

USING DRAWING A SKETCH TECHNIQUE IN TEACHING WRITING A DESCRIPTIVE TEXT TO JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Makalah ini menguraikan penggunaan teknik *Drawing a Sketch* sebagai sebuah teknik dalam mengajar menulis teks “Descriptive” untuk membantu siswa mengatasi masalah di dalam menulis. Dalam pemakaian teknik ini dalam kelas, ada beberapa tahap yang perlu dilakukan yaitu *pre-teaching*, *whilst-teaching*, dan *post-teaching*. Dengan menggunakan teknik ini diharapkan siswa mampu menulis teks *Descriptive* dengan benar.

Key words: writing, drawing a sketch, descriptive text

A. Introduction

Writing can be defined as a process that consists of prewriting, drafting, revising, and editing. Based on Bello (1997:1-2), writing is a process that usually begins with some forms of prewriting activities in which learners work together in groups to generate ideas about a particular topic. This includes sharing the freewriting topic, brainstorming, making a list or timeline, or simply reflecting on an experience. Each group members then works to compose a first draft. Then they read peer’s draft in pairs or small group. The members of group give comments and suggestions. Revising begins based on these comments and responses. Revision should be shared until the ideas seem clear. Then, editing begins as the focus move to spelling, grammar, punctuation, transition words and signal words. Students should be encouraged to edit what they know or have studied. It means that writing consists of many processes.

Moreover, writing is a process of making written products. Based on Sokolik in Nunan (2003:88), writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polish and comprehensible to reader. The process of writing includes some steps of writing such as how to find the topic or ideas, drafting and writing. While the product the sentences that is result of the writing process. In similar meaning, Linse (2005:150) defines that writing is a process of composing of a piece of text. In composing a text, the processes are arranging the ideas into sentences, putting them in to paragraph, and finally arranging the paragraph into good structure of texts. He also adds that the texts should be

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reasonable, coherent and accurate, so it can be understood. It can be said that a text or product is developed through writing.

However, based on the writer's observation in SMP N 1 IV Koto in Agam regency, most of students seem not able to write descriptive text about people, places, and things even though their teacher gave modeling of text and enough explanation before assigning them a writing task. Moreover, when the students were assigned to write a descriptive text, they seem to be fearful and anxious. In addition, they pretended to be busy with their task by writing some sentences then they erased it, and by drawing some sketches or pictures such as house, friend, and pet in their blank paper. It might be as a result that they did not have many ideas about the topic and hard for them to express their ideas into words and sentences directly about a topic although their teacher always asked them some questions in prewriting stage such as, do you have a pet?, what kind of pet do you have?, do you love it very much?, and what does it look like?. These questions were proposed to stimulate students' ideas about the topic that they were going to write. From the observation, the problem in writing can be concluded that students are not able to write a descriptive text because they are lack ideas and difficult to present the ideas directly into written words in prewriting even though their teacher gave explanation and some questions in prewriting.

Furthermore, Blanchard and Root (2004:11) mention that prewriting is the thinking, talking, reading, and writing students do about their topic before they write. They also say that prewriting is a first draft a way to warm up your brain before you write. Also, Maxwell, Meiser, and McKnight (2011:115) state that prewriting may be the most important step in writing that something is interesting, honest, and lively. In this step, there are various activities that can help students to discover what they know and want to write.

From the explanation above, it can be summarized that prewriting is the first or essential stage in writing. Without this stage, writer tend to develop papers that lack their own voice. The writing also lack depth and details to make the writing interesting. In this stage, teacher uses certain technique. From the technique, students can be easy in writing process. Without prewriting, students might be difficult to compose the idea, gather idea, and compose it into the good writing.

To solve these problems, there should be variety writing techniques used in prewriting activity. The technique should be interesting for students, build their confidence, and make them comfortable with writing. One of the techniques that might be applied by a teacher is drawing a sketch technique. Based on Maxwell, Meiser, and McKnight (2011:115), drawing a sketch is one of prewriting techniques, especially for writing a descriptive text. It allows students to express, to explore and to gather ideas about the topic into a sketch. Then, by having a sketch, students know what, where or how to begin in writing.

Besides that, the activity of drawing a sketch also may have some processes. Peha (2003:47) divides the process of drawing a sketch into three steps. The first step is drawing. In this step, students make a quick pencil sketch of their opinion about the topic. The second step is labeling. This step allows the students to create a one- or two-word text label for each item in your drawing. The last

steps might be captioning. The students can write about the picture in a single sentence underneath the picture. In short, there are three processes in drawing a sketch in prewriting stage: drawing, labeling, and captioning.

