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Paradigma Lingua



Fakultas Sastra
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INGGRIS – INDONESIA

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Jurnal penelitian Bahasa dan Sastra adalah jurnal ilmiah yang memperkuat hasil penelitian dan studi kepustakaan dalam bidang Bahasa dan Sastra Inggris & Indonesia. Terbit dua kali setahun; bulan Juni dan Desember

KATA PENGANTAR

Tiada kata yang lain dan pantas kami ucapkan kecuali ungkapan rasa sukacita dan syukur kepada Allah, Tuhan yang Maha Kuasa atas terbitnya PARADIGMA LINGUA, Jurnal Penelitian Bahasa dan Sastra, Volume 2 Nomor 1 Juni 2013 ini, diharapkan kepada dosen dan peneliti supaya terus menulis, melaksanakan penelitian, dan berkarya untuk meningkatkan kualitas dosen dan juga sebagai salah satu dari Tri Darma Perguruan Tinggi.

Terwujudnya edisi perdana ini tidak lepas dari bantuan berbagai pihak. Untuk itu, pada kesempatan ini kami mengucapkan terima kasih kepada semua pihak, terutama kepada Ketua Yayasan Sasmita Jaya yang selalu membiayai penelitian Jurnal Ilmiah di Universitas Pamulang dan kepada Rektor dan Wakil Rektor, yang terus menerus memotivasi para dosen untuk menulis. Tak lupa kami ucapkan terima kasih kepada mitra lestari yang telah mencurahkan perhatiannya untuk mereview tulisan-tulisan yang ada pada jurnal ini.

PARADIGMA LINGUA Volume 2 Nomor 1 Juni 2013 ini memuat tujuh tulisan dari hasil penelitian dan studi kepustakaan para dosen Bahasa dan Sastra Inggris dan Indonesia dalam bidang kajian kesusastraan (*Literature*), pembahasan pengajaran Bahasa dan Sastra Inggris (*Teaching*), dan kajian linguistik (*Linguistics*).

Dengan senang hati kami selalu menunggu kritik dan saran pembaca demi kesempurnaan jurnal ini. Kami persembahkan jurnal ini; semoga dapat menambah koleksi, wawasan, dan referensi pembaca.

Tangerang Selatan, Juni 2013

Redaksi Paradigma Lingua

P R E F A C E

There are no other words could be said except “We are grateful to Allah that has given us opportunity to publish PARADIGMALINGUA, Jurnal Penelitian Bahasa dan Sastra, Volume 2 Nomor 1 Juni 2013. It is hoped to all English lecturers and researchers to do research continuously, to be productive to improve the lecturers quality and which is also as one of “Tri Dharma Perguruan Tinggi”.

The first publication of this journal was supported by various parties such as from Head of Sasmita Jaya Foundation, Rector of Pamulang University and Vice Rector who always support lecturers to write. So, we would like to thank them for the material and support. Thanks are also due to our “mitra bestari” who have helped us to review all articles in this journal.

The journal of PARADIGMALINGUA Volume 2 Nomor 1 Juni 2013 consists of seven research findings and library researches of English and Indonesian lecturers in the fields of literature, language teaching and linguistics.

We would be grateful if readers could give suggestions for the best of this journal. We hope this journal could be fruitful for us.

Tangerang Selatan, Juni 2013

PARADIGMALINGUA editor

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UNIVERSITAS PAMULANG

PRAKATA

Melaksanakan penelitian adalah suatu gambaran bahwa seorang dosen mempunyai pengetahuan yang luas di bidangnya dan selalu menemukan hal-hal yang baru (*innovative*) yang sangat berguna untuk pengembangan program studinya. Kontribusi penelitian untuk Program Studi Bahasa dan Sastra Inggris, selain dari apa yang didapat di dunia kampus, akan dapat diterapkan untuk kepentingan masyarakat, bangsa, negara, dan dunia global.

Tak hanya itu, seorang dosen yang profesional dan berkualitas adalah dosen yang tidak hanya mengajar, tetapi juga melaksanakan penelitian sebagai salah satu dari Tri Darma Perguruan Tinggi.

Jurnal Bahasa dan Sastra *Paradigma Lingua* edisi perdana ini memuat enam tulisan dari hasil penelitian para dosen sastra Inggris. Tema yang diangkat dibagi menjadi pembahasan kajian kesusastraan (*literature*), kajian linguistik (*linguistics*), dan pengajaran bahasa Inggris (*teaching*).

Diharapkan dengan adanya jurnal Bahasa dan Sastra Inggris akan memberikan kontribusi dalam meningkatkan bahasa dan sastra Inggris, khususnya di Fakultas Sastra, Universitas Pamulang.

Pamulang, Juni 2013

Tim Penyusun

TEACHING SPEAKING USING DESCRIPTIVE TEXT **(A Case Study at Eighth Grade of SMP Sebelas Maret, Pabuaran)**

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ABSTRACT

This study was conducted to know how the process of teaching speaking using descriptive text implemented in junior high school, There were some steps done in the process of teaching speaking: by doing observation, using materials, doing activities, and finding the results in using descriptive texts in teaching speaking at eight class of SMP Sebelas maret Pabuaran, this study use qualitative methods in conducting this research. Data is obtained from observations in the learning process, interviewing teachers and providing a list of questions to the students. During the process of learning to speak by using descriptive texts, students have responded well and they really enjoyed each process through the teaching speaking using descriptive text. It concluded that using descriptive texts can be applied in the teaching speaking junior high school. It can be useful to improve the courage and self-confidenced in speaking English.

Keywords. Speaking, descriptive, learning, results

I. INTRODUCTION

1.1 Background of the Study

Language is used to communicate in human life. By using language, people can express their feeling, idea, and everything in their mind in oral or written. Language is also beautiful thing, because people can create a great poem, drama, and script to be a good film. Furthermore, language also can be a tool for doing something. Besides, language is also used in communication Language is very important part in human life. We cannot imagine if there is not language as a communication tool. In this modern era, we are forced to master more than one language.

