

THE IMPLEMENTATION OF CMAPTOOLS PROGRAM IN TEACHING DESCRIPTIVE TEXT TO JUNIOR HIGH SCHOOL

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Abstrak

Tujuan penulisan artikel ini adalah untuk (1) menjelaskan bagaimana cara menggunakan program CmapTools dalam mengajar *descriptive text* kepada siswa SMP (2) menjelaskan tentang prosedur pengajaran *descriptive text* untuk kemampuan integratif dengan menggunakan program CmapTools. Di awal pembelajaran (BKOF) guru membangun pengetahuan siswa dengan menjelaskan topik yang akan dibahas dengan menggunakan gambar. Setelah itu, pada (MOT) siswa diminta untuk membaca teks yang berhubungan dengan gambar sebelumnya dan guru mendesain sebuah mapping berdasarkan teks tersebut menggunakan CmapTools. Selanjutnya, (JCOT) siswa diminta untuk mengisi sebuah blank mapping secara berkelompok. Di akhir pembelajaran, (ICOT) siswa di minta untuk menulis *descriptive text* sesuai dengan blank mapping yang sudah didiskusikan sebelumnya secara individu. Siswa akan mudah mengerti tentang teks yang dibahas melalui konsep kunci yang ditampilkan dengan cara mapping dari program CmapTools.

Key words: Descriptive Text, Mapping, CmapTools, Teaching Integrative skills

A. Introduction

Teaching English as a foreign language (TEFL) is compulsory in Junior High School according to *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. According to *KTSP 2006* which is the current curriculum in Indonesia, the students must be able to understand and create various kinds of short functional text and monolog texts. Since descriptive text is included in the curriculum, the students of junior high school have to accomplish it well.

However, most of the students of junior high school cannot achieve this target learning which is caused by several factors. One of the factors is students'

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interest in learning descriptive text. Another factor comes from the teacher itself. It is related to teaching technique, material, and media. It is teacher's responsibility to increase and maintain students' interest in learning. So that teacher should consider in selecting teaching technique, material, and last but not least, the media. Those aspects are very crucial to make learning easier and comprehensible in order to obtain the successful teaching learning process.

Regarding to those aspects, the use of appropriate media supposed to be considered to achieve the target learning. The media affect the students' motivation and interest as well which contribute in obtaining target learning. Media takes a big role in teaching learning process. Since media involvement is inevitable, it has crucial function that support teaching learning process. According to Soekartawi (1996) asserts that there are some benefits that can be obtained by using media: (1) Increasing students' motivation. (2) Preventing students' boredom during teaching learning process. (3) Make the teaching learning process systematically. (4) It is easier for students' to comprehend teacher's instruction. (5) To strengthen students' comprehension toward the lesson expected. Thus, it can be inferred that by considering the benefit of the media toward teaching learning process, the involvement of media is very important to achieve the target learning.

Based on the writer experience during practice teaching in SMPN 1 Candung, the writer noticed several aspects that made learning descriptive text became stressful and uninteresting. One of the aspects was students' attitude toward learning descriptive text. Another aspect dealt with teacher's uninteresting media in teaching descriptive text. English teacher in the school, where the writer observed, is lack of using variety media. The media which exist in that school are only white board and text books. Teacher uses the white board and text books to deliver the lesson. It is pretty boring since the students only listen to the teacher's explanation.

Considering those problems, there is an obligatory for teacher for having interesting and appropriate media in teaching descriptive text. In order to have a good quality, the media should be adjusted to the technology. As recommended by the Indonesian government to implement information technology (IT) in the classroom as stated in planning of national education development (Strategic Planning of National Education Development 2005). Computer Assisted Language Instruction (CALI) has been developed in order to fuse technology and pedagogy. Levy (1997) claims that CALI combines various media such as sound, text, graph, picture, figure, animation, and video in the form of digital or electronic. CALI changes the role of teacher but does not eliminate the need of a teacher altogether. Consequently, teachers are expected to be better quality of teachers since the teachers will guide students to use computer while teaching English altogether. The teachers are demanded to improve their computer skills in order to accelerate the teaching learning process. It can be assumed that technology will not replace teachers, but teachers who use technology will replace teachers who do not.

