

## TEACHING WRITING A DESCRIPTIVE TEXT BY USING DOUBLE ENTRY DIARY TO JUNIOR HIGH SCHOOL STUDENTS

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### Abstrak

Siswa SMP masih menemui kesulitan dalam menulis *Descriptive* teks. Hal ini disebabkan karena mereka masih lemah dalam hal menulis dan mengorganisasikan ide-ide untuk dituangkan dalam teks naratif. Tujuan penulisan artikel ini adalah untuk menjelaskan bagaimana cara menggunakan *Double Entry Diary Strategy* dalam mengajar *descriptive text* kepada siswa SMP. menggunakan *Double Entry Diary strategy*, dimana siswa diminta untuk melengkapi dua buah kolom tentang gambar yang diperhatikan. Kolom pertama berisikan benda-benda yang ada dalam kelas dan kolom kedua berisi pendapat siswa tentang benda tersebut. Melalui penerapan teknik *Double Entry Diary* ini, guru diharapkan untuk dapat mengoptimalkan pembelajaran bahasa Inggris dalam kemampuan menulis sehingga tujuan pembelajaran dapat tercapai. Selain itu, dengan kehadiran teknik ini, siswa juga diharapkan mampu mengoptimalkan kemampuan mereka dalam menuturkan dan mengorganisasikan ide sehingga siswa mampu menulis text *Descriptive* dengan benar.

**Key words:** *Descriptive text, Teaching writing, Double Entry Diary Strategy*

### A. INTRODUCTION

Writing is an important skill for learners of English as a foreign language. It is important to be mastered in order to ensure success. In some educational levels, students have to be able to write a word, sentence, paragraph, text, paper, thesis, and others. Writing is also activities to express the ideas on the paper that used to communicate with other or between writer and reader. It shows that writing as language skill has a big role in mastering English because it gives amount of language output. Nunan (2003:89) states that writing is used to prove that the students have mastered a particular grammatical rule. Writing is one of the four skills in English besides speaking, listening, and reading that should be mastered in order to get success in learning a language.

In order to consider the purpose of the writing, a writer has to make sure what kind of genre to write. Based on School Based Curriculum KTSP (2006) for English subject there are several texts that must be taught in writing at the junior high school. They are functional text, and monolog texts. Functional texts consist

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of notice/caution, greeting card, short message, invitation, announcement, and advertisement. The monolog texts consist of procedure, descriptive, narrative, recount, and report. These kinds of texts should be mastered by the students in writing skill in junior high school. However, writing is regarded as a difficult task by most of students, especially in writing a descriptive text to junior High school students.

Descriptive text is a text which describes a specific person, animal, place or object. It gives information about characteristics of the things to readers. The function of descriptive text is to portray something in such a way that the reader can visualize the topic and enter into the writer's experience. In writing descriptive text, the students are expected to describe something so that reader can imagine that object.

Writing a descriptive text is one of the skills that must be mastered by the junior high school students. It is not easy work for the students. Most of students face some problems in writing descriptive text. The problem are difficult in exploring ideas, and organizing ideas, lack of vocabulary and less of grammatical competence. In exploring ideas, Al-Khasawneh (2010:3) say that the difficulties in exploring ideas are caused by the lack experiences in writing. They are thinking ideas about difficulties before starting writing the text. The students often think a perfect idea more than making a simple idea be a perfect one. They do not understanding that a good idea can be a simple thing are event around them. In organizing ideas, the students do not know how to organize the idea about something that they want to describe. However, they have difficulties to explore and organize the main idea into the supporting ideas. The students have to arrange the ideas, thought and feelings in good order. If the ideas are not arranged clearly, readers will get confused in understanding the writing. The third problem is the vocabulary. The lack of vocabulary causes the students write ineffectively. Thus, the intended message is not conveyed appropriately. The last, less of grammatical competence causes the students produce grammatically-incorrect sentences. Because of those problems, The teachers should choose a strategy that can involve the students to write independently. The teachers have to have an interesting and meaningful strategy to teach writing a descriptive text. The strategy that the writer proposes is Double Entry Diary.

