

TEACHING DESCRIPTIVE TEXT BY USING RAINBOW CARDS IN TEACHING SPEAKING FOR JUNIOR HIGH SCHOOL STUDENT

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Abstrak

Makalah ini bertujuan untuk menjelaskan bagaimana penggunaan *Rainbow Cards* sebagai media dalam pengajaran berbicara di dalam kelas pada siswa menengah pertama. Hal ini dilatar belakangi masalah dihadapi oleh siswa yaitu mereka kesulitan dalam mengungkapkan dan mengembangkan ide mereka. Hal ini membuat mereka tidak bersemangat dan tidak termotivasi untuk berbicara. Untuk mengatasi masalah ini seorang guru harus mencari dan menggunakan strategi yang cocok dalam mengajar *speaking*. Salah satu media yang dapat diterapkan adalah dengan menggunakan *rainbow cards*. *Rainbow Cards* adalah kartu yang dibuat berwarna – warni yang berukuran segi empat. Melalui media “ *Rainbow Cards*” ini siswa akan diberikan beberapa pilihan kartu yang ada di *rainbow cards* kemudian dari kartu tersebut siswa diajak untuk mengeksplorasi warna dengan tokoh, sifat, tempat yang mereka ingat terkait warna tersebut. Hal ini membantu siswa berbicara karena di dalam *rainbow cards* tersebut dibagian depannya juga ada gambar kemudian dibagian belakangnya ada kata kunci jadi melalui kata bantu tersebut siswa bisa mengembangkan idenya untuk berbicara dalam mendeskripsikan gambar yang ada di dalam kartu dengan menggunakan *descriptive text*.

Kata Kunci: *pengajaran berbicara, teks descriptive, pengajaran di SMP, Rainbow Cards*

A. INTRODUCTION

Speaking is one of the most important skills in daily life. Every person needs to communicate with others through speaking. There are many cases found in the field which students have a problem with speaking.

There are some problems that they face while learning speaking. Most of the students are afraid of speaking when the teachers are teaching speaking in class. Students are lack of idea. The students find out it is difficult in developing their idea to create a descriptive text. They are afraid to speak up in front of the class because they don't know own idea, so the students do not have a self-confidence to speak up in English. However, the students must be add their vocabulary to make them self confidence that they are going to speak.

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There are some efforts that help the teachers help to stimulate the students in teaching speaking. One of the ways is by making a media. Rainbow cards as a media to stimulate and motivate the students' to speak and the students will be interested in learning. It can make the students motivated to speak when using rainbow cards. Through the rainbow cards students can develop the idea because in the cards there are a picture and key words to help them creating a text and express the idea. it can be concluded that speaking is the way of people to communicate with others and to share information, expressing ideas or opinion to people thought through using sound or word that happens systematically to keep interaction with each others.

Based on curriculum 2013 the aim of learning English in Junior high school is to understand the purpose, generic structure and both in spoken and written about people, animals, and things. Moreover, the text is very short and simple which stated in curriculum of junior high school is to make students have ability in some competences. Therefore, Davidson and Downson (2003: 107) explain that pupils or students need opportunities to speak and listen to a wide variety of the contexts and for a wide range of purpose, in order to increase their thinking ability, to develop their explicit knowledge about speaking and listening.

Speaking is oral skill where information is transferred orally. When people want to speak, they do not need to take a pen and paper to write it down but they just need to sound the words. As Bailey (2005:2) says that speaking is the productive and oral skill that consists of producing systematic verbal utterances to convey meaning. In other hand, Luoma (2004:9) states that speaking can be defined as a meaningful interaction between two or more people. It can be said, in daily life human might not be far from interaction with people around them. Furthermore, Chaney (1998:13) states that speaking is the process of building and share the meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means, through speaking people can share information about everything among them such as sadness, happiness, anxiety, pain and others.

Descriptive text can be used by someone to describe a person, place, and thing in oral form or written form in his or her daily life. According to Gerot and Wignel (1994:208-9), descriptive text is a text that has a social function to describe a particular person, place or thing. Based on 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 picturing the person, place and thing with clear details 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.

(Brown, Yule in Richards), teaching speaking in general as a practicing games of language learning: the opportunities for learners to listen, think, speak, take, risk, set goals, and process feedback from the coach and recycle through the skills they are going to master and he suggest some teaching strategies that can be implemented at school. They are as follow: 1. Teaching speaking as interaction. 2. Teaching speaking as interaction. 3 Teaching speaking as performance. Nunan

(2003:54-56) said that there are five principles for teaching speaking. Those are: (a) Aware of the differences between second language and foreign language learning context. (b) Give students practice with both fluency and accuracy. (c) Provide opportunities for students to talk by using group work, and limiting teacher talk. (d) Plan speaking tasks that involve negotiation for meaning. (e) Teacher needs to design classroom activities that involve guidance and practice in both transactional and interaction speaking. The teachers should give guidance and opportunity to the students to speak in every phrase of life.

