

**IMPROVING THE STUDENTS' INTEREST IN WRITING
DESCRIPTIVE TEXT USING BUBBLE MAP OF THE SEVENTH
GRADE STUDENTS OF SMP IT HIDAYATUL MUBTADIIN DEMAK**

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ABSTRACT

The main objectives of this research are: (1) to describe how the teacher apply Bubble Map as media in teaching decriptive text; (2) to know the students' interest in learning descriptive text before being taught by using Bubble Map; (3) to know the students' interest in learning descriptive text after being taught by using Bubble Map as media.

This study is qualitative research. The population of the research is the seventh grade students of SMP IT Hidayatul Mubtadiin Demak in the academic year 2013/2014. 30 students of the seventh grade is the population and the sample. In the first meeting, the students were taught descriptive text without by using Bubble Map as the media. In the second meeting, the students were taught descriptive text by using Bubble Map as the media.

The instruments to take the data are observation sheet, questionnaire, and interview. From the observation sheet, the data shows that students became more active in class when taught using Bubble Map. The transcript during the learning activity dialogue proves the data. The questionnaire was given to the students. The questionnaire results 93.3% students are interested in studying descriptive text by using Bubble Map. The interview was asked to the teacher. It results that the teacher knows that their students involved active more in studying descriptive text by using Bubble Map.

Keywords: *Bubble Map, Descriptive text*

INTRODUCTION

Learning something, whether formal or informal education, means that there is a transformation of knowledge. Human, who is given an ability to think by God, is supposed to

do an education during the life. Some people know that as an long life education. Even, in Islam, a hadith of Ibnu Majah explains that learning is a must for any moslem. So there isn't any boundaries either they are male or female, young or adult, poor or rich,

from ordinary society or political leader.

For some learners, it is difficult to understand what they are studying by themselves. Ever so often, learning or studying a new term seems like discovering a new-totally-different environment. A skilled explorer still needs a compass to explore a strange jungle. Likewise for students. They need guide, in this case is a teacher, to guide their way in wandering the subject given to them. Thus, a teacher is demanded to be creative, innovative, and effective in conveying material.

A written language is little bit difficult than spoken one. The recipient may translate the written

communication different to what the sender message actually want to convey. It happen when there is a massive different perception occurs between the sender and recipient. So that, it is very important to make any written form of communication clearly; How does the teacher apply Bubble Map in teaching decriptive text?; How is the students' interest in learning descriptive text before being taught by using Bubble Map as a media?; How is the students' interest in learning descriptive text after being taught by using Bubble Map as a media?

RELATED THEORIES

Definition of Media

Someone's potential will be optimal if placed on the right media. The same thing also happen to learning process. A proper media will improve the student comprehension better. Technology development should be used by teacher to recolutionize teaching media to boost students comprehension and interest in English.

“Media derives from Latin *medius* literally means ‘center’ or ‘mediator’” (Arsyad, 2011:3). So, media can be a center of something or, in this study, media is a mediator used to deliver a message.

Media is used to make the learning process more effective. It is assumed that by using media the teacher can make the learning process is easy to understand for students. A good media will engage students' attention more to what the teacher is

conveying. From that situation, it will stimulate students' curiosity and trigger them to improve their comprehension.

“Teaching and learning process is essentially a process of communication, which is a process of message delivery from message source through certain media to message recipient” Sadiman (2011:11). The message intended in this case is the material which is about to be given to the teacher. For each media has its own function. When the teacher use the fittest one, the will be more attractive.

The Advantages of Media

A learning media is supposed to help the teacher to heighten students' achievement which is stated by Sudjana and Rivai (2007: 2), learning media has some advantages below:

- a. To extend the message presentation so that it isn't too verbal.
- b. To settle time and place restrictiveness and sense.
- c. The use of education media properly and unequally can overcome students' passive attitude.

d. With the unique characteristic of the student, and different environment and experience, whereas education curriculum and material are determined similar to each student, so that the teacher will occur a difficulty when everything should be overcome by his/herself. It will be harder if the teacher environment background is different to the student. This problem can be settled with teaching media, which is its ability in:

- a) Giving same stimulant.
- b) Likening experience.
- c) Creating same perception.

