

The Implementation of Growing Gardening Metaphors in Students Writing Descriptive Text

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ABSTRACT

This study investigates the implementation of growing gardening metaphors in students writing the descriptive text of VII grade students in a school in Garut. It explores the metaphor of growing gardening that can be used by teachers to make teaching and learning in English classes more enjoyable and communicative. To this end, the study carried out qualitative methods with a case study design. Then the results of the study show that the application of the growing-gardening metaphor can overcome the problem of writing descriptive texts in class VII of junior high school. Because this metaphor activity is used as a solution for teachers to solve students' problems in writing descriptive texts in the first grade of junior high school. This helps the teacher in teaching writing descriptive texts which motivates students to think more creatively in considering the same function or activity both experience and garden vocabulary when writing texts. To carry out this class activity, the teacher takes approximately 80 minutes to spend the required time. This study concludes that The growing gardening metaphor can be applied to junior high school students in Garut.

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1. INTRODUCTION

Several studies have emphasized the significance of writing abilities. (Naser, 2016; Klimova, 2013; Defazio, Jones, Tennant & Hook, 2010; Xhuvani, 2015; Hosseini, Taghizadeh, Abedin, & Naseri, 2013). One of the fundamental skills that people studying English as a second language must master is writing. Because writing requires learning, discovery, development, and improvement of language skills, writing is a crucial language skill (Astuti et al., 2020). Writing is so significant, one which is in the field of higher education because students can express ideas, thoughts, creativity, and abilities in writing, of course, to complete a thesis/final project and so on (Dini & Syahrul, 2017). According to Cocuk in Harmoon (2018: 58), cited in Ratnasari & Syahrul (2020), writing skills are vital because they support student performance. Writing skills can be a method of expression for those who cannot or are not comfortable expressing themselves verbally. People have difficulty relating to instructors, employers, co-workers, or anyone if they don't know how to communicate in writing. Meanwhile, Prabhakar Pillai (2010)

emphasized that writing skills are essential for achieving professional and business goals. It serves as a vital communication tool. Therefore, writing skills need refocusing to achieve goals in the field of education.

There are still many problems that arise related to writing. Most English students feel that mastering writing is the most challenging skill to master (Harsyap,2009), and writing difficulties can be devastating to a student's education. Heaton (1975) found that writing skills are complex and sometimes challenging to teach. Require Mastery is grammatical and rhetorical devices and conceptual and evaluative elements. According to Pratiwi (2016), as students progress, they should express their knowledge of various subjects in writing. Unless students develop specific fundamental skills, as these demands increase, they cannot write with the speed and fluency needed to excel. When students struggle with reporting problems, writing can interfere with learning. It can be difficult for students to stay motivated in the face of such complex opportunities. Writing difficulties can be devastating to a student's education.

In addition to having difficulty with writing, pupils frequently struggle with English grammar. According to Troia and Graham cited in Troia (2014), "Basic writing skills such as spelling, handwriting, typing, capitalization, punctuation, and grammar might impede the product's written expression if it is not implemented with a high degree of automaticity." Simple past tense is used in sentences in descriptive writing. The ability to modify sentences such that they are expressed using the tenses themselves must be mastered by the students. Several pupils struggled with choosing a topic for their essays, as was discovered through the research conducted during teaching practice at a junior high school in Garut. Many teachers used to exclusively teach using dull themes in the past, which made it easy for students to get bored with the lesson being studied. The teacher must create specific learning exercises that can be used to keep students' attention and encourage creativity to help them compose descriptive texts that are entertaining to read. Teachers can instruct junior high school students in writing descriptive Text through various strategies, including picture series, outlining, freewriting, and more. This study encourages students to create their descriptive texts more creatively. This study uses the concept of Growing Gardening Metaphors in Classroom Activity.

Growing Gardening Metaphors is an English class activity that uses metaphors related to garden vocabulary, which are not far from students' daily lives. It can be used in student English classroom activities to inspire students to consider ideas when writing descriptive Text. It also encourages them to write more creatively and increases interest in their Text. Growing Gardening Metaphors is a lesson plan developed by Hodgson and Bolton (2011). Then in line with Hodgson and Bolton (2011) state some goals which can be reached by applying the activity. The goal is teaching (or reviewing) the meaning of metaphors and how to use them in writing, reviewing gardening terminology, and utilizing the gardening vocabulary in metaphors to characterize a particular person. It is suggested that teachers use Growing Gardening Metaphors to make class activities more exciting and to encourage students' creativity and enthusiasm when they write Descriptive Texts.