English is the largest language used by most countries among other languages in the world. English has become the most popular foreign language for communication among people in the world. It is used to communicate with each other in present or future. People learn English for many different purposes, for instance learning English will help you either for

school or advancement career, you can travel to any English speaking countries without translators and etc. They realize English as an international language is widely used around the world. To reach these purposes, they have to be able to speak and communicate in English fluently.

English has become compulsory subject in almost every school in Indonesia. It is learned by students from playgroups, elementary schools, junior high school, senior high school, and universities level. Teachers have the primary influence to create successful language learning, because language learning mostly happens in the classroom. In the process of teaching, the teacher should create good learning situation, so the students will be stimulated to learn.

In English there are four skills must be mastered by student, which are, listening, speaking, reading, and writing. Those skills must be thought in junior high school. The teacher should know the good method that must be used in each skill. Teaching speaking is not as easy as we imagine, most of students say that it's hard to speak English because they are afraid to make mistakes. We know that for Indonesian students, English is not their mother tongue, so it's hard for student if they have to speak directly at the moment without preparation and feel uncomfortable with the process of learning. Besides four skills mentioned above, for someone who wants to master English well, he or she must have well speaking skill in English

Speaking is one of the most important skills, As Richard point out (2008), speaking in a second and foreign language has often been viewed as the most demanding of the four skills. I agree with Richard opinion because if someone is study about foreign language, he or she absolutely wants to have a good speaking skill above other language skills. Learning foreign language especially English must begin since a child, because when the learner learning foreign language since young age they will be easier to absorb and remember than adult. Learners can learn speaking from formal school or informal school. In these case student should be able to use the right speaking components, such as grammar, vocabulary, fluency and pronunciation. So Studying English without practice speaking is useless. According to Richard (2008) the mastery of speaking skills in English is priority for many second - language or foreign – language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English language course on the basis of how much they feel they have improved in their spoken language proficiency.

There are several techniques used in teaching speaking, such as using flash card, storytelling, describing something, favorite object, or picture, role play, and many more because during the development of teaching English there're always some new techniques made by expert to make the learners much easier to study English language.

The reasons a study on teaching speaking by descriptive texts done by the writer are most of schools in Indonesia still use ordinary technique in teaching speaking such as students are asked to write down conversations between two or more people, particularly for schools in the areas which are from the city or in rural areas which do not have adequate facilities and teachers, by using descriptive text will help the students can share and tell about what they want because they already made what they want to tell in descriptive text from, so they just speaks based on the descriptive text that they made. Descriptive texts are use full to help students speaking skill, because this text is about describe characteristic of the object and more use in simple present tense. It's very easy to students do, so students just explain about the characteristic.

Based on the statement above, the writer conducted a study about how the descriptive text applied in teaching speaking, as we know the descriptive texts are kind of texts beside others text like narrative, recount, procedure, report, etc. Descriptive text is the text that aims to describe a real object (people, places or other things). With this study the writer wants to show the readers another technique in teaching speaking.

1.2 Scope and Limitation of the Study

It is essential to deal with the study that is teaching speaking skill as the scope and its limitation to avoid misunderstanding in interpreting statement of the problem. It is necessary to make the limitation of the problem. The problem is only limited on how the process of teaching speaking using descriptive texts at eight class of Smp Sebelas Maret Pabuaran.

1.3 Statements of the Problem

Regarding to the background of the research, the problem can be formulated, as follows:

1. What are Materials applied in teaching speaking using Descriptive texts at SMP SEBELAS MARET Pabuaran, Bogor?
2. What are the activities of teaching speaking using descriptive texts?
3. What are the results of teaching speaking through Descriptive texts?

II. REVIEW OF LITERATURES

2.2.1 Teaching Speaking

Teaching according to Peters and Burnett (1963:7) is concerned with doing something for an individual which will result in something done to the

individual. Another opinion from Peters and Burnett (1963:7) “Teaching in school is formal action to bring about a greater opportunity for the student’s becoming educated. Teaching is society’s way of insuring that the young will be alerted to the cultural heritage as base for continuing and improving the culture”.

Based on the statement above teaching is doing something to someone or people to make their get education especially in formal education like school.

Speaking is the verbal use of language to communicate with other, basically the English teaching materials deal with grammar as knowledge of the rules and four English skills: speaking, writing, reading and listening. Teaching speaking is one of the interesting subjects in learning a language because by speaking students are able to interact and communicate with both student and teacher. Fulcher state that speaking is the verbal use of language to communicate with others (2003:23), Based on that statement speaking is a tools to communicate and express our feeling or thought to others, with speaking we can explain and express many thing that we want to tell much more than other communication tools like writing, body gesture and etc.

Speaking foreign language is a complex matter. Everyone who wants to speak another language must learn the vocabularies and the grammar of that language. They also should learn how to pronounce them well. If the learners have a good ability in those elements, it will be easier to improve their ability in speak foreign language correctly. Because they will be confidence to say what they want to say without think too long.

Students often think that the ability to speak is the result or product of language learning, but speaking is also an essential part of language learning process. Harmer point of that it is important for teacher to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise (2001:94). The teacher should help the students in language learning process so that the students can feel comfortable to speak without worry to make mistake because they know the teacher will help and guide them to speak correctly.

According to Harmer (2007:123), there are three main reasons for getting students to speak in the class room. Those are as follows:

- “1. Speaking activities provide rehearsal opportunities – chances to practice real life speaking in the safety of the classroom.
2. Speaking task in which student try to use any or all of the language they know provide feedback for both teacher and student. Everyone can see how well they are doing: both how successful they are and also what language problems they are expecting.
3. The more students have more opportunities to active the various elements of language they have stored in their brains, the more automatic their use

these elements become. As a result, students gradually become autonomous language users. This means that they will be able to see various vocabularies, words and sentence pattern that they can memorized in their thought.”

