



THE USE OF THE SHOW, DON'T TELL TECHNIQUE IN TEACHING WRITING OF DESCRIPTIVE TEXTS FOR SENIOR HIGH SCHOOLS STUDENTS

Fitri Ramadhani Lukman¹, Saunir Saun²

English Department
Faculty of Languages and Arts
State University of Padang
email: smart.agent@ymail.com

Abstract

This paper is aimed to discuss about the use of *The Show Don't Tell* technique which can develop students' writing ability. In the beginning, the teacher explains the elements of *descriptive* text. Next, the teacher can use *The Show Don't Tell* technique as an exercise to help the students develop their writing ability. In this activity, the students will be divided into some groups which consist of, at least, five students. After that, each group is asked to prepare the sheet that will be used to write after the teacher give a picture as a topic. The topic of each group will be different one and another. Next, each student in each group write a sentence which relates to the topic given. They will do this activity until the last member in each group. Before they submit the paper, the teacher asks them to check the correctness of their writing with their group. After applying this activity, it is hoped that students' ability in writing descriptive text will increase and also can get their interest to write descriptive text easily because this activity is really fun.

Key words: Teaching Writing, The Show Don't Tell Technique, Descriptive Text

A. INTRODUCTION

Writing is the action of composing ideas in sentence. According to Bryne (1991: 1), writing is one of the language skills, which is used as a medium of communication, especially in indirect communication. It means that writing is a system of communicating between a writer and readers who are not physically present in the same time.

Writing is one of the language skills that will never be left in education. It is an essential part of the lesson especially in English lesson, as Achili (2007: 1) says that writing is probably the skill that is most needed in academic communities. It means that in learning English, a great deal of language achievement can be seen through the medium of writing. Students' achievement in writing can be seen from how they produce the language into written form such as writing written records of teachers' lesson, doing written homework, writing summaries and

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on September 2016

² Lecturer of English Department of FBS Universitas Negeri Padang



reports, and doing written exams. So, the achievement of the language which is learned by the students can be evaluated from those written activities.

Writing is regarded as the action of communication where the students have to express their ideas and arguments in well-organized so that the readers can catch the messages in students texts. Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a good text.

Rass (2001:1) also adds that there are some aspects to get a good writing. Students need to understand very well about the content they are going to write. Content means that students must have primary idea about what they want to say. They also have to know what they want readers think or do after finish reading their writing. Students have to consider some steps and the aspects of writing before they write texts in order to make the readers understand about the text. So, writing is not a direct or straight forward process of putting words and ideas directly on paper at any moment, but a task that requires great effort, concentration, and discipline.

In conclusion, writing is a productive skill that must be learnt and mastered by the students that involve the process of thinking, drafting, and revising. Writing is a meaning of communication that enables the students to synthesize the knowledge they have into an acceptable text that is appropriate with the English writing conventions, such as, using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation.

A descriptive text is one of genre of texts. This text is one of the texts that have to be taught to Junior High school students. It is hoped that students in junior high school will communicate each other in oral and written form of communication. Descriptive text is difficult enough to learn by the students.

Stanley (1988) mentions that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to list the characteristics of something and usually it deals with the physical appearance of the described thing.

In other words, a particular person, place or thing is described in details in this composition. The description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind.

Kane (2000: 352), states that descriptive text is description about sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive text is used to describe everything, which is seen by

writer in detail. It is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the Classroom: Teacher's Guide SMA Package, 2005). Stanley (1988) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston & Morrow (1981) states that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

Descriptive text has structure as below: Identification; identifying the phenomenon to be described. Description; describing the phenomenon in parts, qualities, or/and characteristics.

Wardiman, et. al. (2008) specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics. In terms of significant lexico grammatical features, the text focuses on specific participants, contains attribute and identifying process, comprises epithets and classifiers in nominal groups as well as uses simple present tense (Sutardi & Sukhrian, 2004).

There were some studies which had been conducted related to the techniques in teaching writing descriptive text. One of them was the study conducted by Kartika and Saun (2013) that focused on the use of word-two word-three in teaching writing a descriptive text. In this paper, the writers tried to focus on the new technique. The *Show Don't Tell* technique that means showing not telling is a part of *Quantum Learning*. *Quantum learning* is from the effort of Dr. Georgi Lozanov, a Bulgarian educator, to experiment with something called *Suggestology* and *Suggestopedia*. The point is mindset can influence the result of classroom environment and every single details can give positive or negative mindset.

Technically, the *Show Don't Tell* is done through some phases. Begin with preparation step where the students express their idea, thought, and feeling by writing ideas quickly. The result of this quick writing is developed into rough draft. In this draft, students must use showing sentences instead of telling. The next step is sharing. In this step, each students read the sentences from another student. It is important to give idea to the rough draft. In the next step, the idea and opinion from another student can be used to improve the sentence. After that, the students can fix the spelling and inappropriate sentences. Then, the students need to rewrite the sentence before evaluating it to make sure what they are going to write.