In this research path, many researchers have researched growing gardening metaphors in students writing recount text, including research that looks at their Analysis and Use—for example, Rahman et al. (2018). "Metaphor Analysis on Students' English Poems" This study aims to know the student's ability to use a metaphor for their English poem writing. In this case, they are written by the fifth-semester students. According to research findings, students frequently use mystical love metaphors in their poetry and other metaphors from a semantic standpoint. Then, an article titled "The Analysis of Metaphors in Westlife's Song Lyrics" by Ndraha et al. (2018). This Study analyzes metaphors in Westlife's song lyrics. Metaphors are comparison tools frequently employed in poetry, fiction, and other literary

works. This finding should assist English teachers in using metaphors in the classroom, where they can be a helpful tool for increasing students' vocabulary.

Then another study the Use of metaphors in newspapers is then described in another study by Siahaan et al. (2019), "The Usage Of Metaphors in Crime Column in The Jakarta Post Newspaper," which also identifies the most prevalent types of metaphors in newspapers and discusses the rationale behind their emergence. The analysis's findings revealed that the Jakarta Post's crime column uses a variety of metaphors, while the frequency of each class varies.

However, based on the studies reviewed above, the focus is only on the analysis and the Use of the growing-gardening metaphor in writing student recount texts, articles, and song lyrics. There is still little research that looks at the implementation of growing gardening metaphors in students writing descriptive Text. Therefore, this study investigates the implementation of Growing gardening metaphors in students writing descriptive Text in seventh-grade students at one school in Garut.

2. METHOD

This study was conducted using a qualitative approach with a case study design to investigate the implementation of growing gardening metaphors. The researchers want to make sure that the problem under study is indeed an important issue and has benefits if it is studied in more depth. So that researchers apply the metaphorical concept of growing Gardening in learning descriptive Text, in line with the theory of Cohen, Manion, & Morrison (2007), "Case studies can establish cause and effect. Indeed, one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of cause and effect. Because the goal of this study is to gain a broad understanding of social reality from the perspective of the Participant, it is consistent with Bogdan & Biklen's (1992: 21) assertion that qualitative research is a research step that produces descriptive data in the form of writing or speech, as well as the behavior of the people being observed.

The population of this research was carried out of seventh-grade students of junior high school in Garut, because this junior high school is new, has B accreditation and not many have made observations at the school. So researchers are interested in doing research there. Researchers also observed a rigid classroom teaching situation. In addition, only one teacher teaches English at the school, both at the junior and senior high school levels. Regarding teaching staff, not all teachers are verified as civil servants.

This study was conducted in one class of Seventsh-grade of junior high school involved in the Use of purposive sampling because they met specific criteria according to the research topic, namely because the research topic was related to the material being studied by class VII. The participants were sixteen grade VII students consisting of eleven male and five female students. This study chose class VII students as participants because the topics in this research were the material being studied by class VII. This learning was carried out in the classroom. Then in this study, as many as 16 students were divided into four groups, each consisting of 4 students.

In regard to the instrument, this study used participant observation. Participant observation is a type in which the Observer participates in the subject's daily activities. (Denzin in cited Flick, 2002), participant observation is the research tool for these operations to run consistently and directly, researchers use this equipment to gather various study data through hands-on field observation. The study was then done in three cycles, with a 90-minute meeting for each process. The period of research activities in 2023 is from

late February to early March. The indicators used in this study include responding to greetings, reading prayer before studying, introducing researchers as participants, preparing teaching aids and materials (laptops, projectors, markers, PowerPoint, etc.), explaining the subject matter (descriptive Text, growing gardening concept, and metaphor), dividing the students into various groups, and conducting question and answer sessions by the study material using the building knowledge of the field (BkoF) technique.

After getting all the information about the application of growing gardening metaphors in descriptive Text from Observation, this qualitative data is analyzed using inductive analysis. Because this study begins with data in the field directly involved in research, not from a theory, and does not intend to test a hypothesis.

The data analysis process carried out by researchers in this study was: (1) Participation was taken from seventh-grade students at one of the Garut Middle Schools, and the researcher became part of the participants. (2) Conduct participant observation; the results are recorded using video capture and PowerPoint as learning media. This step is carried out to find the application of the growing gardening metaphor in writing descriptive Text.

After the data was collected, the researcher took the following steps, namely:

- (1) Categorizing the results of the observations collected from students in seventh grade
- (2) Describe the results of observations about the implementation of growing gardening metaphors in writing descriptive texts by considering the results of observations.
- (3) Researchers conclude the results of observations.