Referring to the statement above how important it is for the students to speak in English, because the various methods taught aims to make the students more active in class and also speaking English in daily life. So the students have opportunity to practice speaking ability as often as possible.

In teaching speaking, we should make the students to be more active, help them to share or express their feeling and their thought orally. Like Thornbury (2007) said that teaching of speaking depends on their being a class room culture of speaking and that classrooms need to become talking classroom. In other words, students will be much more confident speakers (and their speaking will improve) if this kind of speaking activation is a regular feature of lessons (2007:123). So, in teaching speaking we should let the students to speak up their minds in order to make them become confident speakers.

The success of teaching learning process also based on the teacher. Teacher should manage the class so the teaching and learning process can run well, teacher need to use some different roles during the speaking activities in order to try to get student speak well.

There are three kinds of teacher roles in speaking class based on Harmer (2003), they are as follows:

A. Prompter

Students sometimes get lost, can't think of what to say next, or in some other way lose the fluency the teachers expect of them. Teacher can leave them to struggle out of such a situation of their own, and indeed sometimes this may be the best option, however teacher may be able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively without disrupting the discussion or forcing students out of the role-it will stop the sense of frustration that some students feel when they come to 'dead end' of language or ideas.

B. Participant

Teachers should be good animators when asking students to produce language. Sometimes it can be achieved by setting up an activity clearly and with enthusiasm. At other times, however teacher may want to participate in discussion or role-play themselves.

C. Feedback provider

When the student in the middle of speaking activity, over correction may inhibit them and take the communicativeness out of the activity and the other hand helpful and gentle correction may get students out of difficult and miss understanding and hesitations. The teacher should assess what the students have done and give correction in their opinions, they will respond the students work as well as the language used.

Based from Harmer point out there are three roles that teacher have to used during the process of teaching, three roles aims to help teacher to understand and solve some problems that faced by student during the process of teaching in class.

2.2.1.1 Teaching in Junior High School

The age of learner is a major factor in our decision to use suitable method in teaching, people or learners in different age level have different needs in learning process. Harmer (2007:14) explain:

“Learners are often described as children, young learners, adolescence, young adults or adults. Within education, the term children are generally used for learners between the ages of about 2 to 14. Students are generally described as young learners between the age of about 5 to 9, and very young learners are usually between 2 and 5. At what ages it is save to call students adolescents is often uncertain, since the onset of adolescence is bound up with physical and emotional changes rather than chronological age. However, this terms tends to refer to students from the ages of about 12 to 17, whereas young adults are general thought to be between 16 t0 20.”

From that explanation above there are four different categories of learner, children, young learners, adolescence, young adults or adults that grouped by the level of age start from 2 to 20.

Teaching in junior high school have unique characteristic like any level of learner, in this level the students transition from children to adolescence, in this level students starts to understand complicated subject.

2.2.2 Methodology in Teaching Speaking

There are some methodologies in teaching foreign language such as “Total Physical response (TPR), Silent Way, Community Language Learning, Communicative Language Teaching, Audio Lingual Method etc. In this study, the writer uses Communicative Language Teaching (CLT) as method in teaching speaking using descriptive text. Communicative Language Teaching is the right method to teach communicative in class. Richards and Rogers (2001:158) state:

“Common to all various of Communicative Language Teaching (CLT), is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this in to design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and technique”.

Based on Richards and Rodgers explanation, in teaching a language, besides dealing with materials, roles and behaviors, classroom activities and technique are the key to teach English. Richards and Rodgers (2001:160) explain:

“At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristic of these communicative view of language fellow:

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse”.

Communicative Language Teaching (CLT) is learner-centered and emphasize on communication and real-life situation, According to the statement above, the writer concludes that the goal of Communicative Language Teaching is to create and improve the student’s ability in communication.

2.2.3 Activities in Teaching speaking

The activities in teaching speaking should be interesting to get students talk and active in the classroom. Harmer (2007:123) states, “Good Speaking activities can and should be extremely engaging for the students. If they are all participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it”. According statement above the teacher should build good atmosphere in speaking activity and must interesting for students,

Harmer (2007:123) states,

“Teaching of speaking depends on there being a classroom culture of speaking, and that classroom need to become ‘talking classroom’. In other words, student will be much more confident speakers (and their speaking abilities will improve if these kind of speaking activation is a regular feature of lessons”.

From that statement above in teaching speaking the class must to be the active class, every students should be active student, every students have same opportunities to speak in the class. In other words, in teaching activities the teacher should make speaking as a culture in the class. In these way students will be much more confident as a speaker. There are many techniques or activities in teaching speaking class. The writer has tried to find out some activities in order to help student speak effectively, here are some activities that will encourage students speaking.

Harmer (2007:129) explains the various activities are helpful in getting student to practice speaking skill:

1. Information-gap activities

Information gap is where two speakers have different bits information, and they can only complete the whole picture by sharing that information because they have different information, there is a gap between them. For information gap activities to work, it is vitally important that students understand the detail of the task.

2. Telling stories

One way of getting students to tell stories is to use information gap principle to give them something to talk about. Students are put in groups. Each group is given one. Each group is given one of a sequence of pictures which tell story. We can alternatively give student six objects or picture of objects. In groups, they have to invent a story which connects the objects and we can encourage students to retell stories which they have read in their books or found in newspapers or on the internet.

3. Favorite object

A variation on getting students to tell personal stories is an activity in which students are asked to talk about their favorite objects like picture, gadgets, toys, someone, place, etc.

4. Meeting and greeting

Students role play a formal/business social occasion where they meet a number of people and introduce themselves.

5. Surveys

Survey can be used to get students interviewing each other.

