



Teaching Method In Writing Descriptive Text (A Descriptive Study at the Seventh Grade Students of Thammislam Foundation School Academic Year 2023)

Fahri Akbar¹, Pirman Ginting²

^{1,2} Universitas Muhammadiyah Sumatera Utara, Indonesia

Email : Fahriakbar772@gmail.com

ABSTRACT

This study investigates the instructional approach English teachers employ in teaching descriptive writing to seventh-grade students at Thammislam Foundation School during the Academic Year 2023. What challenges does the English teacher encounter when instructing seventh-grade students at Thammislam Foundation School during the Academic Year 2023 in the area of writing descriptive texts? The research objectives are categorized into three distinct areas: writing, descriptive text, and the instructional methods employed by English teachers. The present study employed a descriptive qualitative research design. The researcher assumed the role of a non-participant observer. The researcher conducted three observations in a seventh-grade classroom and interviewed with an English teacher to gather information about the instructional methods employed in teaching descriptive writing. The observed population comprises 28 students enrolled in the seventh grade at Thammislam Foundation School during the academic year of 2023. The data collection instruments employed in this study encompassed observation, interviews, and the examination of relevant study documents, including modules, student worksheets, and curriculum materials. The researcher employed a three-step process to analyze the data. The three main components of the research process include data reduction, data display, and conclusion verification. Researchers employ triangulation as a means to enhance the trustworthiness of the data. The research findings indicate that the activities conducted by the teacher during the initial and subsequent meetings were consistent with the principles and framework of task-based language teaching. Implementing task-based language teaching in a classroom typically involves three distinct stages: the pre-task stage, the task cycle, and the language focus stage. The challenges encountered by the student included a limited vocabulary and a need for more proficiency in selecting appropriate verbs for constructing sentences. The instructor assigned exercises to enhance the students' vocabulary and proficiency in selecting the appropriate verb for each sentence. The models used for the tasks were evaluated based on their ability to match the given criteria accurately. In addition, the instructor employed a systematic approach to facilitate comprehension among the students, particularly in the context of composing descriptive texts.

Keyword

Methods, Writing, Descriptive Text

INTRODUCTION

Writing is very important for English learners because it can provide valuable information for those who need it (Haryadi et al. 2021; 46-47). This requires the ability to integrate words into meaningful sentences. Harlena (2019) says that writing is a complex process that allows students to explore their thoughts and ideas and make them visible and real. According to Styati and Rodliyah (2021), proficiency and interaction between students is very important in writing activities because when students are competent and given the opportunity to interact, communicate, and collaborate with others, they tend to produce quality writing. That is, grammar is very useful to support students' writing skills and expand their vocabulary so that they can communicate effectively and apply their writing skills.

Along with phonetic systems, grammar and culture, vocabulary in writing English is one of the most important aspects of learning English. It necessitates considerations such as organization, content, grammar, punctuation, spelling, and quality expression (Javadi-Safa, 2018). Writing is ranked last in the hierarchy of language abilities, trailing only speaking, listening, and reading (Nittrouer & Caldwell-Tarr, 2016). Regardless, many students consider writing to be the most difficult element of the learning process (Natsir, 2023). It's understandable considering that many pupils have limited vocabularies, making it difficult to develop concepts into written work. Students must have the ability to write because it is a fantastic instrument for communication. Writing allows people to convey their ideas, feelings, and announcements. Furthermore, many people use writing to communicate effectively and efficiently, such as mailing letters, business letters, and vital product information.

Muhammad (in Nasser, 2018) states that, at various phases of their education, students may encounter numerous writing challenges. This is consistent with Styati and Rodliyah's (2021) assertion that student abilities and interactions are crucial for writing activities. When students are competent and given the opportunity to interact, communicate, and collaborate with others, they tend to produce high-quality writing. In this instance, grammar is extremely useful for supporting students' writing skills and expanding their vocabularies, allowing them to communicate effectively and implement their writing skills. This is because grammar helps students improve their writing and increase their vocabulary.

This paper aims to discuss the ability of teaching methods in writing descriptive texts at the seventh-grade students of Thammislam Foundation School Academic Year 2023. Descriptive texts are English texts that describe and

reveal the characteristics of some objects, places or creatures in general without searching or digging deeper. and extensive research (Ahmed, 2023). Teaching descriptive writing material in English requires learning aids as a tool to support the learning process, because the material contains elements that cannot be explained by teaching methods alone. Then You need study material that is relevant and interesting for this one (Jasmawati, 2019; Naserly, 2020). Writing descriptive text requires something that can be defined so that later it will be written into an explanatory text (Meisarah, 2023: 130). The object used to write this text can be anything that is around us, both that can be touched and that which cannot be touched connected, like pictures on the internet (Hermawan, 2018).