According to School Based-Curriculum or KTSP (2006:15), one of the purposes of teaching writing at junior high school may be to develop students' discourse competence that is ability to comprehend and produce a text in written form. In addition, KTSP (2006:21) adds that teaching writing is teaching to express the meaning and rhetorical stage in simply short essay by using written language accurately, fluently, and acceptably for interacting with surrounding environment in form of procedure and descriptive. It means that teaching writing in junior high school is to help students able to create some good certain texts to communicate with their environments.

In writing class, descriptive is one of text types that should be produced by the second semester of seventh grade of junior high school students besides procedure text. A descriptive text has social function, generic structure and language features. Based on Gerot and Wignell (1994:208), the social function of descriptive text is to describe a particular person, place, and thing. Moreover, it has two parts of generic structure; identification and description. In addition, the language features of this text types are using present tense, focusing on specific participant, and using adjective words. In short, in writing a descriptive text, students should be able to describe about specific objects (a person, place and thing) based on the generic structure of a descriptive text and able to use language features of descriptive text itself.

In addition, descriptive text can be a text that describe an imaginary view or draw up about a real object (person, place, and thing). According to Tompkins (2000:86), he says that descriptive text is describe a person, place, thing, or idea. Writer uses the five senses and figurative language, including personification, onomatopoeia, and comparisons, so that reader will feel as though they are right there with the author. Meanwhile, Abisarma (2001:13) says that descriptive text is the text picturing the person, place and thing with clear detail to help the readers visualize an object being described. It can be said that descriptive text is used not only to describe a real object, but also to describe an abstract object.

B. Discussion

1. Preparation

Before applying teaching writing a descriptive text by using drawing a sketch technique to junior high school students, a teacher should have several preparations. Good preparation will determine the successful of teaching and learning process. There are some preparations should the teacher done before entering the classroom.

a. Selecting The Material

The teacher should prepare the materials before the teaching and learning process begin. The materials need to be prepared well because the teacher want to succeed in using drawing a sketch technique in the classroom. It means that if the teacher has good materials, it will make the teaching and learning process run well

based on the requirements of the curriculum, syllabus and the objectives of the lesson. Moreover, the students will be more motivated in learning because their teacher has prepared interesting topics in the class. The teacher selects the materials or chooses some topics that are appropriate with the students' ability level and their knowledge.

b. Lesson Plan

The teacher has to prepare the lesson plan for several reasons. A lesson plan is a tool that serves to guide the teacher in teaching. By preparing the lesson plan, it will be helpful in knowing what the teacher does next because the lesson plan also includes the procedure of the technique that is used in teaching. Then, the lesson plan provides the objectives of the lesson that will be achieved by the students. So, the activities in the classroom should support the achieving of the goals that have been mentioned in the lesson plan. Moreover, the lesson plan also will be used as a resource in planning assessments to measure the students' achievement. In addition, preparing a lesson plan may spend much time because the lesson plan should be made based on the curriculum and also the syllabus. Besides that, in creating a lesson plan, the teacher should make the task in which the students can broaden their knowledge that is related to the text based on the topics that will be given.

c. Preparing Media

Media is one of the important aspects in teaching and learning process. The media usually will help and increase students' attention and motivation to the lesson. In the drawing a sketch technique, the teacher may use drawing tools such as papers, pencil, eraser, marker, whiteboard, and etc.

2. Teaching Writing Procedures by Using Drawing a Sketch

In teaching writing a descriptive text by using drawing a sketch technique to junior high school students, there are some activities that should be followed. They are three stages of teaching namely pre-teaching activities, whilst-teaching activities and post-teaching activities.

1. Pre-teaching Activities

Pre-teaching activity is the first stage of teaching and learning process. There are several activities in this stage. First, before coming to the lesson, the teacher greets the students and checks the students' attendance. After checking the students' attendance, the teacher checks the students' readiness to study today's lesson physically and psychologically. After that, the teacher can review the previous lesson to remind the students about the last lesson. Then, the teacher introduces the today's topic (writing a descriptive text) and he/she also relates it with the previous material. So, the students understand the relationship between the previous lesson and the new one. In addition, the teacher also tells the objectives of the today's lesson.