Therefore, the writer proposes to use CmapTools program in teaching descriptive text to Junior High School students. The CmapTools program is an

interesting media that free downloadable from internet. CmapTools program also provides mapping technique that can be used in analyzing descriptive text.

The purpose of this article is to describe how the English teachers use CmapTools in teaching descriptive text to Junior High School students. In this article, the writer also explains the stages of teaching descriptive text for integrated skills by using CmapTools to Junior High School.

D'Angelo (1980) claims that descriptive text is the way of picturing images in verbally or written form and arranging those images systematically. According to Stanley (1988) descriptive text presents the appearance of things that occupy space, whether they are object, people, buildings or cities. Furthermore, Mark & Anderson (2003) say that descriptive text is a text that states a factual description specifically to describe a particular place or thing. From the arguments above, it can be inferred that descriptive text is a text which describes characteristics of particular place, person or thing.

As the other text types, descriptive text has special characteristics in form of generic structure and linguistic feature. Several experts: Gerot & Wignell (1994), and Wadirman, et. al. (2008), point out their argument toward generic structure of descriptive text that can be inferred as follow: Generic structure of descriptive text consists of two parts. The first part is called identification. Identification part identifies the phenomenon (person, place, or thing) to be described. The second part is called description. Description part describes part, qualities, and characteristics of phenomenon being described.

Similar to other text types, besides the generic structure, descriptive text also has language features. In general, descriptive text has five language features: (1) Focus on specific participants. (2) The use of adjectives and compound adjective. (3) The use of linking verbs (4) The use of attributive *has* and *have*. (5) The use of simple present tense.

KTSP 2006 is classified into genre based approach so that the involvement of genre in implementing this curriculum is inevitable. Swales (1990) identifies that genre as a class of communicative events which shares some set of communicative events which share some set of communicative purposes. Moreover, Pardiyono (2007) claims that genre is kind of text type that is used as a frame of reference to procedure a text effectively (accuracy of purpose the organization text, and structure).

Clearly, it can be inferred that genre is kind of text types which each types has particular communicative purposes, particular structures, and particular linguistic features. According to Martin (1992) there are four stages for teaching genres. They are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction (JCOT), and Independent Construction of Text (ICOT).

The use of concept mapping in teaching text really help teacher in conveying the descriptive text and making easier for students in comprehending it. Gardner (2004) claims that the use of concept mapping in the field of comprehension of the descriptive text is based on the theory of the multiple intelligences. Moreover, Dolehanty (2008) asserts that concept mapping would take role as a strategy in improving comprehension for particular piece of text. In

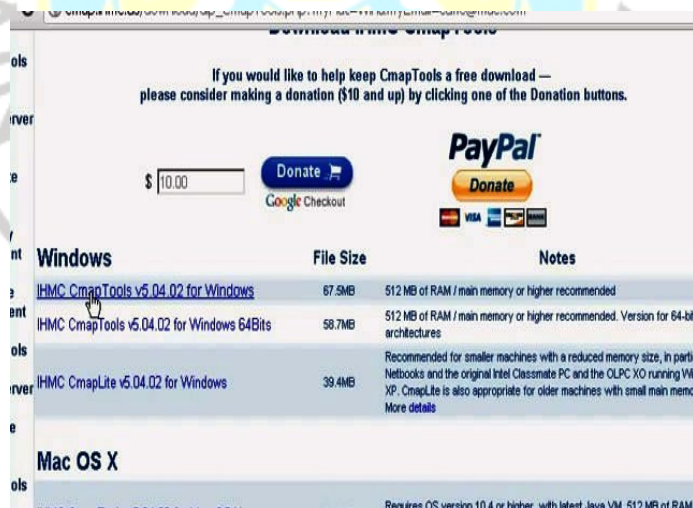
this case, the concept mapping is a strategy to comprehend descriptive text. Therefore, concept mapping is included as meaningful learning.