6. Famous people

Students think of five famous people, they have to decide on the perfect give for each person. We can also get groups of students to decide on which five famous people they would most like to invite for dinner, what they would to talk about and what food they would to give them

7. Balloon Debate

A group of students are in the basket of a balloon which is losing air. Only one person can stay in a balloon and survive. Individual students representing famous characters or professional have to argue why they should be allowed to survive.

The points above show us that there are many interesting activities in speaking class. Such as information gap activities, telling story, describing favorite objects, meeting and greeting, surveys, famous people, and balloon debate. Those activities make students more active and speaking effectively in the class.

2.2.4 Some Examples of Speaking Activities

There are many ways or activities to get students speaking in class. So teacher should be creative to create a good environment where students have real-life communication, authentic activities and meaningful to promote oral language. In teaching speaking process, the teachers and the learners are in collaboration to make communicative situation using some materials.

Here are the examples of teaching speaking activities in the class room that is related to descriptive text, using role play can be the right method example in speaking activities. For example the students imagine and describe about a beautiful girl after that the students make it into conversation text:

Student A: Have you seen the new girl in school?

Student B: No, I haven't.

Student A: She's really pretty.

Student B: Describe her to me.

Student A: She's not too tall.

Student B: Well, how tall is she?

Student A: She's about five feet even.

Student B: What does she look like, though?

Student A: She has pretty light brown eyes.

Student B: I may know which girl you're talking about.

Student A: So you have seen her around?

Student B: Yes, I have.

Role play is the way to simulate in the class room. In role play students can have opportunity to use their knowledge of vocabulary, narration, speech acts, and etc. another example of speaking class activities is a descriptive text made by students from various object as shown below.

“We know, most cats look so cute and clean like my cat. His name is snowy. My cat named snowy because, He looks so cute, white like a snow, it makes me always wants to hug him every day. Snowy has white fur. It is so soft. He has beautiful eyes and also has sharp teeth and of course it make me little scary. However, although he looks very cute and funny, when he's angry or wants to catch something to eat such as mice, it is very scary for me. But I still love snowy so much”.

After students make that descriptive text, students must tell directly about that topics which made by them in front of the class.

III. RESEARCH METHODOLOGY

3.1 Approach of the Study

A scientific research is one that learns methods or way to find out, to develop, and to test the truth of the knowledge. A scientific research as to use a methodology that is based on the objectives of the study and can be accounted as scientific. In conducting this thesis, the writer uses qualitative research to get the data of teaching speaking using descriptive text. The writer reads many sources such as books, another thesis, internet and real condition from research field. Berg (2001:6) states:

“A simplistic explanation of qualitative techniques might lead researchers to believe in the adequacy of any procedure resulting in nominal rather than numerical sorts of data. Such an assessment, however, full to appreciate both the theoretical implications of qualitative research and the basic purpose of scientific research in general. We do not conduct research only to amass data. The purpose of research is to discover answers to questions through the Application of systematic procedures”.

On that statement qualitative research is systematic research to find the actual information and explanations so that these data can factually support of the research being conducted because qualitative research is research that is a description or translation of facts.

And another opinion by Mack and Woodson (2005:1)

“Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that:

- seeks answers to a question
- systematically uses a predefined set of procedures to answer the question
- collects evidence
- produces findings that were not determined in advance
- produces findings that are applicable beyond the immediate boundaries of the study”.

Based on the statement above, qualitative is data collected scientifically and facts, data obtained from the qualitative method is done in a structured way by collecting data from various sources in accordance with what we want to know or subjects that we examine.

3.2 Data Source

In this thesis the data were taken from Smp Sebelas Maret Pabuaran at eight grade during the classroom activities, teaching-learning process, interview and questionnaire. Observation is divided into 4 meeting and each meeting took one hour. The writer also takes the data source from the primary data and secondary data. The Primary data are taken from the class room observation, classroom activities, teaching learning process, interview a problem faced by the teacher, and document. The Secondary data are taken from the books, internet and from several libraries

3.3 Collecting Data

To make the study successful, the writer used field research in collecting the data, because data is important role in this study, without data is impossible to get result of the study. Field research referred to activity of collecting data from the object of the research by coming to the school. The data and information will fully in these study by collecting data from observation, interview, and questionnaire.

1. Observation

Observation was a method of data collection in which the situation of interest was watched and the relevant facts, action and behaviors were recorded.

The writer attended the classroom to observe the class directly. To know how the teacher teaches speaking using descriptive texts and student's activities in their class.

2. Interview

Interview was done by the writer to judge somebody's question. Guided interview was interview which was done by interviewer using some questions which was made before, like in structured interview.

The writer interviewed the English teacher. The purpose of interviewing teacher is to get the data and information through giving some question about teaching speaking using descriptive text.

3. Questionnaires

The last is giving questionnaire, the questionnaires are given at the end of the students to know about their responses regarding to speaking activities using descriptive text.

3.3.1 Access

With the permission of headmaster, Mr. Sapawi Spd.i, the research could be conducted in class VIII SMP SEBELAS MARET Pabuaran, he is very welcome and support when the writer ask permission to do observation and research in SMP Sebelas Maret, he gave the writer some good advices to the writer and he said this is very first time there is university student do research in this school and also he gave me some data to support the research. The number of student is 25 students, the writer only focused in eighth grade, was helped by Mr.Ahmad Faqih as English teacher who gives his data and information about teaching speaking through descriptive text objects.

3.3.2 Phase or Schedule

The schedule of the study was held at the eighth grade of SMP Sebelas Maret Pabuarn which is located at Jl. Gotong Royong RT. Pabuaran, Gunung Sindur, Bogor. The study started from the 19th November 2014 and was accomplished on the 22 January 2015. The schedule was arranged into several phases according to English time table.

3.4 Method of Data Analysis

Data analysis means the process of describing and arranging the interviews transcript, list of questionnaires, and other data that have been collected. It is one of processes in research activities which arranging all the data into systematic form in order to change the data into understandable form that will be presented.