From those advantages above, a learning process needs a good media to be conveyed in the learning activity. A monotone teaching style, which is can bored the student, can be avoided. The teacher will be easier to direct the students' comprehension to the learning material if the class situation is conducive. And that's why a media have some advantages in teaching process.

Kinds of Media

Print Media

“Print technology is a way to produce or convey the material, such

as book and static visual material, especially through mechanic or photographic printing process” (Kustandi dan Sutjipto, 2011:33). Kustandi and Sutjipto (2011:34) states that audio visual technology is a way to produce or convey the material by using mechanic and electronic machines, for presenting audio and visual messages. “Computer based technology is a way to produce or convey the material by using micro-processor based sources” (Kustandi and Sutjipto, 2011:34).

Definition of Genre

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2007:4). Swales states that genre is a term which, as Preston says, one approaches with some trepidation (Swales, 1999: 33).

In Genre, each of them has different purpose. It depends on what the writer is going to deliver and talk about. Language style and diction will be also different from one to another. “Genre can be defined as text type which has function as a frame of

reference so that a text can be made effectively; effective from the purpose, choosing and constructing text elements, also the accuracy in grammar” (Pardiyono, 2007:2).

Descriptive Text

A descriptive text is containing an object, either living or unliving thing including human and animal (Pardiyono. 2006:165).

Pardiyono (2007:33) states that descriptive text has three rhetorical structures. They are communicative purpose, grammatical pattern, and generic structure.

Further explanations of those three rhetorical structures by Pardiyono (2007:33) are as bellow:

a. **Communicative Purpose.**

Description is a type of written text, which has the specific function to give description about an object (human or non human)

b. **Grammatical Pattern**

a) Use of simple present or past tense

b) Use of predicate ‘be’, ‘has/have’, or linking verbs such as look, seem, sound, taste, etc.

c) Use of adjective to imaging an object quality or condition

c. **Generic Structure**

a) Identification

The identification of a descriptive text contains statements of a certain topic which is going to be described.

b) Description

The second structure is description. In the description the writer gives the detail description about the object.

Student Interest

To reach maximum achievement, people should do the job with pleasure. This condition can be created if people interest in what they do. People, commonly, will be motivated when they are interested in something.

In learning process, teacher is demanded to create a situation which will support the students to comprehend the learning material. Learning to write descriptive needs students' creativity because they have to develop object by their senses into a written language. Students can improve their creativity when they are interested in the learning process itself.

The enjoyable and interesting learning process give several advantages as follow (Ekomadyo, 2005:24) :

1. Ability to create something new and unique.
2. Ability to transform old idea into a ne forms.
3. Ability to build guided imagination and fantasy.
4. Ability to see any possibilities answer to a problem.
5. Wide and deep curiosity.
6. Wide interest and exploring will.
7. Concern to a process, not just the result.
8. Personal pleasure and satisfaction in doing the job
9. Early knowledge as beginning.
10. Sense of beauty
11. Ability to think associative and play with idea.
12. Sense of observe unique thing in the environment around and daily activities.
13. Ability to express idea.

Teaching Writing

Halliday in Nunan (1991: 84) states that writing has evolved in societies as a result of a cultural changes

communicative needs which cannot be readily met by the spoken language. In that statement we can conclude that writing language occurs with a certain condition. People do written communication when they can not meet each other to do spoken communication. It can be influenced by their distance, which is not allowed them to make direct spoken communication, or maybe there are some emergencies between them which is impossible for them to meet in order to deliver the message they want to share.

