

TEACHING WRITING A DESCRIPTIVE TEXT BY USING THE BIO-POEMS STRATEGY TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Permasalahan utama yang dihadapi oleh siswa dalam menulis teks deskriptif yaitu mereka kesulitan dalam mengungkapkan dan mengembangkan gambaran mereka terhadap objek yang akan dideskripsikan. Untuk mengatasi ini, penulis menggunakan strategi yang disebut dengan Bio-poems. Tujuan penulisan artikel ini adalah untuk menjelaskan bagaimana cara menggunakan strategi Bio-poems dalam mengajar *descriptive text* kepada siswa SMP. Di awal pembelajaran (BKOF), guru membangun pengetahuan siswa dengan menjelaskan topik yang akan dibahas dengan memperlihatkan gambar. Selanjutnya, pada MOT guru menulis *descriptive text* berdasarkan gambar, kemudian guru dan siswa membuat *bio-poems* berdasarkan teks tersebut. Setelah itu, pada JCOT siswa diminta untuk membuat *bio-poems* dan menulis *descriptive text* didalam kelompok. Diakhir pembelajaran (ICOT), siswa diminta untuk menulis *descriptive text* secara individu dan guru memberikan ulasan dan menyimpulkan pelajaran bersama-sama dengan siswa. Siswa akan lebih mudah dalam mengungkapkan dan mengembangkan gambaran mereka terhadap objek yang akan dideskripsikan.

Kata kunci: Teks deskriptif, Keterampilan menulis, Bio-poems

A. Introduction

The four English skills that are compulsory to teach in the school are listening, speaking, reading and writing. Among the four language skills, writing tends to be the most difficult skill for students to be learned and to be mastered. Meanwhile, it is clearly stated in English curriculum for Junior High School that the students are expected to be able to communicate actively in English both spoken and written form (Depdiknas 2006). Furthermore, the students should learn many kinds of text, including interpersonal, functional, and monolog text. There are five types of monolog text that being taught to Junior High School students such as procedure, descriptive, recount, narrative and report.

Based on the writer's preliminary experience, the writer found that most of the students have difficulties in writing a descriptive text. The main problem is the students have difficulties in organizing and developing their description about an object which is being described in the descriptive text. As a result, they usually

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get stuck in writing a descriptive text. In addition, they are not eager to learn and they have low motivation to act.

Regarding to the reasons above, it is necessary for a teacher to use appropriate strategies in teaching writing a descriptive text. The writer proposes to use Bio-poems strategy in teaching writing a descriptive text to Junior High School Students. Bio-poems is a good activity for the students who have difficulty in expressing their description about thing in writing a descriptive text. Bio-poems are poems that describe someone by using a specific format which is organized in several lines and in any of the lines there are several ideas that have to be included in. The purpose of this article is to describe how the English teachers use the Bio-poems strategy in teaching writing a descriptive text to Junior High School students.

Hogins (1975) states that the purpose of description is simply to describe; to directly present things. Sorenson (1988) claims that a description or descriptive text has some general characteristic, such as: a subject worthy of description, an emphasis, either direct or indirect, on the five senses, use of figures of speech, especially to enrich description and spark reader interest, a topic or thesis sentence that names the subject to be described and establishes the attitude toward the subject, etc. it can be concluded that descriptive text is a kind of texts that describe an object such as person, place and thing. Descriptive text is aimed for telling the readers how something looks like.

Each of genres has its own generic structure and language features. Gerot and Wignell (1994) claim that the generic (schematic) structure in descriptive text consists of two elements. The first element is identification that is about the opening paragraph where the character (person, place, thing) are introduced. The second element is description, which describes the character. It usually describes the parts, qualities and characteristics of the object.

As other kinds of text, descriptive text has its own language features. There are four significant language features of descriptive text that support the form of the text. They are focus on specific participant, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal group and use of simple present tense.

In teaching writing to junior high school students, based on KTSP 2006, the writing skill is taught through a process genre approach. This approach is more emphasized on relation purpose and form, since this approach is a combination of the process approach and genre approach. According to Badger and White (2000:20), one of the combinations of process and genre approach is called process genre model.

Clearly, there are several steps which should be done by the teacher in teaching writing to Junior High school students proposed by Martin (1992), they are building knowledge of field (BKOF), modeling of text (MOT), joint constructing of text (JCOT) and independent construction of text (ICOT).

In teaching writing a descriptive text to the students at junior high school, the teacher can use some teaching strategies to make their students interested in learning. Bio-Poem is one of the teaching strategies that the teacher can use. According to Knipper and Duggan (2006:467) a bio-poem is an excellent strategy

to achieve a deeper understanding of a historical figure. In line with this, Gere (in Sejnost, 2009:161), say that the Biography Poem is yet another effective after-reading strategy that requires students to focus on important concepts of a topic and then follow a specific formula to compose a biographic poem featuring those concepts. It means that bio-poems are a strategy that allows the students to think critically about a character. In addition, the students are guided by the pattern of bio-poems in order to make us easier in gathering the information of a topic.

