishing this paper entitled “Teaching Writing a Descriptive Text by Using Tourism Brochures at Junior High School”. He also sends *shalawat* and *salam* along with greetings to the prophet Muhammad SAW, the last prophet and the greatest leader of human being.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an important skill to be mastered by students who learn English as foreign language. By writing, students can express their ideas, thoughts, feelings and experiences to the reader. In other words, writing can be said as a means of communication between writer and reader. Writing is a skillful activity that involves knowledge, ideas, and critical thinking of students. Therefore, writing is considered as a complex skill for students because it requires a high level of effort and concentration.

Based on the Curriculum 2004 which was developed into Level of Education Curriculum Unit (KTSP) 2006, teaching writing at junior high school is done through genre-based approach. Genre based approach relates with teaching and learning various kinds of text. In this approach, different kinds of texts are introduced to students. Each text has special characteristics and it is arranged in certain arrangement. Those kinds of texts are descriptive, procedure, recount, narrative, and report.

At the second level of the junior high school, one of the texts that should be written is a descriptive text. Descriptive text is a text which describe a person, a place, or a thing, and the aim is to reveal a subject vividly. This text has purpose to make readers see, feel, and hear what the writer have seen, felt, and heard.

Based on the writer friend's experience in teaching practice at SMPN 25 Padang, there are some problems that make students find it difficult to write a

descriptive text. The first problem is lack of ideas. Most of Junior High School students have no idea when they are asked to write, so they do not know what they are going to write. As we know, idea is one of the most important aspects in writing and it is the key in writing. Without ideas, the students cannot write something or a text.

The second problem is grammar. In writing, grammar takes an important role because to arrange each sentence and develop it to become a good text, the students have to use correct grammar. However, most of the students never concern about grammar when they write a text. They think idea is more important in writing whereas to form the text and arrange every idea, grammar is really needed. Therefore, when they write a text, their writing is full with grammatical mistakes.

The next problem is lack of vocabulary. Mastering vocabulary in writing is important to develop the text, and it also helps the students to support their idea and convey it in writing. However, most of the students do not really pay attention to the vocabulary. In the teaching and learning process, they are lazy to look up the meaning of a word in the dictionary and seldom use new vocabulary that they just know. That is why they just have a little vocabulary. When they write a text, they do not know what are the appropriate words that they have to write.

Media that is used by the teacher also become a problem for the students. The teachers tend not to use media in teaching. In teaching English, the teachers should use various kinds of media that can make the students interested in learning especially in teaching writing. It is expected that they choose a media that is suitable to use in the classroom.

According to Cimcoz (1999), there are other reasons why writing is so difficult for junior high school students. They are not able to write, feel foolish when they could not find the most suitable words and want to keep themselves away from experience of having a topic and blank paper. That is why the students considered writing, especially in English as a difficult task. Alwasilah (2001) states that writing is considered as the most difficult skill to be acquired and he states writing is a skill like other skill, it can be learnt.

Due to reasons above, the teachers have to find good solution and make the students interested in writing English and change the opinion that says writing is the hardest skill to be acquired. There are some ways to solve this problem. It can be started from applying various methods and using various kinds of media in the teaching. In teaching writing especially for descriptive text, the teachers have to use suitable media that can interest the students to write. There are many kinds of media can be used by the teachers in teaching a descriptive text to junior high school students. One of them is by using tourism brochures. Tourism brochure is a booklet that contains information from hotels, special trips resorts, etc. The features of tourism brochure consist pictures of places such as hotels, resorts, restaurants and brief description of each places, cost, etc. because of tourism brochures consist pictures and brief description of places, it will help students on finding the idea, words and constructing the grammar while write the text. More over This kind of media is also easy to be found and simple to be applied in the classroom. Therefore, using tourism brochures in teaching a descriptive text is considered as an alternative media to teach writing a descriptive text to junior high school students.

B. Limitation of the Problem

There are many kinds of media that can be used by the teacher to help the students in writing. This paper is limited to use tourism brochure as one of the media in teaching writing a descriptive text to junior high school students.

C. Formulation of the Problem

Based on background of the problem above, this paper is formulated as follows: How do the English teachers use tourism brochure in teaching writing a descriptive text to junior high school students?

D. Purpose of the Paper

The purpose of this paper is to explain to English teachers how to use tourism brochures as a media in teaching writing a descriptive text to junior high school students. It is expected that the teachers can use this kind of media in teaching in order to make students interested in learning writing especially for writing descriptive text.