The data was analyzed and described in the essay forms. The three components as mentioned above were taken from the direct research. Then, the data were collected and interviewed the teacher by using explanation. Related to theories and opinions from experts are used to support the data analysis of the research. So, the result of teaching speaking using descriptive texts can be seen by readers.

IV. FINDING AND ANALYSIS

4.1.1 Materials Used In Teaching Speaking Using Descriptive Texts.

Teaching materials are very important for teacher in teaching an English Language. The materials should be appropriate for students' needs. It must be able to increase the students' competence and knowledge. The materials should help the students to understand the lesson. Materials should be interesting for the students. The materials that the teacher used are student's worksheet book, descriptive texts examples, the favorite objects and other sources like from internet, and etc. This is the lesson materials used by English teacher to teach the students, there are three descriptive texts they are:

1. My room. (First meeting)

I will describe about my room. When I open the door in the right side I can see my colorful plastic book case. I arranged all of my books there, depends on its size and the book title and on the next there is my rack shoes, I also arranged my shoes depends of its color. In the left side there are many things. There is my wardrobe, in the upside of my wardrobe there is my television and my indoor antenna, there is also my mirror. Next, there is my book-case. I kept my collection books there. And the most important thing in my room is my bedstead, a place where I feel so peaceful.

2. My smart phone. (First meeting)

Now I'm going to describe my smart phone. I buy it in ITC BSD. I use the phone to keep in touch with others, get information and also

updating my status in social media like twitter, facebook and instagram. My smart phone has various features such as video record, mp3 player, camera, games, wireless internet and etc. it's easy to share pictures, photos and music. I use it for almost everything. It even has calendar that reminds me about appointments. My smart phone is an essential part of my life. It holds my contacts, photos and also many things that important for me. I've got instant access to my some favorite websites like twiter, facebook, google, youtube and etc. it's having my whole life in my pocket. I couldn't live without it.

3. Cristiano Ronaldo. (Second meeting)

I would describe about my soccer idol. His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abreaviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid. Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United. People know Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

4. Ayu ting-ting. (Second meeting)

Ayu Ting Ting Her full name is Ayu Rosmalina. She is very popular among Indonesian people as Indonesian Dangdut Singer called "Ayu Ting Ting". Ayu Ting Ting was born on 20 June 1990 in Depok, East Java. She works as a dangdut singer, presenter, and model. Ayu Ting Ting has Indonesian average body. Her height is 160 cm. She has long straight hair, oval face, thin lips and pointed nose. Ayu Ting Ting has won several awards during her life. She has got Sari Ayu Star 2006, Miss Depok 2006, and Mojang Depok. Ayu Ting Ting is very famous with song entitled "Alamat Palsu (Fake Address)". She has ever released Dangdut album entitled "Geol Ajeb-Ajeb".

5. Monas. (Third meeting)

The Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country. The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture. Construction began in 1961 under the direction of President Sukarno, the first president and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

6. Computer gaming. (Third meeting)

Computer gaming is a computer specially used for gaming only, on his general gaming computers equipped with high specification with 4 gb ram and graphics cards is high, computer gaming can be found at internet cafes Indonesian is specially gaming, computer gaming is different from a regular computer, if his usual low computer specs, but contrary to his gaming computer.

The examples of lesson material above are used by English teacher to teach students in speaking class by descriptive texts. There are there examples of descriptive paragraph about some objects. Because in describing favorite objects technique the students will describe about something their like such as actor, actress, musician, smart phone, interesting places, music instrument, vehicle, pictures and etc., to make their easier to describe it orally they have to make it into descriptive text.

Describing favorite objects combining with descriptive texts become a suitable technique used in teaching speaking class, because students can make what they want to say orally in written from first when they have to speak, they will remember and understand that they want to say and it makes they feel more comfort if they have to speak about something in class. These activities are so easy to do and they can improve their speaking and writing at the same time and they will get more new vocabulary.

4.2 Activities in Teaching Speaking Using Descriptive Texts.

First Observation

Name of Teacher : Mr. A.Faqih
Day and Date : Tuesday, on November 25th, 2014
Time Allocation : 1 X 60
Topic : Explanation about descriptive text and examples
Class Members : 25 students

A. Opening

The opening section took place 10 minutes. In this section teacher tried to focus on the students attention by giving speech. The teacher came to class, greeted and asked the students' condition and roll them one by one, the example is below:

Teacher : Assalamu'alaikum Wr.Wb. Good Morning Students. How are you to day?
Students : Wa'alaikum Salam Wr.Wb. Good Morning Mr. I'm fine, thank you, and you?
Teacher : I'm good, thank you too. Is there homework?
Students : No Mr.

Base on the conversation above, that can be seen that the teacher is very friendly and kindly to his students. He has good attitude.

B. Presentation

The presentation took 25 minutes. The teacher introduced the topic of the lesson today, about Descriptive text. Then the teacher tried to explain the topic. Before the teacher began to create the activity, he explained some dialogues, and the teacher made some conversations with students, the condition is below:

Teacher : Descriptive text is a text that describe or identify a characteristic of real object like someone, things, place and etc, do you understand?
Students : Not yet Mr, can you give some examples
Teacher : Well I'll give you a descriptive text example about my smart phone, actually there are many objects that you can describe like phone, picture, place, and many more, do you have any favorite object you can describe?
Students : My favorite object is my cell phone, my bike, my favorite musician, actor, zoo...

Teacher : That's good guys and now I'd like to write down the characteristic of my smart phone, make it into descriptive text and describing it directly. Please pay attention.

After that, the teacher discuss with the students together based on the topic in the day. Then, he began to discuss by doing brainstorming to get students' idea about the smart phone next based on the result of brainstorming by students, teacher made it into descriptive text then doing presentation about it based on descriptive text made before. The example of activity is as follow:

“Now I'm going to describe my smart phone. I bought it in ITC BSD. I use the phone to keep in touch with others, get information and also updating my status in social media like twitter, facebook and instagram. My smart phone has various features such as video record, mp3 player, camera, games, wireless internet and etc. it's easy to share pictures, photos and music. I use it for almost everything. It even has calendar that reminds me about appointments. My smart phone is an essential part of my life. It holds my contacts, photos and also many things that important for me. I've got instant access to my some favorite websites like twiter, facebook, google, youtube and etc. it's having my whole life in my pocket. I couldn't live without it.”

