The use of literacy approach to teach writing of descriptive text at the seventh grade students Of SMPN 1 Ngebel

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Abstract

The main purpose of teaching learning English in Junior High School to develop the students’ competence and knowledge in four language skills, Speaking, Reading, Listening and Writing. One of the difficult skills is writing. In this research are describe how are the uses, problems, and solutions of the use of Literacy Approach to Teach Writing of Descriptive Text At The Seventh Grade Students of SMPN 1 Ngebel in Schooling Years 2013/2014. Literacy approach is one of the approaches used to teach writing especially in descriptive text because Literacy approach is the ability to read and write. There are some step of teaching writing, they are planning, composing, and revising. This research uses descriptive qualitative research. Participant/Informant of the research are the English teacher and the seventh grade students of SMPN 1 Ngebel Ponorogo. This research uses purposive sampling technique. The techniques which are used to collect the data are observation, interview, and documentation. Techniques of the data analysis are data reduction, data display and drawing conclusions. The result of the analyzing data indicates that the uses of literacy approach in teaching writing of descriptive text are divided into two steps. The first is preparation steps and the second is learning process. The learning process uses literacy approach includes introduce and giving explanation the descriptive text, give the modal of the descriptive text and have text to analyze, make group work to discussion the students’ ideas, give the chance to make students’ own product and also checking the students' understanding about the material. Besides, the problem of the use literacy approach in writing of descriptive are sometimes the students are noisy in the classroom and their vocabulary are still low. The students feel afraid to deliver their opinion and ideas in teaching and learning process. The solution of the use literacy approach in writing of descriptive are the students must make group work of the students’ worksheet, Teacher controls the students and gives scores for students.

Keywords: descriptive text; literacy approach; teaching writing

INTRODUCTION

English is one of the languages that are widely used in the world. It is an important means of communication in the global community. According to Gerhand in (Nuri, Erlik 2011: 1) “English is studied by people who live in different place where it is not the first language of that people who live in”. It means that English is used by people in the world as a second language. English language learners have to master language skills: listening, speaking, reading, and writing. It is supported by Cahyono (2010:ix), “When learning a language, people need to possess what native speakers or competent users of language possess, that is skills in listening, speaking, reading, and writing”. The four skills have been taught from elementary schools, junior high school, senior high school, until university. Among the four skills, writing is the most difficult skills. Luluk Rahmawati in (Cahyono, 2010:27) states “Writing is one of four language skills that should be taught to the students”.

Based on interview with students of SMP N 1 Ngebel especially the seventh grade students. The researcher found some problems in teaching learning process. The students are also still confused about the grammar, vocabulary, and content of descriptive text. The students cannot develop their idea and confused to related one idea to other ideas. Then, the students are passive and keep silent when students face many difficulties about the material. Based on the problem above, the researcher
chooses literacy approach as a solution to teach writing. According to Cooper in (Mmela (2006: 19) “
Literacy is the ability to effectively use all the language arts of reading, writing, speaking and
listening”. It means that literacy is suitable and effectively approaches to use of teaching English. By
using literacy approach, the students can know the steps to make a good writing and it is very useful
for students to express and develop students’ ideas. Then, the students have knowledge about
descriptive text, the generic structure and language features of descriptive text itself after the teacher
uses the literacy approach to teach.

Teaching and learning process is the activity in the class done by teacher and students to get
knowledge, information, and purposes. Many definitions about teaching and learning are given by
some experts. Brown (2000:7) states “Showing or helping someone to learn how to do something,
giving instructions, guiding in the study of something, providing with knowledge, causing to know or
understand”. He also says “Teaching cannot be defined apart from learning. Teaching is guiding and
facilitating learning, enabling the learner to learn, setting the conditions for learning” Brown (2000:7).
Based on theories above, it can be concluded that teaching and learning is on effort done by the
teacher in guiding students to get knowledge and to understand something.