Traditional concept mapping is usually created on A4 or A3 size and are often black and white or two-color. Nowadays, there is a free downloadable program that can create concept mapping through computer, CmapTools program. CmapTools program is a breakthrough to implement concept mapping strategy to become more attractively since it is applied by using computer. Moreover, concept mapping through CmapTools program is created by using technology in order to make the descriptive text learning more interesting. In addition, it also has some unique features that contribute to teaching learning process become more interesting and attractively to students.

B. Discussion

1. Downloading and Installing CmapTools Program

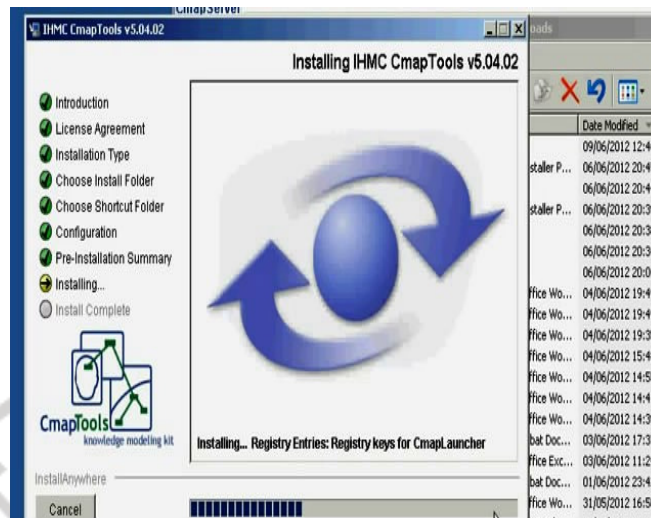
CmapTools is free software that free downloadable from internet. The first thing to do is open up your browser. It can be Mozilla, Google Chrome, or even Internet Explorer. Then, type “CmapTools download” and click search. After that, click “IHMC CmapTools – Download” on the first page. Next, fill in your Email addresses, First Name, Last Name, Country, and Organization Company then hit submits. After that, you will be displayed by list of operating system (OS). There are Windows, Mac OS X, Linux, and Solaris. So hit the link based on your operating system and wait for a while for downloading process. CmapTools free download page can be seen in picture 2.



Picture 2. CmapTools free download page.

After downloading CmapTools program, the next step should be done is installing it to your computer. Open up your windows explorer, and then click “My Document”. After that, click “Download”. Hit “WinCmapTools_v5.05.01_11-01-12”. Then click “run”. After that, click next and hit “I accept”. Then, choose “Typical configuration”, and hit “Next” twice and hit “Install”. Last, wait for a while for installation process, then choose

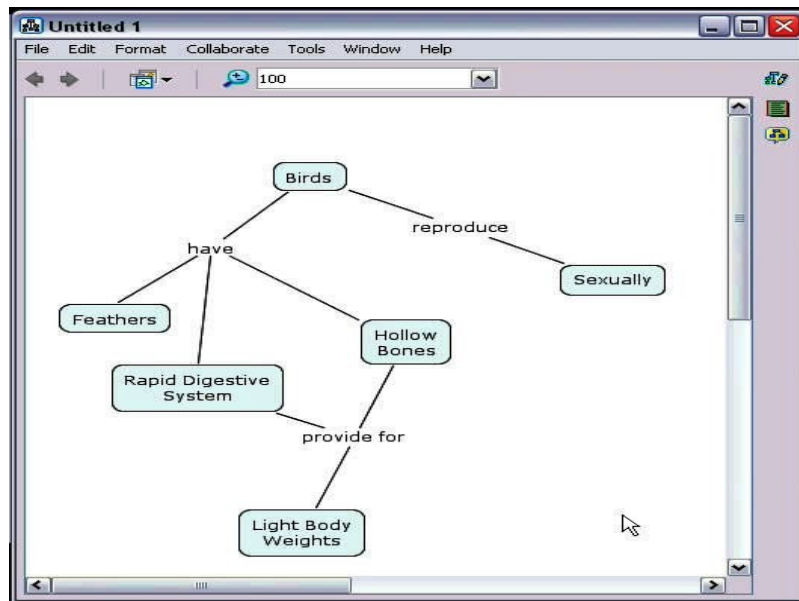
English as your language and hit “Done”. CmapTools installation process can be seen in picture 3.