Teaching writing a descriptive text by using bio-poems strategy is expected to improve the students' ability in writing a descriptive text. Creating bio-poems will help the students in writing because it allows them to express their ideas in pleasure way. In addition, the teacher can monitor the students' process in writing starting from the pre-writing, drafting and then revising and editing. The most important thing is by using bio-poems the students can plan what they are going to write and then they can produce a final product in the form of a descriptive text.

B. Discussion

A good teacher has to make some preparations before conducting teaching and learning process. There are some points that should be prepared by the teacher before conducting teaching and learning process, such as material, media, and lesson plan. In addition, there are some procedures that teacher has to follow in teaching writing through the process genre model, those are building knowledge of field (BKOF), modeling of text (MOT), joint constructing of text (JCOT) and independent construction of text (ICOT).

a. Preparation

The teacher has to prepare an appropriate material for the students so that they have a sense of joy in learning. The teacher not only can use the materials from the textbook, but she also can combine it from the other sources such as internet. Then, the teacher has to prepare the media because it is helpful for both teacher and the students in conducting teaching and learning process. Besides, it will make the student interested and motivated in learning. The last one is lesson plan. In lesson plan, there is written procedures that are going to be used by the teacher as a reference in teaching. The lesson plan will produce many benefits for the teacher, such as it will help them to teach systematically and inspires her in improving the teaching and learning process further.

b. Procedure

1. BKOF

Building knowledge of field (BKOF) is the first stage in teaching and learning process. In this stage, the teacher greets the students in order to open the class and create a good teaching and learning atmosphere, and then she checks the attendance list. After that, the teacher relates the previous lesson with the new one that is going to be taught to the students, that is descriptive text. Before the teacher explains about the descriptive text, the teacher shows a picture of an actor (Iqbaal Dhiafakhri Ramadhan). After that, the teacher asks some questions related to the picture in order to activate the students' background knowledge.

After the teacher and the students discuss it together, the teacher explains the object of the discussion before, like telling the students about what they are going to learn is about descriptive text and then tells them what the descriptive text is. Next, the teacher also explains to the students that they are going to learn using bio-poems strategy as a pre writing activity in writing a descriptive text about person. In that bio-poems will be covered lots of information about a specific person.

2. MOT

The second stage is Modeling of Text. In this stage, the teacher explains how to write a descriptive text based on the picture that has been discussed before. The teacher writes it on the whiteboard and she should give a model of the steps in writing a descriptive text, so that the students know about how to write such kind of that text.

Then, the teacher tells the students about the generic structure and the language feature of descriptive text. After the students have known about it, the teacher and the students discuss the generic structure and language features based on the text that was written before. The teacher has to lead the students to find the right generic structure and language features of the text.

After that, the teacher explains about the use of bio-poems strategy in writing a descriptive text. Here, the students become involved in composing and writing a bio-poem of Iqbaal together with the teacher. Such kind of this activity is intended to improve the students' memory and comprehension about the text that has been explained by the teacher.

3. JCOT

In Joint Construction of Text, the students are divided into several groups and they are required to create a simple text with pairs or in group. There are several activities in Joint Construction of Text: First, the teacher divides the students in a group of four or five. Second, the teacher will give a picture of the famous actor or actress which is going to be illustrated to each group. Third, after the students have finished their bio-poems, the teacher and the students discuss it together, which is done in order to revise and edit it. Fourth, the teacher asks the groups to write a descriptive text. Fifth, the teacher and the students will revise and edit the students' work again. Here, the teacher invites two or three groups as a representative to share their work.

4. ICOT

In Individual Construction of Text phase, the teacher asks the students to write a descriptive text individually. Then, the students submit their individual work and the teacher checks the students' writing. When the students' writing is not good, they will be asked to revise and edit their work. After that, the teacher and the students discuss the lesson that has been learned on that day. Finally, the teacher gives such kind of feedback and reinforcement toward the learning process and what have been achieved by the students. In addition, the teacher has to conclude and review the lesson in a whole class in order to make sure whether the students are really understand about writing a descriptive text.

C. Conclusion and Suggestion

The use of bio-poems strategy can minimize the students' difficulties in writing a descriptive text. There are some steps that have to be followed by the teacher in implementing the use of bio-poems in teaching writing a descriptive text. All of the steps are required the students to be involved in the process of teaching and learning process. Hence, it can make the students become more active and then they are interested to learn. In addition, the use of bio-poems strategy in teaching writing a descriptive text is considered effective in helping the students to organize and generate a lot of ideas to write about an object. It is an interesting and enjoyable strategy because it can make the students become more motivated and enthusiastic in learning. Therefore, it can increase the students' ability in writing a descriptive.

The use of bio-poems strategy is very helpful and also motivates the students in writing a descriptive text because it makes them more enthusiastic and enjoyable in learning. The writer suggests the teacher to be more creative in adapting the bio-poems' pattern that is going to be given to the students. The advantage is in order to cover the details that have to be included in the descriptive text itself. Besides, the teacher has to choose familiar pictures for the students in order to arouse the students' interest. Then, the teacher has to pay attention to the students' ability in writing, thus the teacher can decide whether this a ctivity has to be done individually, in pairs or in groups by the students.

Note: This article was written based on writer's paper that is supervised by Muhd. Al-Hafizh, S.S., M.A.

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