The description above is about smart phone. There are many idea and many ways to describe smart phone such as tells about the brand, the function, the price, the reason why the smart phone become favorite object and many more. After giving description next is question and answer session between students and teacher regarding to the object, this is the following example of question and answer session:

Teacher : Any question about that?
Student A : What is the type of that smart phone mr?
Teacher : The type is Samsung grand duos
Student B : Why mr buy that type?
Teacher : Because this type ready to use dual sim card as the name of this type “duos” it means dual or double.
Students C : How about the price, is that expensive?
Teacher : The price of this smart phone is quite expensive around 2 million rupiah.

C. Expressing idea

The students write down the example on their book, after that the teacher gave around 20 minutes for student to prepare the presentation in terms of why you admire it, why you like it, when you got it, how you got it, why it's so important or special for you and etc. it will make their objects to describe are different each other. Even they have same object for their presentation, they will use different words. They can discuss with others friend, while the teacher went around to the students are discussing their topic. After that the teacher ask student to prepare it and their performance would be shown on the next meeting.

D. Closing

In the last step, the teacher took a couple of minutes to close the meeting. After he gave a little information about the material for next meeting, he also reminded students to prepare their performance for the next meeting. Then, he dismissed the class by saying *hamdallah* together and thanked for the students attention.

Second Observation

Name of Teacher : Mr. A.Faqih
Day and Date : Thursday, on December 4th, 2014
Time Allocation : 1 X 60
Topic : Describing objects
Class Members : 25 students

A. Opening

The opening section took place 10 minutes. In this section teacher tried to focus on the student attention by giving speech. The teacher came to class, greeted and asked the students' condition and roll them one by one, the example is below:

Teacher : Assalamu'alaikum Wr.Wb. Good Morning Students. How are you to day?
Students : Wa'alaikum Salam Wr.Wb. Good Morning Mr. I'm fine, thank you, and you?
Teacher : I'm fine, thank you too.

Then the teacher asked about the students' preparation of their performance of describing their favorite object that has been given on the first meeting.

B. Activity and practice

In this step, the teacher gave around 15 minutes for students to prepare their descriptive text and memorize the material that was made before then they will give the descriptive text about their favorite object to the

teacher before they do the presentation. Teacher gave 45 minutes to practice and present it in front of class, the students will present their favorite object based on the descriptive text which they made and other students would make some questions related to the object. Here are the examples of performance which were created by the student A:

“Good morning Mr and my friends, how are you today, I would like to present my necklace, I got it from my mother, I like my necklace very much because the shape is similar like my mother’s and also I like my necklace color, the color is gold, gold is one of my favorite color, I always use it every time and everywhere. I think that’s all of my presentation about my necklace, thank you”.

The description above tells about her necklace, based on that description of the necklace, the student A likes her necklace very much because it is a present from her mother, the shape and the color which made her so happy to wearing it every time and everywhere. After student A did her presentation to describe about her necklace, next is question and answer session, here is the situation:

Teacher : Any question, please ask him?
Student : Do you know the price of your necklace?
Student A : I’m sorry, I do not know about the price
Student : Do you have any jewelry?
Student A : Yes, I have ring and eye ring but necklace is my favorite

Based on the example of presentation from student A, this presentation is good enough and the students are very appreciate it and active to give comments or question to the student A. It makes the atmosphere of the class warmer, communicative, relax and fun, after student A performed another student ready to do presentation. Here is the example of the presentation from student B:

“Good morning mr, and my friends, how are you today I would like to present my favorite object, my favorite object is Doraemon, I like doraemon because he is a cute cat, he have blue color such as my favorite color and he can take many things in his magic pocket, I have many things about doraemon like dolls, clothes, picture, pillow and etc. I hope, I will have a robot like doraemon.”

The description above tells about a famous cartoon from Japan, Doraemon. According to the description, student B likes doraemon because he is cute, have blue color which is the favorite color of student B and doraemon have magical pocket, She describes many items related to doraemon such as cloths, dolls, pictures, pillow and etc. she also tells that she want to have a robot like Doraemon. After the student described her object in front of class, next is question and answer session, here is the situation.

Teacher : Any question, please ask him?
Student : How many doraemon doll that you have
Student B : I have 5 dolls
Student : What is your favorite magic tool in doraemon movie?
Student B : I like baling-baling bamboo, pintu kemana saja and many more
Student : Who is character in doraemon that you don't like?
Student B : I don't like Giant because he always annoying.

According to the second presenter, this presentation is different from the first presenter. The makes different is the topic of presentation, the topic from student A is about neck less, and from student B is about Doraemon. However, both of the presentations are quite good because both of them can attract other students to active giving comments or questions. Here is the presentation from student C.

“Hi my friends, I would describe about my idol Aliando, I like him because he is handsome, he have bright skin, he is cute, smart and also he is multi-talented,. I start to admire him when he plays as Digo in television cinema Ganteng-ganteng srigala, I have many things about Aliando such as photos, posters, his songs, pins, and many more.”

The presentation above tells about her idol, Alaiando. He is a favorite object to describe because she really admire him because she think Aliando is handsome, cute smart, and etc. After the student described her object in front of class, next is question and answer session, here is the situation.

Teacher : Any question, please ask her?
Student : Do you know Aliando age?

Student A : Yes, this year he is 18 years old
Student : Do you want to be his girlfriend?
Student A : Yes, I want it

Based on the example of student C presentation, the presentation is quite good even from several presentation the teacher still help to give guidance and correction to the presenter but overall the presentation is quite good, students start to more active, relax, enjoy and more brave to speaking in English in front of the class.