Some experts have proposed several definitions about double entry dairy strategy. Lowenstein and Bradshaw (2004: 79) defined that the double entry diary is strategy for teachers in guide students to take detailed and organized notes during reading. Third, Weaver (2004: 17) has point out that the double entry diary is strategy that enables students to record their responses to text as they read. Students write down phrase or sentences from their assignment reading and then write own reaction to that message. The purpose of this strategy is to give students the opportunity to express their thought and become actively involved with the material they read,

From explanation above, it can be conclude that double entry diary is a strategy that can be used by the teachers in teaching writing materials. This strategy is affective because it helps students make notes about necessary concepts

while keeping track of their notes and remember the most pertinent information by looking at their own comments and reflections.

## B. DISCUSSION

### a) Preparation

The teacher has to make some preparations before conducting teaching and learning process. The preparation will make the teacher easier in teaching, because the aim of preparation itself is as a reference for the teacher in implementing the learning and teaching process. There are some points that should be prepared by the teacher before conducting teaching and learning process, such as material, media, and lesson plan.

The teacher has to prepare an appropriate material for the students so that they have a sense of joy in learning. The teacher not only can use the materials from the textbook, but she also can combine it from the other sources such as internet. Then, the teacher has to prepare the media because it is helpful for both teacher and the students in conducting teaching and learning process. Besides, it will make the student interested and motivated in learning. The last one is lesson plan. In lesson plan, there is written procedures that are going to be used by the teacher as a reference in teaching. The lesson plan will produce many benefits for the teacher, such as it will help them to teach systematically and inspires her in improving the teaching and learning process further.

### b) Procedure

Teaching writing a descriptive text through applying *Double Entry Diary* strategy can be applied at the seventh grade of junior high school students. There are three stages of teaching namely pre-teaching activities, whilst-teaching activities and post-teaching activities.

#### 1. Pre-Teaching Activity

In pre-teaching activity, the teacher does brainstorming activities that can activate students' background knowledge about descriptive text. The teacher asks some questions to the students about the condition of the classroom. By asking the students about the classroom condition, they are hoped to be able to describe what the classroom looks like briefly. By giving few questions, the teacher also introduces the topic of the lesson that will be learned. Then, she gives a brief explanation about descriptive text.

#### 2. Whilst-Teaching Activity

In whilst-teaching activity, the students are thought about writing and trained to use the skill that has been learned. Moreover, the students are guided to participate in discussing the topic. In teaching writing narrative text by using the *Double Entry Diary* strategy, there are three steps in whilst teaching, such as exploration, elaboration, and confirmation.

In exploration activity, the teacher builds students' knowledge about descriptive text. First, the teacher shows a picture of person, animal or thing to the students. For saving the time, it is better for her to choose one category of pictures that will be described. For example, the teacher chooses to describe about a classroom. The teacher asks students to describe the picture by giving some

questions to the students. In this activity, the teacher also introduces double entry diary to the students which will be used as a teaching media.

After discussing about the picture, the teacher explains about the concept of descriptive text. She explains about what the descriptive text is, social function, generic structure, and language features of descriptive text. Afterwards, the teacher makes an example of descriptive text by using the picture description. She writes the example of this descriptive text on the whiteboard.

**My classroom**

My classroom is quite comfortable. It has almost complete facilities such as desk, chairs, cupboard, and whiteboard,

When you enter my classroom, you will see many chairs. On the left side of my classroom, you can find a cupboard. The cupboard is used to store books and teaching media. Next to the cupboard, there is a big whiteboard. All of the things are arranged neatly in my classroom.

The desk is located in front of the whiteboard or across from the students' chairs. The desk is covered by the green tablecloth. There is also a flower vase on the right of the vase. This vase makes the desk look more beautiful.

Identification

Description

Elaboration activity, the teacher asks the students to use the double entry diary as a media that helps them in writing process. Before showing double entry diary to the students, the teacher shows a picture of a classroom that will be described by using double entry diary.

After showing the picture, the teacher asks the students to sit in group of four or five. Then, the teacher distributes the copies of double entry diary that will be filled by students to each of the groups. The students are asked to write a descriptive text in a group based on the picture by using a double entry diary. They are asked to use the double entry diary as have been modeled before. First, they write about objects in the classroom on the first column as can be seen in the following table. Second, the students write their opinions about those objects in the second column of the double entry diary as can be seen in the following table.