Rainbow cards is a media that use in teaching speaking a descriptive text to the students at junior high school, the teacher can use creative media to motivate the students in learning speaking. Colour is a powerful design element that produces profound psychological and physiological reactions. According to (Mehta & Zhu, 2009) Colour is an important part of human perception. Many everyday objects have been designed to convey a message through colour.

Macomedia (2013) states that he split white sunlight into red, orange, yellow, green, blue, and violet. Here are the meanings of colour. *Red* is the colour of fire and blood, so it is associated with energy, war, danger, strength, power, determination as well as passion, desire, and love. The character of red: hero – heroic. *Orange* combines the energy of red and the happiness of yellow. Orange represents enthusiasm, fascination, happiness, creativity, determination, attraction, success, encouragement, and stimulation. The character of orange: artist, business man or business woman. *Yellow* is the colour of sunshine. Yellow produces a warming effect, arouses cheerfulness, stimulates, mental activity, and generates muscle energy. The character of yellow: athlete. *Green* is the colour of nature. It symbolizes growth, harmony, freshness, and fertility. The character of green: activist. *Blue* is the colour of the sky and sea. It symbolized trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven. The character of blue: scientist. *Violet* is feminism design. It symbolizes romantic and nostalgic feeling. The character of violet: romantic. *Purple* combines the stability of blue and the energy of red. It symbolizes power, nobility, luxury, and ambition. The character of purple: wealth. The relation of the colour to the lesson is colour can stimulate the students to attract student's attention to learn the lesson and it will support the learning process, so that they can improve their speaking ability through the colour in rainbow cards and they can develop their idea because in the cards, there are picture and keywords to help them create a text and express their idea.

B. DISCUSSION

Everything that is related to activities in the classroom should be prepared by teachers before they come to the class. First, the teacher has to prepare the lesson plan for several reasons. A lesson plan is a tool that serves guidance for the teacher in teaching. Second, the teacher prepares the media, media is kind of tools in teaching and learning process that can help teacher to be easier in his/her explanation. Using media "rainbow cards" in teaching and learning process really helps teachers. The teacher should find appropriate topic to be taught with rainbow cards. All of cards have a meaning depends on that colour. So, in that

cards teacher put the meaning of colour. There are some topics in teaching speaking that can use this rainbow cards.

There are the example of rainbow cards:

In front of the cards

Behind the cards



Here are the meanings of rainbow cards (red, orange, yellow, green, blue, violet and purple) and the topic depends on that colours. **Red** is the colour of fire and blood, so it is associated with energy, war, danger, strength, power, determination as well as passion, desire, and love. The character of red: hero – heroic. **Orange** combines the energy of red and the happiness of yellow. Orange represents enthusiasm, fascination, happiness, creativity, determination, attraction, success, encouragement, and stimulation. The character of orange: artist, business man or business woman. **Yellow** is the colour of sunshine. Yellow produces a warming effect, arouses cheerfulness, stimulates, mental activity, and generates muscle energy. The character of yellow: athlete. **Green** is the colour of nature. It symbolizes growth, harmony, freshness, and fertility. The character of green: activist and nature. **Blue** is the colour of the sky and sea. It symbolized trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven. The character of blue: scientist. **Violet** is feminism design. It symbolizes romantic and nostalgic feeling. The character of violet: romantic. **Purple** combines the stability of blue and the energy of red. It symbolizes power, nobility, luxury, and ambition. The character of purple: wealth. After all these preparations are done, the teacher can be started to teaching in learning process.

In teaching speaking a descriptive text to the students at junior high school, the teacher can choose one of the alternatives in using rainbow cards to make their students interested in learning. Those alternatives are: The first alternative: A set of cards that have picture, and keywords. The second alternative: A set of rainbow cards that have picture but without keywords. The last alternative, A set of rainbow cards without picture but keywords. This alternative use to higher level such as senior high school because more difficult to junior high school.

The procedure of teaching consists of three phases: pre-teaching activity, whilst-teaching activity, and post-teaching activity. The first phase is pre-teaching activity. In this stage the teacher checks students' attendance because it is important for the teacher in order to evaluate the students' diligence and to give

attention to the students. Before the teacher explains about the descriptive text, the teacher give examples for the students to build the students' background knowledge about the topic. For example :

Teacher : Have you ever describe something, place or person?

Students : Yes, I have.