As descriptive text is included in the English curriculum in Indonesia (Kemendikbud, 2013), it is essential for both the teacher, who is responsible for delivering it in the classroom, and the students, who are expected to grasp it, to know how the text should ideally be composed. Descriptive text, like other text types, is not only constructed with some rigid rules in the form of sentences, but also composed by contemplating its purpose and the meaning of each structure; therefore, teachers must have sufficient knowledge of how these clauses make sense (Noprianto, 2017: 66). In other words, teachers must possess a solid understanding of Systemic Functional Linguistics (SFL).

Task-based language education is an approach centred on tasks as the basis of the teaching-learning process, according to Richards and Rodgers (2004: 223). The strategy may help draw students' attention to the attainment of writing skills and enhance their motivation by actively engaging them in learning. Furthermore, adopting an appropriate strategy in teaching writing helps overcome problems that arise in writing class. Based on that description, in February of 2023, an observation was conducted by a researcher at Thammislam Foundation School. The Thammislam Foundation School was selected by the researcher based on specific criteria. One notable aspect is that the educational institution possesses adequate resources to facilitate the pedagogical process. Additionally, the seventh-grade cohort comprises nine classes. The second point, this educational institution boasts a commendable standing in terms of completing its students' academic programs.

According to the interview, there is a diverse range of students in each seventh-grade classroom. English classes exhibit varying levels of proficiency, characterized as high, moderate, and low. The effectiveness of English language instruction is contingent upon the approach adopted by the English teacher during instruction. The English instructor is required to employ a suitable approach when instructing English, particularly in the area of writing

proficiency. When selecting a teaching method, the English teacher must determine whether it suits the students. The English instructor is tasked with assessing whether the entirety of the student body in the classroom can comprehend the material presented. The English instructor must assess the aptitude of their students in order to identify their areas of proficiency and areas that require improvement. The researcher has chosen descriptive text as it aligns with the English curriculum taught to seventh-grade students.

Based on the background above, the researcher is interested in conducting research entitled Teaching Method In Writing Descriptive Text (A Descriptive Study at the Seventh Grade Students of Thammislam Foundation School Academic Year 2023).

RESEARCH METHODE

The present study employs a descriptive qualitative research methodology. The study adopts a multi-methodological approach, utilizing an interpretive and naturalistic perspective in examining the phenomenon of Metter. Sugiyono (2017) also mentions that qualitative research is concentrated on description of the meaning of induction data obtained from natural objects where the researcher acts as a research instrument. These sources are used to describe both routine and problematic moments, as well as the meanings attached to them, in the lives of individuals.

This study focuses on the English instructor who teaches seventh-grade students at Thammislam Foundation School. The study is confined to the instruction of writing skills among seventh-grade students at Thammislam Foundation School, per the researcher's limitations. The researcher selected class VII based on observations and interviews conducted with the English teacher, which indicated that this particular class demonstrated more significant levels of activity and proficiency in writing compared to other classes. The total number of students in this particular class is 28. The group comprises 12 individuals who identify as male and 16 individuals who identify as female.

1. Observation

In the capacity of a non-participant observer, the researcher observes the teaching and learning activities in writing classes. The researcher has established a collaborative relationship with an English teacher to facilitate the systematic observation of the teaching and learning process. This endeavour aims to scrutinize the teacher's pedagogical approach, the students' reactions, and the classroom activities. The researcher will continue to collect comprehensive data until a comprehensive

understanding of the writing instruction method has been achieved. Upon conducting classroom observation, the researcher documents descriptive and reflective notes in the field notes.

2. Interview

Conducting an interview is a reliable method for obtaining unbiased and authentic information, particularly in the context of the teaching and learning process within a writing class. The selection of key informants is crucial for researchers to obtain sufficient information regarding the issues at hand. The researcher convened with an English teacher of the seventh grade, M. 1/1, and a group of students to collect and verify data.

3. Document

In qualitative research, data collection relies on the use of documents. In this instance, the researcher requires access to instructional materials such as modules, student worksheets, and curricula to gain insight into the pedagogical strategies teachers employ when instructing students on composing descriptive texts. Qualitative research data analysis comprises three components. According to Miles and Huberman's methodology, qualitative data analysis involves three fundamental stages: data reduction, data display, and conclusion verification.

According to Sugiyono (2010:372), three distinct types of triangulations exist. The three types of triangulations commonly employed in research are source triangulation, technique triangulation, and time triangulation. The present study employs two forms of triangulation.