Written language has several functions in daily life which Nunan (1991:84) states as the followings:

1. Primarily for action

In this function we will find some written language in a form of : public sign, product labels and instruction, tools or toys purchased, recipes, maps, letter, greeting cards, and so on.

2. Primarily for information

In the function of primarily for information we will find out some written language in a form of: newspaper, hobby magazine, non-fiction books, political pamphlets, guide book and travel literature, and many more.

3. Primarily for entertainment

We will find out some written language such as light magazine, comic strip, fiction books, poetry and drama, news paper, film subtitles;

METHODOLOGY

The researcher used descriptive qualitative method. "Qualitative research is complex, involving field work for prolonged periods of time, collecting words and pictures, analyzing this information inductively while focusing on participant views, and writing about the process using expressive and persuasive language" (Creswell, 1998:24). Qualitative method often

Research Design

involves no statistical analysis, it is associated with hypotheses generating and developing an understanding.

Qualitative method collects data through the observation, documentation, interview, or visual material and then come up with a theory account for the data. It looks for hypotheses or theories that can explain the data collected or the facts, which are observed. Thus, qualitative method focused in process.

Moreover, the data, which have been collected in collecting data activity, all of it are not relevant with the objective of the research. Then, the researcher grouped and interpreted the answer of observation, documentation, interview, and visual material to analyze the application of mind map in teaching descriptive text

Subject of the Research

The writers' observer and interviewer conducted the research in SMP IT Hidayatul Mubtadiin Demak. The subjects of this research are the English teacher and seventh grade students of SMP IT Hidayatul Mubtadiin Demak in the academic year 2013/2014 which the total number of the students is 30 students.

In a research study, most of the researchers will choose a certain range to be observed. Gulo (2002: 76) states that population consist of a group of object which become interest focus, which is containing information is going to be known. The populations in this research are the English teachers who teach seventh year students and all the seventh year students of SMP IT Hidayatul Mubtadiin Demak.

Data which any researcher need to calculate from every research will not come without any source. It needs

sample to examine the hypothesis. "Sample is a part of number and characteristic belongs to the population" (Sugiyono, 2008:118). Cohen, et.al. (2007:100) states that sample is a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. Each number of the population has the equal chance of being selected as a sample. The writer took one class and English teacher as samples in this research. In the school where the research will take place only has one class for grade eight.

This research apply some research instruments. Information which someone is going to gain will be more accurate if they look at the object directly. An observation is absolutely needed for a researcher in observe something. "Observation is a data collectiong method where the research or the collaborator note the information as what they see during the research" (Gulo, 2002: 116). There are two components that the writer observed, they are the class situation and the students' participation:

- a. Class Situation
- a) Opening activity

The opening activity includes the teacher's activity before going to the main activity, such as teacher give greeting to the students.

b) Main activity

This activity consists of teacher's do in delivering or explaining the material to the students.

c) Post activity

Post activity is the last activity that includes evaluation and review of the material has been learnt.

b. Students' Participation

In this case, the writer observed whether the students gave attention to the teacher's instruction. It included students' communication whether students are responsive and active to participate in learning activity, such as answering the questions from the teacher. It can be seen from the dialogue or interaction happened between teacher and students that transcribed on the observation sheet.

Gulo (Gulo, 2002: 116) classifies the role of the observer into four group. They are:

a. Full participant.

The observer treats him/herself as the research object.

b. Participant as the observer.

In this group, the observer bounds him/herself as an observer and the respondent knows that he/she is an observation object.

c. Observer as participant.

In this type, the observation participates as long as it is needed in the research.

d. Complete observater.

In this type, the observer becoe only an observer without participating with the object observed.

In this research, the writer applied the second type of the interiew.

Questionnaire

There are two questionnaire types (Colosi, 2006:1). They are open-ended questionnaire and closed-ended questionnaire. Open-ended questionnaire provides the participant some questions in which they may answer by their own words. It results varied responses. Close-ended questionnaire provides the participant some questions with specific response option for each question. One of the advantages of using closed-ended questionnaire is the participant will have the same reference frame. The

writer used closed-ended questionnaire to collect the data or information from the students based on the needs, interest, like and dislike about Bubble Map as media.