Picture 3. CmapTools installation process.

2. Designing Concept Mapping by Using CmapTools as a Media

The first thing you have to do is to run the CmapTools program from all program from your computer. Designing concept mapping by using CmapTools is easy to create. In order to create the concept, double click on any area of the map. Suppose we are constructing concept map about birds. Therefore, “*Birds*” become the first concept. Double click on any area of the map to create another concept, in this case *Feathers* since birds have feathers. Now, create another concept by double clicking. In this case, we say that birds have *Rapid Digestive System*. In order to connect those concepts, there are the arrows which located on the top of each box of the concept that can be used to connect among the concepts. Now, click the arrow of *bird’s* concept box and drag it to *feathers’* concept box to appear linking phrase box. In this case, we will use “have” in that box. The linking phrase box also has arrows that can use to connect to other concept box. Drag arrow on the top of *have* linking verb box and drag to *Rapid Digestive System* concept box. The linking phrase box’s arrows also can create other concept by click the arrow and drag to any are on the concept. In this case, we say that birds have *Hollow Bones*. That feature also can be done by other arrows in every single concept and linking phrases box. Then, click arrow of *Bird* concept box to any area of concept to create another concept box which is typed as *Sexually* and linking phrase box which is typed as *Reproduce*. After that, click arrow of the *Hollow Bones* concept box to any area of the concept to create another concept box which is filled as *Light Body Weight* and linking phrase box which is filled as *Provide for*. That’s mean “hollow bones provide for light body weight”. Last, we can create preposition by connecting existing concept to linking phrases. As before we click arrow of *Rapid Digestive System* box to *Provide for* linking phrases box that’s construct new idea “rapid digestive system provide light body weight. The example of CmapTools document can be seen in picture 4.



Picture 4. CmapTools document.

3. Teaching Descriptive Text by Using CmapTools Program

a. Preparation

Before discussing the technique to teach descriptive text by using CmapTools, it is crucial to discuss preparation. There are two things that should be prepared by the teacher. They are material and equipment.

Since material is one of the factors that can affect students' interest, the teacher should take into account in selecting material for students. Nunan (1991) asserts that in selecting materials or topic, the teacher should pay attention with situation on the action sequence. It means that the topic or materials should be adjusted to the students' level, knowledge, vocabularies, and last but not least, the material should be based on the curriculum expectation.

The equipment that teacher needs are as follow: (1) Laptop, (2) LCD Projector, and (3) Speakers. Laptop is used by the teacher to display and design together with students the concept mapping by using CmapTools assisted by LCD Projector to make it bigger so that it can be seen by the entire of the students. Speakers are used for sound system in viewing multimedia which is attached in concept mapping document.

b. Procedure

This teaching procedure is also adapted from genre four cycles as Martin (1992) proposed. Those are building knowledge of field (BKOF), modelling of text (MOT), joint construction text (JCOT), and individual construction (ICOT). In this case, there will be integrated skills (reading and writing) involved in teaching descriptive text. Since descriptive text has a purpose to describe place, person, and things, the topic will be discussed in this article will be place.

1. BKOF

In BKOF phase, the teacher opens the learning process and greets the students and asks about their condition, these in order to warm up the situation. The teacher also tells the students what they are going to learn at that day. The

teacher also explains a bit about the topic. Next, the teacher shows a picture of “The Golden Bridge” using laptop through LCD Projector so that all students can see the picture. The picture of “The Golden Bridge” can be seen in picture 6. Then teacher discuss with students by asking several questions about the picture to trigger students’ knowledge.