### My Classroom

Direct quote section title..... (Listing the Objects/Things found in the Classroom)	I thought on this..... (Opinions about the Objects/Things found in the Classroom)
1. Chairs (many chairs in the class)	1. - As a seat
2. Flag (flag on the right class)	2. - Reminds us that the flag is a national identity - Reminds us that the flag is the symbol of the nation's highest
3. White Board (in front of a classroom)	3. - Conveys information and is used to convey the subject matter - Whiteboard easier to be accepted than if simply described by the lecture method only - Presentation can be done with a clear lesson from the teacher step by step - If there is a mistake or error can be viewed and immediately corrected by the teacher.
4. Flowers (flowers are on the right)	4. - They make a friendly at fresher - They Repair eye health. - They reduce stress - They beautify the room
5. Eraser (stands beside a whiteboard)	5. - It erases the writing on the whiteboard - It removes any posts on the board
6. Image president (image of the president and vice president on the board)	6. - Beautified preference - Create a friendly at more beautiful - Make students always remember the president
7. Table cloth (table cloth on the right)	7. - It makes the table look more beautiful - It is quite like beautiful eyes
8. Aphorisms (aphorisms are split right)	8. - It motivates the students - It contains an important message to the students so that the students do.

#### Example of Descriptive double entry diary about class

In confirmation activities, it is the time for the teacher to do assessment toward the result of every group's writing. The best assessment which can be applied for writing lesson is by asking students to come to the front to show their writing in a large sized paper. This activity is aimed to make the students more focus on knowing how well they create the writing. By showing each group's writing to the whole class, the students can learn again about the descriptive text

while the teacher corrects the generic structure and the lexico grammatical features shown in each text

### 3. Post-Teaching Activity.

The post activities, after the students finish their description text, the teacher asks the difficulties which may be faced by the students. By asking their difficulties, the teacher will know about the students' problem in writing and the teacher can solve it for the next teaching learning activity. In this case, the teacher can also know whether the students understand with the lesson or not. The teacher also asks about students' feeling in writing descriptive text by using double entry diary.

In post-teaching activities, the teacher evaluates the descriptive text that is written by students. She can evaluate the students' writing based on writing's rubric below. The last activity in post-teaching is concluding the teaching and learning process of the day. The teacher guides the students to conclude the definitions of descriptive text, social function, language feature and its generic structure. Before the teacher closes the teaching activity, she allows the students to ask about everything that is related to descriptive text.

There are advantages of teaching writing descriptive text by using double entry diary for junior high school students, they are:

1. Facilitates student engagement with text
2. Facilitates student comprehension of text ( reader actively interacts with text)
3. Allows students to respond immediately to the text
4. Connects text with student's background knowledge
5. Facilitates student reflection on development of personal understanding of text
6. Allows teachers to informally assess difficulties students might have with comprehension
7. Can be used for both fiction and non-fiction texts
8. Increase motivation of the students
9. Improve students' writing descriptive text.

## C. CONCLUSIONS AND SUGGESTIONS

Double entry diary is an alternative medium in developing students' writing ability. It is very useful and applicable to be used in writing descriptive text. By using double entry diary, teacher can create fun activity that can motivate students to write. Besides, the students will easily to develop their idea into good paragraphs. The main strength of double entry diary in descriptive text is to help students to solve the lack of vocabularies problem in writing descriptive text.

Considering the strengths of double entry diary in teaching writing descriptive text, English teachers are suggested to do several things:

1. The English teachers at Junior High School are suggested to use double entry diary as an alternative medium in teaching writing descriptive text. Moreover, they are suggested to use double entry diary for more than one meeting.

2. The English teachers are suggested to involve their students in creating double entry diary. It means that the students have to be proactive in learning process.
3. Before studying descriptive text, the English teachers are suggested to discuss with the students about the things that they want to describe for the next meeting. The students can choose which object that they are interested in.
4. The English teachers are suggested to give homework for their students.

**Note:** This article was written based on writer's paper that is supervised by Rusdi Noor Rosa, S.S, M.Hum.

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