Interview

Before the interviewer do the interview, making a list of the questions is a must. It was very helpful for the interview when collecting data from the respondent or interviewee. Beside it, the interview run as the plan and it not swerve from the topic.

Interview, based on the question form, divided by Gulo (2002: 121) into three forms. First is Structural Interview. In this type of interview, the questions heads the answer into question pattern which is suggested. The second form is Non-structural Interview. In this form, the interviewee or respondent can answer the question given freely and not emphasized on a certain pattern. The third form of interview is Mixed. This form is a fusion of structural and non-structural interview.

In this research, the writer delivered 10 questions to the interview the teacher. These items of questions were delivered to find out the strengths of using Bubble Map in

teaching descriptive text especially for the teacher.

Data Collection

1. Library Research

The writer searched some references text books of related subject matter. The writer used the library facilities. The writer tried to find out the information, data, ideas, and fundamental theories which support this research.

2. Field Research

Field research refers to the writer's effort in obtaining the empirical data, the writer uses following steps:

a. Observation

In this case, the writer observed applying Bubble Map media in teaching descriptive text especially the procedures that include classroom practice, teacher's role, student's roles and the material. The writer has not taken part and interacted with the teacher and the students during the teaching learning process. The writer collected the data from the observation sheet and analyze the data. After that, the writer made some conclusions based on the observation.

b. Documentation

The purpose of the documentation is to obtain information by use camera or other media during collecting the data related to this research in order to get detail information. 3

c. Questionnaire

Delivering questionnaire for the students given on the third meeting, . The students were asked to complete the questionnaire that consist of 14 questions. Questionnaire purpose is to find out about the students' interest in learning descriptive text by using Bubble Map as the media.

d. Interview

After delivering questionnaire to students, the writer interviewed the teacher. The interview was done on March 20th, 2014. There were 20 questions delivered to the interview the English teacher. The interviewee conducted a closed type interview. The writer conducted the interview with following steps:

a) Preparation

Before the writer did the interview, the writer made some questions to ask the English

teacher. After that, the writer prepared the documentation instruments.

b) Interview

Interview was the main process of this process. In this step, the writer delivered the questions to the English teacher.

c) Confirmation

In the confirmation, the writer transcribed the answers from the English teacher as the result of the interview.

RESEARCH FINDINGS

According to Cohen (2007:136), analysing data is the processing data that is gotten using formulas or regulations that exist, according to the research approach or design that is taken. In this study, the writer tried to analyse all the information from the data which had been collected. To make the data easier to analyse, the writer used observation sheet and questionnaire as instrument of the study. The writer analysed the data with following steps:

1. The writer analysed and transcribed the dialogue and whole activities during the observation. The whole of activities was written on observation sheet include the transcribing the dialogue between teacher and students in teaching and learning activities. The

writer wrote down the steps in applying Mind Map from the beginning until the end of classroom activities on the observation sheet. From observing of class activities, the writer found out the steps in applying Mind Map. The writer also transcribed the dialogue during the teaching and learning process. The transcribing aims to observe the students' participation in learning process. It included students' participation whether students are responsive and active to participate in learning activity, such as answering the questions from the teacher or following the teacher's command.

2. The writer analysed the results of interview with the teacher that applied Bubble Map. It aims to know the advantages and difficulties were faced by teachers in implementing the Mind Maps in the seventh grade students.
3. The writer analysed the result of questionnaire which was filled by students. Each number of the questionnaire was analysed. The analysis of questionnaire was delivered by the graphic. The graphic showed the quantity of the answer from each number, and then the quantity would be analysed based on the question given. From the

questionnaire, the writer aims to find out some benefits of Bubble Map to the students, so the writer figures out the students' interest of Bubble Map in descriptive text.

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