There are three types of engagement, which are: cognitive engagement, behavioural engagement, and emotional engagement. According to the findings, the researcher found only one type of student engagement, which is cognitive engagement. Cognitive engagement is Students' motivation to comprehend in-depth knowledge and engage in learning. As found in the classroom, the teacher asked "*formal letter itu apa saja?*" and the students answered, "*Profesional business yang ditulis dengan spesifik*", and other evidence like the teacher question "*strukturnya gimana?*", the students answered, "*Pertama memiliki alasan bagaimana dituliskannya surat, kalimat yang digunakan dipikirkan dengan baik dan dirangkai sedemikian rupa untuk disampaikan dengan jelas*", then other students also answered, "*jadi surat yang ditulis itu harus dipikirkan dahulu secara jelas*".

Therefore, in this case, the teacher's way of teaching is certainly related to cognitive learning because the teacher involved students in the learning process such as giving time for students to ask and answer questions, giving students opportunities to correct their mistakes and letting them to self-reflect that the teacher helped them understand mental processes in the learning. Thus, it can increase perception and understanding in achieving learning goals by showing a student's behaviour.

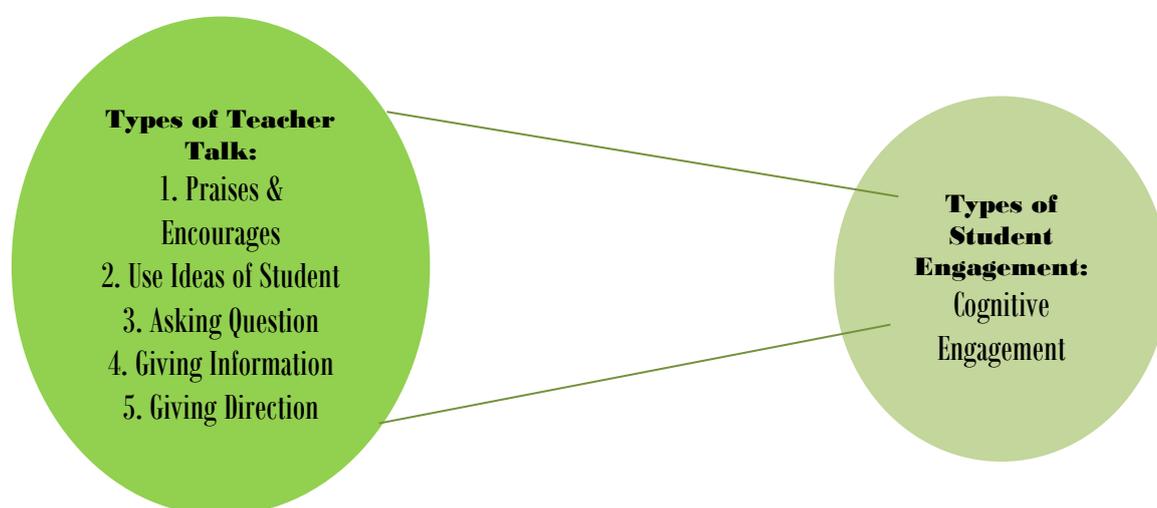
Furthermore, the teacher used cognitive learning theory because it helps students master the learning material easily. Additionally, the existing system in cognitive theory teaches students to be active in implementing learning. They are motivated because they have been taught how to learn, memorize, understand, and store knowledge. Furthermore, in which cognitive theory is used, students will be encouraged unconsciously to be more creative and active rather than just sit there and listen to the teacher. Nevertheless, students will learn while formulating a plan for applying the knowledge into practise. Consequentially, the students will also think independently while they are completing the tasks given. According to the cognitive learning theory, the focus of teaching and learning activities must be the pupils. As a result, the teacher facilitates learning by offering resources and direction.

According to the explanation of the findings above, there is 3 categories of student involvement, namely cognitive, behavioural, and emotional. However, the researcher only found the cognitive category to emerge, this category is students investing in learning and extending their mental efforts to understand and master content (Fredricks et al., 2004; Lester, 2013; cited in Schindler, Bukholder, Morad, and Mars, 2017).

In addition, it is crucial to address the issue of how little behaviour is involved in learning because pupils will actively engage in learning activities. In this case, students who are behaviourally involved will achieve higher achievement than students who are not involved (Archambault, Janosz, Fallu, and Pagani, 2009; Fredricks, Blumenfeld and Paris, 2004; Rumberger & Rotermund, 2012; cited in Hospel, Galand, and Janosz, 2016). Behavioral engagement is a key construct, which is a stronger predictor of long-term achievement than emotional engagement (Ladd, and Dinella, 2009) and mediates the relationship between academic competence and emotional engagement (Li, Lerner, and Lerner: 2010).

