Teachers Manipulate the Descriptive Text Elements in Teaching the Students' Language Skills

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Abstract. This research deals with teacher's manipulation of descriptive text elements. This research investigated the way the way the teacher manipulate descriptive text elements in teaching language skills. This research applied qualitative descriptive method. The participants of the research were three teachers at SMK Negeri 1 Kisaran. The techniques for collecting data were through recording three teachers in teaching descriptive text elements and interviewing three teachers. The result of the research found that the teacher used verbal behavior for manipulating the student by giving questions to the student. There seven verbal behaviors found in this research, such as initiating 32.40%, informing 21.34%, directing 21.72%, listing 12.00%, checking 4.50%, nominating 6.92%, repeating, 1,12%.

Keywords: manipulation, verbal behaviors, descriptive text elements

1. Introduction

Manipulation has meaning to manage or to utilize skillfully. It is the way to handle and control the situation and condition skillfully as we want to achieve the goal. So, it also can define as skillful management or skillful utilization of situations and conditions in order to achieve a certain goal. The management or the utilization can be realized in verbal behavior. [1] The teacher sometimes can manipulate the students when the teacher cannot get a response or reaction for her or his students. This statement implicitly conveys that manipulation is something that the teacher utilizes in order to obtain his or her goal which is to get the students' response. Verbal manipulation is a way that teachers usually do to liven up the learning atmosphere of students. It makes the teacher able to communicate with students and can master the classroom well because students' attention is driven by the teacher's manipulation.

[2] Manipulation is the crucial things that can encourage and help students to learn under teachers' control. The way the teacher's suggests students to the instructions by using verbal behavior. Successive questions asked to the students, like it or not, the students have to answer it. It makes manipulation happening in the classroom when the questions have been asked to the students. It can help the students to understand the teacher's teaching because the instruction comes from the teacher as initiator. In this situation and condition, the teacher will not give space to the students to quite, but it is the way of the teacher to push the students more activate than before. The manipulation in the classroom becomes a must to do in the passive interaction, because it is necessary and it can support the students' their comprehension in the learning process.

1. Teacher's Manipulation in verbal behavior of teaching descriptive text

Teacher's teaching behavior happens in the process variable as the implementation of the teacher's teaching plan and of the implementation of the teacher's thought in the form of his teaching behavior as well as the implementation of teacher's thought to respond to the students' thought represented in the students' learning behavior. The teacher's teaching behavior is represented in verbal behaviors, namely [3] (1) initiating, (2) nominating, (3) informing, (4) directing, (5) checking, (6) listing, and (7) repeating.

a. Initiating defines an act followed by a response that produces questions in the teaching process.

> For instance:
> T: Can you tell me why do you eat all that food?
> S: To keep you strong.

T: To keep you strong. Yes. To keep you strong. Why do you to be strong.

From the example above is the conversation between student and teacher, it happens when the teacher begins the lesson. Initiating is teacher's question form that can be hoped getting a response from the students. And after the students' response, the teacher gives feedback to the students as like a correction to the students. It can be seen when the teacher started the question with *can you tell me why do you eat all that food?* It is a teacher's question to begin the interaction to the students. From the question, the students gave a response to the teacher with *to keep you strong*. And then the teacher gives again a question as feedback form to the student's response.

b. Nominating defines an act to invite or allow a student to participate in the discussion. It is realized by a closed class made up of all the students' names, contrastive stress, 'you', 'anybody', 'yes' and one or two peculiar elements like 'who has not spoken anything yet?'.

c. And then Informing defines an act that serves to transmit ideas, facts, opinions, and information and to which proper response is just to recognize that is listening. For instance, 'Let me tell you the new information'. 'The fact is sea game 2018 was in Indonesia'.

d. Directing defines an action that asks for a response. In the classroom this can entail 'opening books, gazing at the whiteboard, writing, or listening'.

e. Checking defines an action to examine if the students can understand the lesson and do the tasks well. The teacher starts to check the students by asking the students one by one. For instance, 'do you understand? , finished Joan, how about you? Finished? Are you sure? Really? Right? Is it clear for you?

f. Listing defines an act to get more than one variety of answers. The teacher sometimes will wait until they have two or three responses before giving an evaluation. They sometimes check to see if more than one student knows the answer, and other times they ask a series of questions. For instance, please mention kinds of fruit! Durian, Miss! And what else? And then? What about the others? Anything else?

g. Repeating defines an act of repetition. There will be occasions when the students and the teacher do not hear about something. And there is a misunderstanding between speaker and audience. So, here to prevent the misunderstanding, the speaker or audience can say 'repeat, please' 'pardon', you what', 'eh', 'again'. What do you say?