The teacher asks a student to describe his/her friend.

Teacher : Can you describe Deo looks like?

Lisa : Sure, mom. She is beautiful, she has pointed nose and very friendly.

Teacher : Very good. What about you, Adin? Can you describe Aline looks like?

Adin : Yes, mom. She has beautiful eyes, she is tall and she has white skin

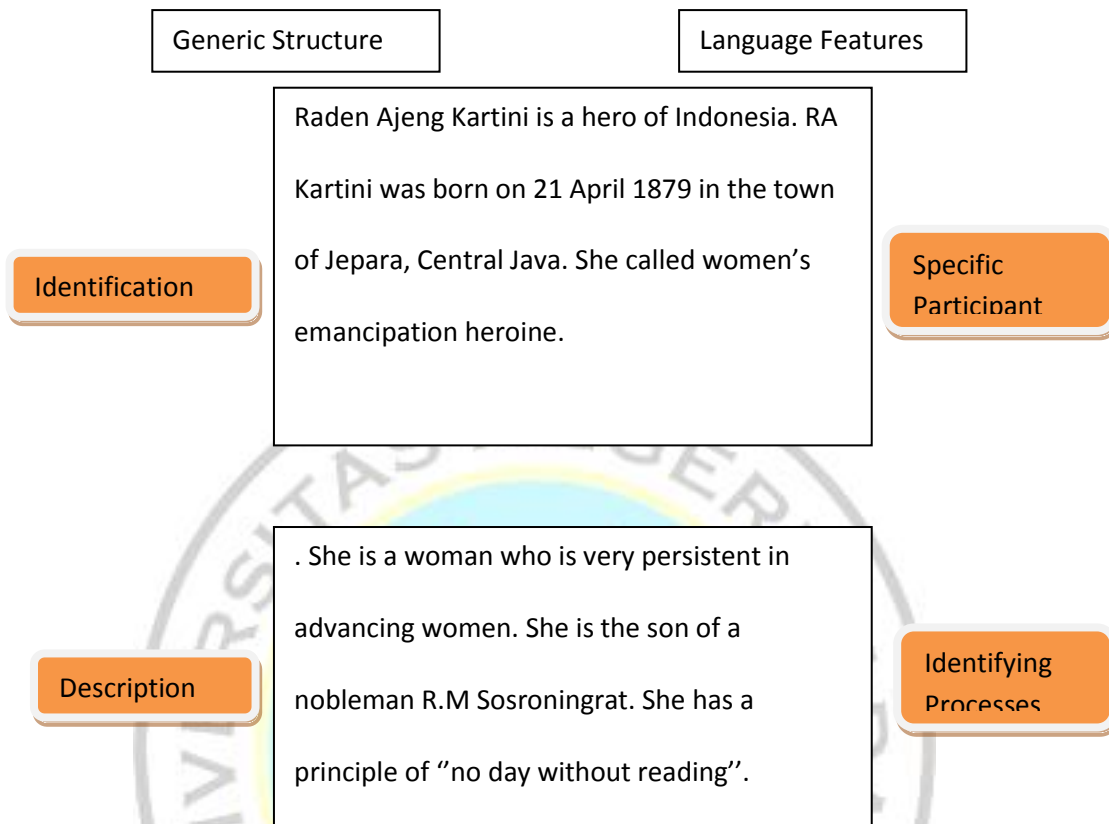
Teacher : Excellent, from the questions that I've asked before, do you know what our topic today?

Students : Descriptive text

Teacher : Very good

In whilst-teaching activities are the main part of teaching and learning process. At the beginning of this stage, in this case the teacher shows a rainbow cards. The teacher asks students to pay attention and explain to them about how to use the rainbow cards. Rainbow cards are the cards which consist of two sides; in front of the card is the picture and at the behind of the card there are key words about the picture. It means that you will be more easily to describe the picture, because there is more information that helps you to describe in the picture. After the students have understood with the lesson, the teacher chooses one of a rainbow cards to give example for them. For instance, the topic in that card is 'Raden Ajeng Kartini '. After that, the teacher will give key words depends on the picture and the teacher also asks the students some questions about the picture in that rainbow cards to explore their background knowledge. The teacher shows key words at the behind of the card based on the picture on the students answer. The teacher tells the students about the generic structure and the language feature of descriptive text. The generic structure of descriptive text consists of identification and description. While the language features are focus on specific participants and the use of simple present. After the students have known about it, the teacher and the students discuss the generic structure and language features based on the text that was written before. The teacher has to lead the students to find the right generic structure and language features of the text.

This is the the sample of the text:



Next, the teacher explains about the use of rainbow cards in speaking a descriptive text. After the teacher shows the students the model of the text and discussed it together, the teacher shows sample of rainbow cards.