Furthermore, emotional involvement is also not found in learning. This issue will greatly affect students' engagement in the classroom. Moreover, emotional engagement must create a good communication and relationships between teacher and students. Thus, the development of connections and interactions between teachers and students, their interrelationships, and the characteristics that promote student involvement in carrying out learning activities all contribute to the cognitive engagement of students. Therefore, emotional involvement in the teacher-student relationship has also been found to have significant implications for student's future academic achievement, social outcomes, and behavior (Pianta & Stuhlman, 2004; Silver et al., 2005; Wang & Holcombe, 2010; cited in Pietarinen, Soini, and Pyhalto, 2014). Hence, emotional engagement and cognitive engagement is highly socially embedded.

The Contribution of Teacher Talk to Student Engagement



The distribution of instructor speaking to student interaction is discussed in this section. First, the teacher talk in this study that influenced student engagement, namely in the form of questions to develop students' contributions in thinking and remembering the lessons that had been explained earlier, such as the question "formal letter itu apa saja?" This means that the teacher wants to know how far students remember the lesson. Then the students answered, "Professional business yang ditulis dengan spesifik."

By interacting and communicating with their students, teachers deepen the subject matter. To encourage student participation in the teaching and learning process, it is necessary to carry out effective interactions. Yusida (2017) states that teacher

speech can encourage students to communicate, this is useful for stimulating them to think, understand, and respond to the stimuli given. Furthermore, a student who is cognitively engaged will be one who invests in their learning, embraces challenges to acquire new knowledge or skills, and goes beyond course requirements (Pickering, 2017).

Second, asking questions also triggers students' cognitive engagement. For example, when the teacher asks this question "Ini apa?" (Points to student worksheets). Then, the students answered "Subjek". The teacher asks again "Subjek itu topiknya" (Use ideas of student). The students think and are confused, then there are students who answer "Resolusi, sapaan, paragraph pertama, kedua, ketiga, penutup, dan yang terakhir tanda tangan". Thus, it triggers students' cognitive involvement (Suhardi, 2017), especially in the aspect of remembering, meaning that students are expected to know the structure of the formal letter that has been given by the teacher.

In addition, giving directions and praise is also very important for the process of student involvement in class. Directing students to more appropriate answers when students answer questions will increase student knowledge. Then, giving praise is also a form of appreciation to students who actively answer or ask questions. Thus, this will refer students to be interactive in class.

According to the research, there are five categories of teacher talk and one type of student engagement in the classroom. Concerning, is the absence of emotional interaction in the classroom, as this element is essential for nurturing a supportive and engaging learning environment (Gunuc, 2014). Educators must recognize the significance of emotional connection and investigate ways to incorporate it into their teaching practices moving forward. By cultivating a balanced combination of informative instruction and emotional engagement, it is expected to create a classroom that empowers students and improves their overall learning experience.

In this regard, several studies have revealed that behavioural engagement is centered on the involvement of academic tasks, behaviour, and persistence (Birch & Ladd, 1997; Skinner & Belmont, 1993). Then, according to Edwards & Mercer (1987) cited in Sharpe (2008), teacher talk can contribute to students' understanding of principles. These understandings arise from activities in the classroom, and dialogic discourse that contributes to construction which is referred to as general knowledge. Therefore, the teacher greatly influences the success of student education.

3. CONCLUSION

Learning at the high school level is still only focused on the academic field. Even though learning is interactive, teacher's talk content must involve all aspects of students because interactive learning alone is not enough. Actually, teachers and students must be attached to one another, not just teachers as humans who transfer knowledge, because teachers are not robots who only transfer knowledge, but teachers and students must have an emotional bond because this is related to character education. In addition, the teachers talk must pay attention to this by considering the content itself, that the aspects must be comprehensive because the direction of education in Indonesia is character building, so this character building is not visible in classroom learning. So, this is only focused on academics, so the teacher's talk must be further improved in realizing the formation of children's character because one of the benchmarks of education in Indonesia is the development of good character formation.

The study found that there was no emotional involvement from the students due to their subpar English comprehension skills. To address this issue, teachers must develop teacher speech and enhance their teaching approaches to motivate students to develop their English

skills. There are still many shortcomings in this research, so to improve the quality of teacher talk in the EFL classroom we need criticism and suggestions from readers and better and developing research for the future.

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