In teaching learning process, there are some elements of teaching. They are described as
follows:

a. Teacher

Teacher is the most powerful element in teaching learning process. It is supported by Edge
(1999:11) “Teacher is the most powerful person in the classroom”. Meanwhile, according to
Narayana, Krisna (2004:187) “Teacher’s job is to assist the learner for creating the learning situation”.
From all the theories above it can be concluded that the best and the effective teachers should study
their teaching practices and process before performing in the class and also assist the students.
Moreover, Teacher should have more than just enough as an observer, helper and provides assistance
to the learners. According to Edge (1999:11-12), “There are the most important things that need to be
taken care of: Organization, Security, Motivation, Instruction, Modeling, Guidance, Information,
Feedback, and Encouragement”.

b. Learner

Learners are one of the elements of teaching. According to Edge. There are typical of good
language learners, although no learner would have them all. (Edge, 1999:9). There are as follows:
1. They have a positive attitude about the language they want to learn and about speakers of that
language.
2. They have a strong personal motivation to learn the language
3. They are confident that they will be successful learners
4. They are prepared to risk making mistakes and they learn from the mistakes that they make.
5. They like to learn about the language
6. They organize their own practice of the language
7. They find ways to say things that they do not know how to express correctly
8. They get into situations where the language is being used and they use the language as often as
they can
9. They work directly in the language rather than translate from their first language
10. They thing about their strategies for learning and remembering and they consciously try out new
strategies

c. Material
Material is also important in teaching and learning process. According to Edge (1999: 43) “Material is used to support learning and teaching”. The teacher must be creative to choose and design material so it can make teaching learning process more interested.

d. Media

Media are the last elements that are very important in teaching and learning process. Media are used to help teacher to explain the material. According to Muhamad Saleh in (Bambang Yudi Cahyono 2009:28) “… of using media, media must be fun, help students to think and explore their ability by themselves, and be easy to do, but challenging”. It means that media must be interesting for learners and it make them fun and enjoy in learning process.

Writing is one of the English skills. It is supported by Pryla Rochmah Wati in (Cahyono, 2009:50) ”Writing is one of the four basic language skills which plays an important role in the context of english teaching as a foreign language in Indonesia.” Nunan (2003: 88) also states “Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader”. Based on theories above, it can be concluded that writing is one of the four basic language skills used to express ideas and feelings and to organize them into statements and paragraphs.

Writing is a process that includes many stages. It is important for teachers and students to know the process of constructing text. According to Peters and Smith in (http://www.classroom.pdf.pages:21) “During the Class daily writing block teachers clarify for students the differences between the authorial aspect of writing (planning, composing, revising) and the secretarial aspect of writing (recording and publishing)”. It means that writing process consists of planning, composing, and revising.

Literacy approach is the ability to read and write. According to Cooper in Chair, Niles, Kelly, Tlou (2006:19) “Literacy is the ability to effectively use all the language arts of reading, writing, speaking and listening”. Meanwhile, McGee & Richgels in Chair et al (2006:19) “Language is at the hub of literacy development, and the ability to read and write is considered to be literacy”. Based on theories above, it can be concluded that literacy is ability to read and write, also ability to effectively use all the language of reading, writing, speaking and listening.

Besides, According to Kern (2002:6) “Literacy has seven principles that can be derived from this definition and applied very concretely to language teaching. They are as follow: Literacy involves interpretation, Literacy involves collaboration, Literacy involves conventions, Literacy involves cultural knowledge, Literacy involves problem solving, Literacy involves reflection and self-reflection, Literacy involves language use”. Based on statements above, it can be concluded that Literacy has seven principals as follows: Interpretation, collaboration, convention, cultural knowledge, problem solving, reflection and self reflection and language use. The teachers should combine and apply the seven principals in the classroom in order to obtain a good teaching and learning in the class.

A Descriptive Text is a text that describes the features of someone/person, things, or a certain place. It is supported Rasyid in (Bambang Yudi Cahyono, 2009: 126) “A descriptive text, in particular, functions to people, places, or things by identifying and describing what they look like”. Based on all explains above, it can be concluded that descriptive text is a kind of the text of describing and identifying the people, places, or things.