RESULT AND DISCUSSION

First meeting in VII/M. 1/1 class

The researcher observed the VII class on Wednesday, February 22nd, 2023, from 09.20 to 10.00. Before doing the observation, the researcher requested permission from the instructor and sat in the corner of the classroom.

a. Preparation

Mrs. Armeenah invited the class leader to lead the prayer. Mrs. Armeenah introduced herself and inquired, "How is life?" "Fine Miss," said the pupils. Mrs. Armeenah presented herself for the first time when she taught VII grade. She next examined the pupils' attendance list. She called out each student's name and asked them to identify themselves. The pupils identify themselves by mentioning their full name, nickname, and address.

Mrs. Armeenah asked the pupils about "Learning English" before beginning the session. She mentioned languages and is more knowledgeable

about English. "What do you think about learning English?" the teacher asked the kids.

The children said, "English is so much fun," one student, Bukhari, responded, "like learning English is easy to learn," while another student, Tanawin, responded, "English is complicated." After warming up, the teacher prepared media (notebook and LCD), but the LCD's power cord had been cut off.

"What is descriptive text?" the teacher questioned the pupils. The classroom was filled with students. The instructor warned the students to pay attention and be disciplined. The pupils were silent and focused. Mrs. teaches the learning process. Mrs. Armeenah speaks bilingually (English - Indonesia and Indonesian - English).

b. The Pre-Task

Introduces the lesson topic: The teacher gave the materials on the definition of descriptive text. The teacher used "My Best Friend" as an example.

"I have got a best friend." He is a classmate of mine. Tawanin is his name. Tawanin is tall, has black hair, and a beauty spot." The teacher provided a second example, describing "My Classroom." "I attend Thammislam Foundation School." I am a student at VII/M 1/1. My classroom is lovely. The wall is pure white. There are several decorations. We have a clock in the classroom." The teacher inquired of the kids. "So, what exactly is descriptive text? "Students responded in English one by one. "To tell, to describe" "Describe through circumstances, characteristics, colors, habits, attitudes, and hobbies," stated the teacher. The teacher then provided a conclusion about the definition of descriptive text. "A descriptive text is one that describes something (people, animals, etc.)." The teacher also discussed possessive pronouns. It is significant because pupils continue to utilize possessive pronouns incorrectly in sentences. The teacher also stressed that while describing anything, you should always utilize adjectives. The teacher used that situation as an example. Using possessive pronouns, (Has, He, She, It, Tawanin...), (Have I, you, they, we, Tawanin, and Bukhari...), (Have: I, you, they, we, Tawanin, and Bukhari...). Examples of adjective phrases (are beautiful girls: diligent children: clean classroom: and so on).

The teacher instructed the pupils to open the book and look at the photos. Students must write about individuals. (Detail images will be explained.)

c. The Task Cycle

Task: The instructor instructed the pupils to access the module textbook, specifically "Exploring English 1," to delve into characterizing individuals.

Planning: it is required of the students to deliver an oral description of individuals. The detailed images will be expounded upon in the appendices.

Report: indicates that the teacher employed a random selection method to call upon students, who were then required to describe individuals verbally.

d. The Language Focus

Instruction was on error correction during oral descriptions of individuals by the students, as implemented by the teacher. Following the evaluation, the teacher illustrated how to structure sentences while depicting individuals. The educator engaged in a process of reflection regarding the student's performance in the given task. Second Meeting in VII/M. 1/1 class

Second Meeting in VII/M. 1/1 class

On Thursday, February 23rd, 2023, at 11:10-11:50, the researcher observed the VII/M. 1/1 class instructed by Mrs. Armeenah.

a. Preparation

The teacher, Mrs. Armeenah, requested that the designated leader of the class take charge of leading the prayer. The instructor initiated the class by inquiring, "Who among us is not present today?" According to the responses provided by the students, it was indicated that four students did not enter. The instructor asked the students, "What was the subject matter covered during the class session the previous Wednesday?" The students responded by indicating their preference for descriptive text and addressing their teacher. Subsequently, the instructor explained the definition and generic structure of the descriptive text. The instructor illustrated the concept of "identification" by recounting the case of an individual named "Chayanon."

b. The Pre-Task

The instructor provided an overview of the lesson's subject matter, specifically the generic structures and language features utilized in descriptive text.

The task assigned by the teacher involves the description of individuals through the use of visual aids. The task requires the selection of appropriate sentences and their subsequent association with the corresponding image.

c. The Task Cycle

Task: The instructor requested that the pupils complete two assignments about characterizing individuals, with the accompanying visual aids to be elucidated in the appendices.