B. DISCUSSION

1. Implementing *The Show Don't Tell* Technique in Teaching Writing of Descriptive Texts for Senior High school Students

Before implementing *the show don't tell* technique, the teacher has to prepare material and lesson plan. Teacher can use video or picture to activate students' background knowledge. Then, teacher also has to make lesson plan in order to make the process of learning flows smoothly.

2. Teaching procedures

a. Pre-teaching

Pre-teaching activity is the first stage in teaching process where teacher prepares the students' readiness to start the lesson mentally and physically.

- 1) The teacher will check students' attendance and classroom's situation, for example, teacher asks students to check the cleanness of the classroom, then teacher also ask students to pray.
- 2) The teacher stimulates students' previous lesson and ask them to connect it to the topic today.
- 3) The teacher also gives some motivations for students before coming to the lesson.
- 4) In addition, if the teacher will use in focus, she or he must check whether is it working well or not.

b. Whilst-Teaching

There are three phases in whilst-teaching. They are exploration, elaboration, and confirmation.

- 1) Exploration
 - a) The teacher guides students to activate their background knowledge by giving them examples of descriptive text which related with the topic that will be written. Its' purpose to help the students build their
 - b) The teacher shows a video or picture that related to the topic.
 - c) The teacher invites student to sharing their opinion toward the video.
 - d) After students seem have already had background knowledge about the topic that will be written, teacher introduce them to use *the show don't tell* technique.
 - e) The teacher explains about the advantages of using *the show don't tell* technique for developing students' ability in writing a descriptive text.
- 2) Elaboration
 - a) Teacher will divide the students into some groups consist of, at least, five students.
 - b) Teacher gives different topics to each group through a picture.
 - c) The students start writing their sentence after the teacher gives a sign. It will be continued until the last student in each group writes her/his sentence.
 - d) Teacher asks the students to check the correctness of their writing result in their group.
 - e) Next, teacher asks all of groups to present their writing in front of the class.

- f) To check students' comprehension, teacher gives several questions based on text. Teacher will also ask what type of connections that they make in order to comprehend the meaning of the text and how those connections help them to understand the text.

3) Confirmation

- a) Teacher and students discuss the result of their writing together.
- b) Teacher gives clarification toward students' writing. If there are several problems that students face during using *the show don't tell* technique, teacher will guide them to fix those problems.
- c) Teacher gives motivation for students in order to make the students realize that writing is easy. If they are still confused about how to use *making the show don't tell* technique, they are allowed to ask the teacher or to their friends.

c. Post-Teaching

- 1) Teacher concludes the lesson on that day and gives the chance to students to ask about the lesson or their response about the technique given.
- 2) Teacher can give a video or other thing that related to the topic that they have been learnt to refresh their mind.
- 3) Teacher closes the class.

3. Advantages of the *show don't tell* technique

The advantage of using *Show Don't Tell* technique is the cycle of writing pattern which provides information from reader in sharing step. Besides, it can decrease the mistakes which appear during the writing process. The mistakes can be spelling, paragraph combination, and the expressing idea. So, by using this technique, it is expected that students are able to write sentences correctly.

When the students using *Show Don't Tell* technique, the paragraph will be more natural and real. The good point of this technique is the students are free to using their unique description for each sentence they have made. This technique also has many applications, for example: It can be used to characterize, effective to write poetry and story, and good to write composition.

C. CONCLUSION AND SUGGESTIONS

1. Conclusion

Show not tell technique that means showing not telling is a part of *Quantum Learning*. *Quantum learning* is from the effort of Dr. Georgi Lozanov, a Bulgarian educator, to experiment with something called *Suggestology* and *Suggestopedia*. The point is mindset can influence the result of classroom environment and every single details can give positive or negative mindset.

Technically, show not tell is done through some phases. Begin with preparation step where the students express their idea, thought, and feeling by writing ideas quickly. The result of this writing is developed into rough draft. The

next step is sharing. In this step, each student reads the sentences from another student to share their own idea. After that, the students can fix the spelling and inappropriate sentences in group or by consulting it to the teacher. The last thing that the students need to do is rewriting the sentence before evaluating it to make sure what they are going to write.

2. Suggestions

It is suggested for the teachers to apply *Show Don't Tell* Technique as a technique in teaching writing a descriptive text. This technique is appropriate for teaching writing a descriptive text because it is interesting and it can decrease the mistakes which appear during the writing process.

Moreover, the teachers are suggested to choose the appropriate and interesting topics that are related to the descriptive text. The topics must be familiar with the students. If they are interested to the topics, they will be more enthusiastic to write descriptive text. It is also suggested for the teachers to give an interested picture when they apply the *Show Don't Tell* strategy. They suggest the teacher to provide more vocabulary items. So, the students can express their ideas well.

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