The characteristics of descriptive text are about the generic structure and language features. They are described as follows:

a. Generic Structure
Generic Structure is the manner in which information is organized and presented. According to Fikri Fauzi Alawi (2011:2), the generic structure of a descriptive text mainly consists of: Introduction and Description.

b. Language Features

Language Features is the specific characteristic in text. According to Fikri Fauzi Alawi (2011:25), the language features of descriptive text consists of:
1) Verb in the present tense
2) Adjective to describe the features of the subject
3) Topic sentences to begin paragraphs and organize the various aspects of the description

METHOD

The use of research methodology is an important factor in a research because the success of research depends on the accuracy in applying the method. The researcher will discuss place and time of the research, approach and types of research, source of data, technique of collecting data, research procedure, data validity, and technique of the data analysis.

a. Approach and Type of Research

In this research, the researcher uses qualitative method research. The researcher uses qualitative method to study phenomena from the object of the research. It is about the implementation of the literacy approach to teach descriptive text at the seventh grade students of SMPN 1 Ngebel in Schooling years 2013/2014. According to Holloway in Sary Wahyuni (2012:2), “Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”. It means that qualitative research is a social research that focuses on interpretation of people and makes meaning of experiences in human live. Descriptive qualitative is used to analyze data as the type of research. It is supported by Kothari (2004:2), “Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present”. It means that descriptive research is a research for surveys and fact finding. The descriptive research is a research to solve the problem based on the data.

Beside, the other types of research which is categorized in this research is case study. Yin in (Wahyuni, 2012:10) state, “Case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used”. It means that case study research method as an empirical data based on real phenomenon and context of life. Based on all explanation above, it can be concluded that the type of the research in the study are descriptive qualitative research and case study research.

b. Research Procedure

This research is done in some steps. The procedures of research used by the researcher are:

1. Planning

Before doing the research activity, the researcher must prepare some matters. The preparations of the research activity as are follows:

a. Proposing the title of researcher
b. Reviewing references relate to the research problem
c. Asking permission to the head master of SMPN 1 Ngebel in the schooling year of 2013/2014.
d. Observing the existing condition of SMPN 1 Ngebel in the schooling year of 2013/2014.
e. Arranging the research instrument

2. Application
The activities of application are: Collecting data, Analyzing the collected data, and Making a conclusion of the data analysis

3. Reporting

In this step, the researcher writes the research report in form of a thesis and arranges the final report.

**FINDING AND DISCUSSION**

The researcher explains the result of the research, which has been conducted in May 2014 at the seventh grade students of SMPN 1 Ngebel Ponorogo in the schooling year of 2013/2014. The supporting data are observation, interview, and documentation. The research finding and data presentation are described as follows:

a. **Data Presentation**

The researcher presents the data based on the result of the observation, interview, and documentation as follows:

1. **The Result of the Observation**

   The observation is conducted in 12th May, 2014. In this research, the observation has some goals. It is to observe the uses of literacy approach in teaching writing of descriptive text, the problem and solution when the research is conducted in classroom practice. The researcher gets clarification from the uses of literacy approach in teaching writing of descriptive text. They are follows: Preparing the material, Determines the Instructional Purpose, Preparing the lesson Plan and Syllabus, Teaching and Learning Process (Pre-Activity, Whilst-Activity, and Post-Activity).