Planning: In the planning phase, the students are tasked with selecting the appropriate sentence and associating it with the corresponding image. The instructor allotted a time frame of 10 to 20 minutes for each assignment.

Report: The report indicates that the students correctly wrote the answers on their separate worksheets.

d. The Language Focus

Analysis: The present discourse examines the interaction between the educator and pupils as they collaborate to deliberate upon the assigned task and ultimately arrive at a correct solution.

Practices: The instructor presented the correct solution to the pupils and provided a rationale for the response concerning characterizing individuals (the specifics of the assignment are elaborated in the appendices).

The educator engaged in reflective practice regarding the student's performance in the assigned task.

Third Meeting in VII/M. 1/1 class

On Wednesday, March 1st, 2023, at 11.10 - 11.50. taught by Mrs. Armeenah.

1. Preparation

Mrs. Armeenah commenced the lesson with a salutation, "Good morning, students." The students responded by saying, "Good morning, Miss." Subsequently, Mrs. Armeenah proceeded to examine the attendance roster and inquired, "Who is presently absent?" The students responded by stating, "Kemtong is unwell."

On this particular day, the duration of the lesson was limited to one hour, prompting the teacher to assign the students the task of preparing their homework, which involved describing one of their classmates.

2. Teaching Learning Process

During the primary instructional session, the educator engages in a discourse pertaining to the student's assignments, with the objective of providing a comprehensive depiction of their peers within the classroom. Due to the limited time available, the teacher employed a random selection process whereby students were called upon to present their completed homework in front of the class. Initially, Anatee, one of the students, diligently engaged in reviewing her assigned homework, providing a comprehensive description thereof. Karina, the teacher, demonstrates attentiveness by carefully scrutinizing the sentences and subsequently rectifying any errors. The teacher emphasized the use of the simple present tense, specifically employing verb forms such as V1, V-s, and V-es when composing descriptive texts. The second student, Adam, described Sulaiman. The teacher corrected the sentences. Due to the limited time available, the instructional session for today focused solely on correcting sentences in the student's homework assignments. The final

activity concluded. The teacher concluded the class by expressing gratitude and subsequently exited the classroom.

Discussion

Three key stages are involved in implementing task-based teaching in a classroom: the pre-task stage, the task cycle, and the language focus stage. During the pre-task, the English teacher explores.

The present study aims to investigate the mindset of students regarding the topics they are currently learning. In this context, the English teacher provided an illustrative instance to the students, wherein she depicted a specific student from the seventh grade. This activity aims to facilitate students' comprehension of the topic at hand. The task cycle can be divided into three distinct stages. The first stage involves the students actively engaging in the assigned task. The second stage entails planning and preparing a written report based on the task. Lastly, the third stage involves the submission of the completed task to the teacher in the form of a report. The English teacher in the language focus class evaluated and provided corrections on the grammatical structure, specifically using the simple present tense, in the students' worksheets.

The challenges associated with teaching descriptive writing at the seventh-grade level, particularly in the first year of secondary education (VII), primarily revolve around the English teacher's objective of ensuring that students comprehend the grammatical structure employed in descriptive texts, namely the simple present tense. The English teacher should strive to provide a comprehensive explanation.

The second set of problems arose from the perspective of the students. The students' limited vocabulary hindered their ability to select and utilize the appropriate verb in the given sentences. Based on the theoretical framework of the issue encountered by the teacher and students, it can be inferred that the challenges faced by the students originate from internal factors.

To address this issue, the English instructor assigned assignments to enhance the students' vocabulary skills. The tasks in the model involved matching items to determine their accuracy.

In addition to this, the instructor meticulously provided instruction, ensuring that the students comprehended the lesson, particularly about composing descriptive texts. During the descriptive writing instruction, the teacher employed a combination of English and Indonesian languages to ensure that students knew and comprehended the subject matter.

CONCLUSION

Based on the research findings, the researcher has formulated the following conclusions.

- a. Method used by an English teacher to teach writing descriptive text at the seventh grade of Thammislam Foundation School academic year 2023

The first and second meetings were conducted in line with the framework of task-based language teaching. There are three stages to implementing task-based language teaching in the classroom: the pre-task stage, the task cycle, and the language focus.

- b. The problems faced by English teachers and the solutions in teaching writing descriptive text at the seventh grade of Thammislam Foundation School academic year 2023

- 1) The Problem

The students needed more vocabulary, knowledge to make a good paragraph, and knowledge to use the appropriate verb in the sentences.

- 2) The Solutions

The teacher gave tasks to increase the student's vocabulary. The model of the tasks was matching, whether it was right or wrong. Besides this, the teacher taught as carefully as possible, step by step, so the students could understand the lesson, especially writing descriptive text.

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