Picture 6. The Golden Gate Bridge.

2. MOT

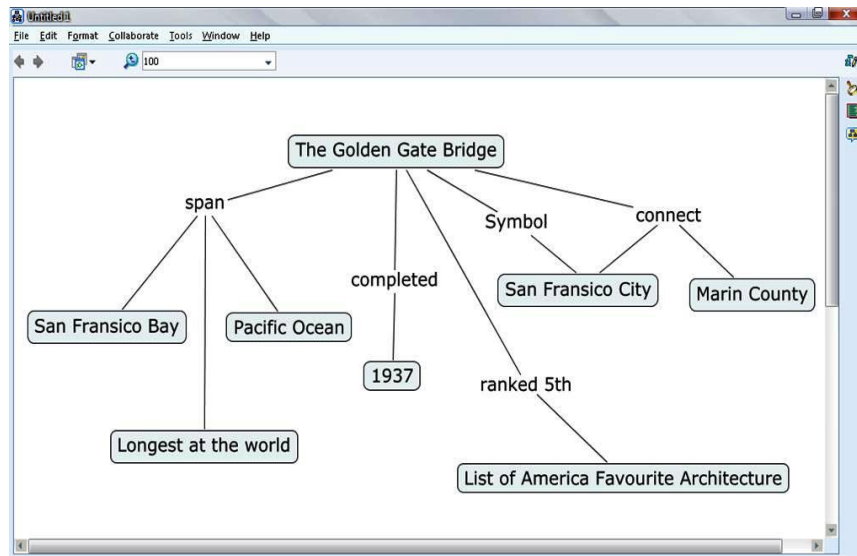
In the beginning of MOT phase, the teacher distributes the text which is related to the picture in the previous phase. So the text will describe about “The Golden Bridge”. The text can be seen as follows:

The Golden Gate Bridge is a suspension bridge spanning the Golden Gate, the opening of the San Francisco Bay onto the Pacific Ocean. As part of both US Highway 101 and California Route 1, it connects the city of San Francisco on the northern tip of the San Francisco Peninsula to Marin County.

The Golden Gate Bridge had the longest suspension bridge span in the world when it was completed in 1937 and has become an internationally recognized symbol of San Francisco and California. Since its completion, the span length has been surpassed by eight other bridges. It still has the second longest suspension bridge main span in the United States, after the Verrazano-Narrows Bridge in New York City. In 2007, it was ranked fifth on the List of America’s Favorite Architecture by the American Institute of Architects.

After that, teacher asks students to read that text. Next, the teacher discuss with the students about the text. Then, teacher explains about descriptive text itself. It is related to the purpose, generic structure, and language features.

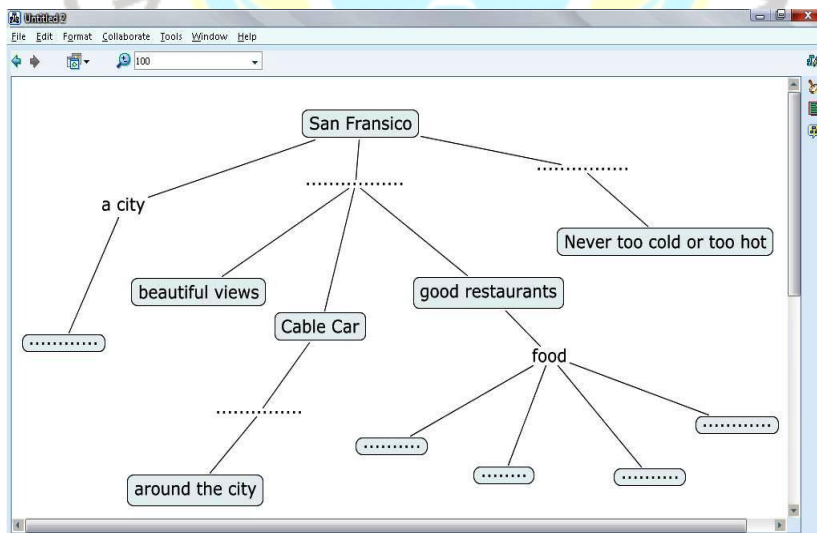
Next, the teacher design a mapping of “The Golden Bridge” using CmapTools by asking students related to the text. Students are involved in designing the mapping with the teacher altogether. The purpose of this activity is to improve students’ memory and comprehension toward the text. The complete mapping can be seen in picture 7.