These verbal behaviors are performed to achieve the goal that the teacher predetermined. It communicates or teaches the content in order to obtain the goal of teaching. In this research, the goal of teaching descriptive text is to enable the students to give information in the form of the

description and to ask for information dealing with the descriptive text. For this purpose, the teacher may manipulate the elements of the descriptive text. Elements of the descriptive text refer to all aspects of the descriptive text as proposed by [4], namely (1) social function in the descriptive text is to describe a particular person, place, thing, or animal. It officially characterizes detailed phenomena from a technical standpoint. (2) generic structure of descriptive text consists of classification and description. Classification is general, precise, in a forward position. The description is formally describing groups' things into several types of knowledge; the ordering process operates in a various way. Initially, it gives the object a basic name, and then it classifies it. The last, deals with attributes, behaviors, and functions. (3) linguistic features of descriptive text, it uses the predominantly present tense, but it also can use past tense.

2. Method

This study was conducted by using descriptive qualitative research design. The data of this research are the teacher's and students' utterances in teaching Descriptive text elements. The source of these data was teachers' manipulation in verbal behaviors of teaching descriptive text elements. The data were collected by using observation techniques. Meanwhile, video recording and field notes used to avoid miss information that needed for the research. In analyzing the data, the researcher used the theory that proposed by [5] which are data condensation, data display and verifying, and conclusion.

3. Result and Discussion

Table 1. The Percentages of the Teacher's manipulation in verbal behaviors in teaching descriptive text.

Verbal behavior	Quantities	Percentages (%)
Initiating	173	32.40 %
Informing	114	21.34 %
Directing	116	21.72%
Listing	64	12.00 %
Checking	24	4.50 %
Nominating	37	6.92 %
Repeating	6	1.12 %
Total	534	100%

From Table 1. it can be seen that there are 534 data. The highest data were initiating. It got 173 data and the percentages of initiating were 32.40 %. Initiating was highest because to manipulate

the students the teacher should be stimulated the students by using questions. The second verbal behavior is informing. It got 114 data and the percentages 21.34%. It was in the second stage because every explanation that teacher delivered to the students, it was knowledge for the students that can be the information for the students. The explanation of descriptive text elements makes the teacher should be explained too much. While directing got 116 data and the percentages 21.72%, the way teachers manipulate the students also same with the way teachers direct the students. It aims so that the students can follow what the teacher wants.

The fourth verbal behavior was listing with total 64 and with percentages 12.00%. Listing took many data in teacher's utterances because in teaching descriptive text the teachers asked the students to describe person, things, and animal. The teachers also pushed them to mention where adjective, verb, and verb is. The fifth verbal behavior was checking that got 24 data and with percentages 4.50%. To check the students' comprehension, the teacher should be checked it. It also checked from the students' answers. The sixth verbal behavior was nominating that got 37 data and with percentages 6.92%. Teachers' manipulation here also pushed the students to be more active so to make it comes true, the teacher can points the students directly in learning process. And the last verbal behavior was repeating. It got 6 data and with percentages 1.12%. Repeating also can help the teacher to get the students' responses.

From the result, it could be stated that the seven verbal behaviors are teachers' manipulation in teaching especially in descriptive text elements. Those verbal behaviors can influence classroom interaction and it also can push students to participate in teaching process. So it hopes manipulation can flow students to the teachers' purpose. It is because sometimes in the middle of teaching process something can be happened. Even though the plans of teachers have organized well, it does not mean all the steps can run well. Something can be missing from a well-arranged plan. And as the good teacher, she or he can solve it well at the same time even the problem is out of expectation.

4. Conclusion

Based on the analysis, it was found that there were seven verbal behaviors in teachers' manipulation of teaching descriptive text. Those were (1) initiating, (2) informing, (3) directing, (4) listing (5) checking, (6) nominating, and (7) repeating.

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