2. **The Result of Interview**

   a. The Result of Students’ Interview in the Seventh Grade Students of SMPN 1 Ngebel in the schooling year of 2013/2014. Based on the result of interview from the students of SMPN 1 Ngebel, the researcher can concluded that by using literacy approach for teaching writing to the seventh grade students. There as follows:

   1) Most of students have difficult and afraid to share their opinion or ideas because of limitation of vocabulary and grammar.
   2) Most of students like to learn writing English especially learn descriptive text because the teacher uses famous people as a media and literacy as approach of teaching.
   3) All of students like the learning activity and the teacher’s presents.
   4) All of students feel that using literacy approach makes their vocabulary and grammar improves.
   5) All of students know the good steps of writing, especially writing the descriptive text.

   b. The Result of Teachers’ Interview in the Seventh Grade Students of SMPN 1 Ngebel in the schooling year of 2013/2014. The researcher gets data as follows:

   1) The teacher uses literacy approach in teaching writing of descriptive text.
   2) The teacher uses three steps in teaching learning process. They are pre-activities, whilst-activities, and post-activities.
   3) The implementation of literacy approach to teach writing of descriptive text make some students often noisy and the students’ knowledge about English is still low, especially vocabulary and meaning in Indonesia language.
   4) The use of literacy approach in teaching writing of descriptive text can make students interested in involving the lesson and enthusiastic in learning process. Teacher also uses picture of the famous people and poster as media. It can makes the students understand and active in the process of teaching and learning process.
5) The teacher asks students to do task individually in the beginning. After that, they make group work to discuss with friends. Teacher controls the students when the process teaching and learning process happens, and the teacher gives score for students.

3. The Result of Documentation

The researcher uses documentation to get the data. In this research, the researcher gets the data of documentation as follows: Lesson Plan (RPP), Syllabus, The Student’s name list and score, The photograph.

CONCLUSION

The researcher presents the conclusion and suggestion of research to explain the implementation, problem and the solution of using Literacy Approach to Teach Writing of Descriptive Text at the Seventh Grade Students of SMPN I Ngebel.

1) The use of literacy approach to teach writing of descriptive text at the seventh grade students of SMPN 1 Ngebel in Schooling years 2013/2014. They are as follows: (a) The planning of literacy approach to teach writing of descriptive text, before doing teaching learning process, the teacher makes the lesson plan (RPP) and syllabus to teach the material. In the implementation of literacy approach to teach writing of descriptive text, the teacher uses three steps: pre-activities, whilst-activities and post-activities. (b) The implementation of literacy approach to teach writing of descriptive text, the teacher starts the teaching learning process by giving greeting to the students, then the teacher shows the picture as media to make the teaching and learning process more be fun and interesting to the students. Then, the teacher gives explanation students can read and write correctly. The last, the teacher gives worksheet and collects the worksheet.

2) The problems of implementation of literacy approach to teach writing of descriptive text at the seventh grade students of SMPN 1 Ngebel in Schooling years 2013/2014. They are as follows: (a) Sometimes the students are noisy in the classroom and their vocabulary is still low. (b) The students feel afraid to deliver their opinion and idea in teaching and learning process.

3) The solution is done to solve the problems in implementation of literacy approach to teach writing of descriptive text at the seventh grade students of SMPN 1 Ngebel in Schooling years 2013/2014. They are as follows: The teacher asks students to do task individually in the beginning. After that, they make group work to discuss with friends. Teacher controls the students when the process teaching and learning process happens, and the teacher gives score for students.

Based on the result of this research, some suggestions are described as follows:

1. For the Teacher

   The application of various kinds of teaching approach, technique, and method is to provide the students, especially with new approach to study interesting and students have high more enthusiasm. Teachers are suggested to use the approach and give motivation to the students so that the students can feel more confidence in studying the material.

2. For the Institution

   Institutions are suggested to motivate the teacher to apply various kinds of approach and media in learning process. It can be done by providing the teachers with supporting facilities.

3. For the Students

   Students are suggested to participate in learning activities. The implementation of literacy approach to teach writing of descriptive text makes students brave to answer the questions, and show up their ideas in classroom. It also can help the students to understand the material well. The last, students know the steps of writing and can make a good of descriptive text.

4. For the Future Researcher
The future researcher need to conduct other researcher dealing with teaching English to Junior High School’s students by using different participants, methods of collecting data or theories to analyze the data.

REFERENCES