In front of the card



Behind the card



After showing the cards, the teacher can use key words and picture behind the rainbow cards. She/he explains the model of how to create a descriptive text based on the picture in rainbow cards. For example, the teacher takes one rainbow card which has picture and key words. Then she/he explains the model by using rainbow card to tell the description based on picture and key words that can help

them to develop their idea. Such as: her name is Raden Ajeng Kartini. She was born on 21 April 1879. So, they can develop their idea based on the key words.

After, the students have understood about the lesson, the teacher asks the students to speak orally in front of the class based on that card they choose. Then, the teacher divides them into several groups. One group consists of four students. The next activity is the teacher shows many kinds of the rainbow cards to the students and asks students to choose the cards for their group and discuss that topic before practice the text orally in front of the class. All students in one group have to speak up in front of the class, they have chance to explain the topic to their friends.

Before all of the groups practice in front of the class, there are two ways to explain the rainbow card in group. The first way is *Monologue ability*. *Monologue ability* is every people in one group have opportunity to speak up and retell about what the first speaker has explained. The second way is *Dialogue ability*. *Dialogue ability* is the first student in one group tells about that card, and then other students ask the first student based on the card. Whenever the first student explains the model of the card, the other students listen to what she/he has explained. After that, the other students have a chance to ask their first students based on the card, for example: “*When was she born?*” The first students answer: “*She was born on 21 April 1879*”. The activity continues with other students in group to ask their friends based on that card. All of group can choose one of the ways to explain the rainbow cards and after that, the teacher points some of the students to practice in front of class. The students have opportunity to choose what colour that they want before stand up in front of the class. All of group must be ready what the topic is about; their group must understand their topic because all of them can speak up in front of the class.

Practicing in group will make students’ confidence rising before they perform in front of the class. When the students are practicing in the group, the teacher should monitor the students to check their activity. It is important to know students’ team work. After each member of the group has practice in their group and no one get problem, the members of each groups stand up in front of the class to present the cards that they have. The students will share their work in pair in front of the class. Each of students has a topic based on the rainbow cards in activity. We know that there are two ways to explain that rainbow cards in group, so we use the second way in confirmation. The second way is dialogue. Dialogue is first student in one group tell about that card, then other students ask the first student based on the card.

All of the group should be active and work together in giving ideas. Their *first student* tells that the picture on that card and she/he looks at the picture and colour of the cards. The key words will help her/him to create a descriptive text. Then, *other students* on that group have a chance to ask the first student based on the rainbow card. While each group present the descriptive text in front of the class, the teacher must lead them and check the students’ pronunciation. All the groups should finish their job in the time given.

In post teaching activities. It is an end activity that has to be done by the teacher who teaches in classroom. In this activity, the teacher concludes the lesson

with the students. The goal is to make students more understand about the lesson of the day. The teacher makes sure that all students participate in concluding the lesson through giving their own opinions. This activity is needed in order to know how far the students understand about descriptive text.

There are some advantages in teaching speaking recount text to junior high school students by using rainbow cards. First, increasing students' motivation to speak English. It can make the students motivated to speak when using rainbow cards. Second, It can help the students to think critically because the picture and key words which is used in rainbow cards will grasp the students' imagination when they are speaking orally. In other words, it can encourage the students in brainstorming their ideas. Third, increasing students' interest in language learning because they enjoy when using this interesting media. The last, rainbow cards can transform a boring class into a challenging and more fun class, because it can reduce students' stress in studying, especially in speaking.

C. CONCLUSION AND SUGGESTION

From the explanation above, speaking is an important skill in learning English. Through speak English, people can communicate and share their ideas with people in different countries. There are many problems in learning English process, such as; the lack of idea, the lack of confidence in speaking, and also teacher is still not creative in applying media in teaching. All of these issues have made a serious problem in learning process. But, there are some strategies that have been found too.

Using rainbow cards in teaching stimulates the students to speak and the students will be motivated and interested in learning. Based on previous discussion, using rainbow cards as media can help the teacher to stimulate the students for expanding any properties characters, places, people and things to a colour. Thus, students have confidence while speaking. The students will be interested and feel enjoy with the activities in learning process. As a result, the students are not bored anymore and can speak freely in the discussion.

In applying rainbow cards as a media in teaching a descriptive text to junior high school students, there are some suggestions. The use of rainbow cards is very helpful and can motivate the students to speak a descriptive text. In addition, by using such kind of strategy will make the students enjoy in speaking and it will support the learning process as well. The writer suggests the teacher to be more creative in applying rainbow cards that is going to be given to the students.

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