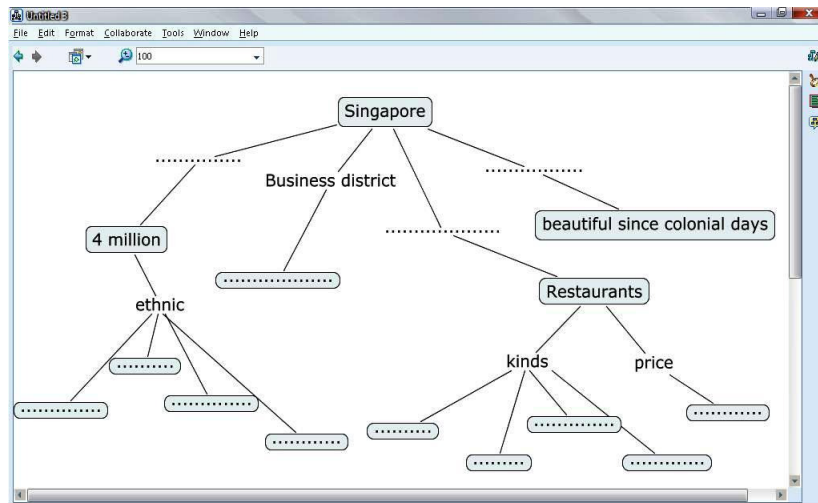
Picture 7. Complete Mapping of The Golden Bridge

3. JCOT

In JCOT phase, the teacher asks students to sit in a group of four. The teacher will distribute other printed blank mapping which is designed by the teacher before. The topic of the mapping will be “San Francisco” and “Singapore”. The blank mapping can be seen in picture 8 and 9. The groups choose the topic randomly. After that, the teacher asks the group to fill in the missing points of the blank mapping. Then, teacher and students discuss each blank mapping together with the groups by using CmapTools by asking the groups.



Picture 8. Blank Mapping “San Fransico”.



Picture 9. Blank Mapping “Singapore”

4. ICOT

The teacher asks the group to ungroup. Then, the teacher asks the students to write a descriptive text individually based on the topics of blank mapping which have been discussed from the previous phase. Next, the teacher asks the students to submit the assignment. After that, the teacher asks the students about the lesson that has been learned at that day, create a conclusion together and close the class.

C. Conclusion and Suggestion

Concept mapping by CmapTools is a very good media in teaching descriptive text. Designing concept mapping by using CmapTools help students to understand key concept vocabulary and how the relationship among the concepts. The involvement of technology in using CmapTools makes learning descriptive text more enjoyable and interesting because CmapTools is attached by multimedia as an entertainment. The use of CmapTools can make class atmosphere become more active and alive. Since CmapTools is attached by multimedia, it takes the students close to the real object described in descriptive text by picture or video displayed. Thus, students will comprehend the descriptive text easily.

There are so many media that can be developed by the teachers for having good and enjoyable class situation to obtain the curriculum expectation. In order to achieve it, there are some suggestions that should be considered. First, the teacher should choose the technique and materials that are appropriate with the students' needs and levels so that the class atmosphere become enjoyable and interesting. Then, the teacher should give short, clear and simple instruction; the teacher should keep in control the students activities. Moreover, the teacher should present the language in an enjoyable and relaxed way. It could be done by using pictures, songs, games, etc. Last but not least, the teacher should be creative and active to find various media to teach the junior high school students.

Note: This article was written based on writer's paper that is supervised by Havid Ardi S.Pd., M.Hum.

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