C. Conclusion

In this step, the teacher took 15 minutes in the end of the lesson to give some comments of student's presentation, corrected for student's pronunciation and give some advices to students/

D. Closing

In the last step, teacher took around 5 minutes to close the meeting, he gave a little information about material that would be learning in the next meeting. Then he closed the class by saying *hamdallah* together and thanked for the students cooperation.

Third Observation

Name of Teacher : Mr. A.Faqih
Day and Date : Thursday, on January 15th, 2015
Time Allocation : 1 X 60
Topic : Describing objects
Class Members : 23 students

A. Opening

On the third meeting, the opening of lesson took around 7 minutes. In this section teacher tried to focus on the students' attention by giving speech. The teacher came to class, greeted and asked the students' condition and roll them one by one, the example is below:

Teacher : Assalamu'alaikum Wr.Wb. Good Morning Students.
How are you to day?
Students : Wa'alaikum Salam Wr.Wb. Good Morning Mr. I'm fine, thank you, and you?
Teacher : I'm fine, thank you too.

B. Activity and Practice

In this step, the teacher gave around 15 minutes for students to prepare their descriptive text and memorize the material that was made before

then they will give the descriptive text about their favorite object to the teacher before they do the presentation. Teacher gave 45 minutes to practice and present it in front of class, the students will present their favorite object based on the descriptive text which they made and other students would make some questions related to the object. Here are the examples of performance which were created by the student A:

“Good morning my friends and my teacher, I want to tell you about my idol Lionel Messi, I’m so admire him because he is the best football player in the world, he is not really tall but he has speed, agility, good technique, strong shooting, and many more, I like Barcelona fc because of him, I hope I can be a football player like Lionel Messi.”

The presentation above tells about his favorite football player, Lionel Messi, based on the presentation he admires Lionel Messi very much because of the skill of playing football, achievements and hopefully he can be a megastar of football. Next session is question and answer. Here is a session of question and the answer:

- Teacher : Any question, please ask her?
Student : do you know how many trophies FIFA Ballon D’or Messi have?
Student A : Yes, he got 4 times FIFA Ballon d’or
Student : Are you like Cristiano Ronaldo?
Student A : No I only like Messi and Barcelona, Ronaldo is rival
Student : What is the nationality of Messi?
Student A : Argentina!

Based on the question and answer session, the presenter answered the questions with full of energy. He really likes Lionel Messi and he doesn’t like Cristiano Ronaldo because he is a rival of Messi, he also knew that Messi has 4 times trophy FIFA Ballon d’or as the best player in the world. The situation of the class as usual so attractive, laughing together it was very happy. After two students which performed presentation, the teacher felt unwell in his body so he asked permission and said sorry to the class, he wanted to go home earlier.

C. Closing

Because the teacher was not feeling well, he asked me to close the session with some corrections related to the presentation like their pronunciation, grammar structure, and about new vocabularies, then I closed with saying *hamdallah* together and thanked for the students’ attentions.

Fourth Observation

Name of Teacher : Mr. A.Faqih
Day and Date : Thursday, on January 22th, 2015
Time Allocation : 1 X 60
Topic : Evaluations of the method
Class Members : 25 students

After doing observation by attending to the class to know the real situation of how teaching speaking using descriptive text applied in class eight SMP Sebelas Maret, the data can be analyzed as follow:

1. Students Performance

In practicing descriptive text, one by one of students must stand in front of class, this situation make their afraid and nervous if they have a bad performance and making a mistake? Some of them were afraid of showing their descriptive text by describe it orally because sometimes their friends disturb or laugh at their performance and it made them feel nervous to present their presentation. A problem that mostly faced by the students. They sometimes forget about what they want to describe based on the descriptive text that they made, but on the other hand some of students not really nervous, they can enjoying their performance in front of class.

2. Question and answer session

In this step, after a student doing the presentation, another student ask some questions related to the topic of presentation. Students usually confuse to ask question and answer it because most of them lack of vocabularies and wrong in pronunciation. Sometimes student will use Indonesian language and ask the meaning in English to another friend or to the teacher. So it is make students shy and afraid to speak and always use Indonesian language to talk each other even in English class.

After doing observation directly by attending to the class and interviewing the English teacher, the writer found that teaching speaking using descriptive text given to eight class SMP Sebelas Maret pabuaran were interesting and enjoyable method. The following are the interview process between the writer and the teacher about teaching speaking using descriptive text.

Writer : What is teaching speaking like in class eight?

Teacher: Teaching speaking in eight class that students like is communicative and fun such as using games.

Writer : What are techniques or activities and materials that you used in speaking class?

Teacher : There are many technique and materials that I used in teaching speaking English like make a dialog, use pictures and etc and in my opinion descriptive text is an interesting and good method, because with this method they can describe many thing like idol, animals, places and etc, it's makes speaking class more interesting and fun.

Writer : What are the students' difficulties in speaking class?

Teacher: The difficulties that students faced is lack of vocabulary, wrong pronunciation and afraid to speaking in English, sometimes even the students know the vocabulary and able to pronounce it well but they feel too shy and afraid to speak in English, so by this method I see the students more confident to speak in English because before they speaks, they already made what they want to speak in descriptive text, it's increasing their confident speak in English.

Writer : What are you doing to handle their difficulties?

Teacher: Sometimes to handle their problems, I ask them to made a discussion, role play and a short dialogue with me or their friends, even their do some mistakes in tenses vocabulary and pronunciation, I am not blame them but I will give them the correction or evaluation to promote their English better.

Writer : What is your opinion about teaching speaking using descriptive texts?

Teacher: It is an interesting method because the teacher will easy to understand and applied it, this method make student more confident, active and happy in learning speaking English class

Writer : Is teaching speaking using descriptive text success? Why?