2. Whilst-teaching Activities

Whilst-teaching activities are the main part of teaching and learning process. This activity is aimed to achieve the goals of the lesson that based on the curriculum. The teacher may begin this stage by introducing the process of writing descriptive text by using drawing a sketch. The process are drawing a sketch, labeling, captioning, making sentences from labels, combining the sentences into

a paragraph, editing and revising the paragraph, and writing a final paragraph. All of those processes are conducted systematically through exploration, elaboration, and confirmation.

a. Exploration

In this stage, there are some activities done by teacher and students. In the first step of writing, the teacher chooses and writes a topic “My Lovely Bedroom” on the whiteboard. Later, the teacher explores students’ background knowledge about the topic. There are many ways to explore students’ background knowledge. One of them is by showing a big sketch or picture in front of the class. In these case the teacher draws a big sketch of bedroom in the whiteboard.

After drawing a big sketch is finished, the teacher will give some labels in the sketch by asking the students to pay attention to the sketch and the teacher also asks the students some questions about the sketch to explore their background knowledge. The questions used may be as follows:

- Teacher : What is it? (Pointing the door sketch)
- Students : That is a door.
- Teacher : What is it? (Pointing the TV sketch)
- Students : That is a TV.
- Teacher : What is it? (Pointing the window sketch)
- Students : That is a window.

While the students are answering the questions, the teacher gives labels on the sketch based on the students’ answer. After asking some questions above, the teacher may invite the students to give a single sentence about the picture. Later the teacher will write the sentence underneath of the picture. Giving a single sentence underneath the picture is called as captioning.

b. Elaboration

In this stage, the teacher explains that he or she wants to make a descriptive text based on the picture above. Before writing a descriptive text, he or she makes some sentences from all the labels in the picture.

After making sentences from all the labels finished, the teacher writes a descriptive text by combining all sentences that have been made. Before combining all the sentences, the teacher writes the identification of the text. For example: “This is my lovely bedroom. It can be as one of the simple rooms in my dormitory”. Then this identification is followed by the sentences that have been combined.

After that, the teacher mentions that he or she will edit and revise the paragraph. This process can be done by leading the students to edit and revise the paragraph by reading the paragraph together. This process is for finding and fixing the errors in the descriptive text such as the grammar, spelling, punctuation, generic structure, conjunction and so on.

After that, the teacher can write a final paragraph of descriptive on whiteboard in front of the class. The final text can be as follows:

My lovely bedroom	Title
This is my lovely bedroom. It can be as one of the simple rooms in my dormitory.	Identification
My bedroom has one door. The door is tall and wide. It is about two meters in height and the width is about one meter. It is also made of the wood. Around two meters in front of the door, there is a big TV on the table. The TV has antenna on the top. On the right side of the door, there is a window that has beautiful curtain. The window is made of the glass. Furthermore, on the right side of the window, there is a picture as big as the window. The picture is my photo. I use glasses on the photo. Besides that, under the window, there are many books on the table. The books are arranged orderly. In addition, across the TV there is a bed that has two pillows, two bolsters and white bed cover.	Description

After writing a descriptive text, the teacher explains more about generic structure of descriptive text (identification and description). Besides, the teacher explains more about the language feature of descriptive text such as: using simple present tense, using adjective words, focusing on specific participant, using pronoun and etc. Then, the teacher check the students understanding about the lesson. If they do not understand yet, the teacher can give more explanation to the students. However, if they understand, the teacher can continue to next activity.

Then, in the next activity, the teacher may give an assignment to the students. It can be done by giving each student a sketch that has been prepared. Then, the students are asked to write a descriptive text based on the sketch by using some steps: labeling, captioning, making sentences from labels, combining the sentences into a paragraph, editing and revising the paragraph, and writing a final paragraph. In addition, when the students do their assignment, the teacher monitors them.

3. Post-teaching Activities

This activity is done to end the lesson which can be in the form of summarizing, evaluating, reflecting, and following up activities. At this activity, the teachers concludes the lesson with the students. The teacher make sure that all students are participating in concluding the lesson through giving their own opinions. Moreover, the teacher may ask the students to make a descriptive text by choosing the topic freely outside the classroom by using drawing a sketch technique. In addition, the teacher also can ask to submit their work in the next meeting.

C. Conclusion

Based on the discussion in the previous chapter, it can be concluded that students will be able to write a descriptive text better by using drawing a sketch technique. In this technique, the teacher has to have a good preparation in lesson plan, media, and material. Besides that, the teacher follows the three stages of teaching writing in the classroom: pre- teaching activities, whilst- teaching activities, and post- teaching activities.

Note: This article is written based on writer's paper and his advisor is Rusdi Noor Rosa, S.S., M.Hum.

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