Teacher : sure, as you can see during your observation, this method is easy to understand by students, students can get many new vocabularies, and the most important is student feel more confident and brave to speak in English because they speak about their favorite object. Sometimes the students are difficult to speak English directly with this method student can prepare about what they want to say in descriptive text first than say it based on it, it is very helpful for students in learning English process.

Based on teacher explanation above, speaking class activities in eight class usually use interesting and fun activities, the teacher used various activities like make a discussion, make a two people dialogue, Role play and

etc, he said that teaching speaking using descriptive texts are an interesting method because students used their favorite object then describe it into the descriptive text after that the student do the presentation based on the descriptive text made by them. it's help the student to speak in English because the already make preparation before in descriptive text from, it can make student more confident and braver than if they have to speak English directly without preparation and without make it into written form before.

There are many difficulties to make student speak English in class, they have lack of vocabulary, they are being shy and afraid to make a mistake, teachers must find ways to overcome mater which are almost in every school and in all levels of education from kindergarten to university, so the teacher must be creative to find a solution override it, by using descriptive text can teachers use materials discussion can be found in daily life. So that students feel familiar and not feel too difficult to use the material in the development and etc. Besides that the teacher always give advice and motivation to student to speak in English in English study. And also he try to create a good atmosphere, so the students more active and interest in English class.

4.3 The Result of Teaching Speaking Using Descriptive Text.

After doing observation, and made interview with the teacher, the writer gave questionnaire to students to know the students' responses of teaching speaking using descriptive text. The questionnaires were given to **25** students in eight class SMP Sebelas Maret Pabuaran. The illustration of questionnaires that has been answered by students can be seen on appendix. In part I, questions are answered by using YES/No type and the results of questionnaires as the following.

Table 4.3.1. Questionnaires Result of Part I

No	Comments	Yes	No
1	Do Studying speaking by using descriptive texts make you more confident to speak in class?	23	2
2	Can you express your ideas in speaking class by using descriptive text technique?	23	2
3	Do you get clear instruction from your teacher?	23	2
4	Do you feel speaking class by using descriptive text is easy to understand	20	5
5	Do you enjoy speaking class by using descriptive text	20	5

6	Do the examples that given are enough to help you?	20	5
7	Does this technique quite suitable for you?	20	5

The questionnaire results of student part I shows that the students enjoy and feel confident to speak English in class by using descriptive text and also they get clear instruction from the teacher. Related to the result above, **20** students in eight class feel enjoy, **23** get clear instruction from the teacher, **23** students can express their ideas in class, **23** students feel confident to speak in class from teaching speaking using descriptive text and **20** students are able to understand well about teaching speaking using descriptive text technique that given, **20** students thought the examples that given are enough to help them to understand the descriptive text technique, **20** students feel that the technique is suitable for them to improve their speaking and make them braver to speak English in class and whereas **5** students who felt the opposite.

Related to the questionnaire part I and also based on the writer observation, there are many mistakes in grammar, pronounce and vocabulary because, some students felt too shy to speak in class. They are afraid to make a mistake if they speak in English language. It makes them feel unconfident and uncomfortable to speak English in class. So the teacher must to motivate students to make them more confident to express their ideas about everything in the class.

Table 4.3.2. Questionnaires Result of Part II

Question	Like	Dislike
Did you like teaching speaking by using descriptive text?	20 Students	5 students

Based on the result of the questionnaire II, almost students like with the technique, they give many reasons why the like it, such as can make more confident, can express the ideas, fun, etc.

The last part of questionnaire for students is about students' opinion of teaching speaking using descriptive text based on student's view. The writer try to describe their opinions into three possible reasons that they will

express in general such as has been made in the table of questionnaire III results in the following.

Table 4.3.3. Questionnaires Result of Part III

Questions	Answer	Students
What is your opinion about teaching speaking using descriptive texts?	It's interesting, fun, and make more confident to speak English	23 Students
	It's fun but sometimes boring	3 Students
	Make Me bored because it's very hard to understand and to do	2 Students

From the result of questionnaire part III it shows that almost all of students like teaching speaking using descriptive text, only a couple of students that saying the technique made they bored and fun but sometimes bored, it can show us most of them agree that teaching speaking using descriptive text technique or method are interesting, make them more confident and fun.

Finally, regarding to questionnaires above, the writer found that teaching speaking using descriptive text can make student more confident to speak English in class or in front of class and make their excited because they can use their favorite object as the man topic or idea to speak. However, one thing that should be taken care by the teacher is a few students felt bored or don't like about the technique with their various reasons. That is why the teacher should be creative to create a good atmosphere in speaking class.

V. CONCLUSIONS

In this chapter, the writer explains some conclusions that were got from the observation that had been done to the eight class of SMP Sebelas Maret Pabuaran about teaching speaking using descriptive text. The conclusions were also got from the interview between the teacher and the writer. The questionnaires that were given to the students also helped the writer to conclude about teaching speaking using descriptive text.

The first conclusion is almost all of students at eight class interest English subject because their teacher often use fun technique an materials

like using picture, real object, short dialogue and etc. in teaching speaking using descriptive text based on the observation, questionnaires and teacher's opinion, it's a good technique to teach speaking because the students can express and brain storming their idea in descriptive text form first, it can help the students to speak what they want to say than they have to speak directly without preparations like that. The students also thought that it was so simple and fun technique because they can use their favorite object like idol, pictures, places, gadgets, and etc. as the main topic to speak, then it can make them braver and confident to speak English in class because their already what they want to speak in descriptive for so they just speaking based on the descriptive text made by them.

The second conclusion is the students are interesting in speaking activities through descriptive texts, before They conveying something they may make it into written form. It helps to make students braver to speak in English because they know what they want to say.

The last one is the activities were interesting, the students enjoyed the teaching and learning process. It can be sees from students' attention and activities. They were interesting in did the task, based on the explanation above. It shows that using descriptive texts in teaching speaking to the junior high school students is one of the right and suitable techniques for them.

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