ABSTRACT

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This study was aimed on finding the ways of teaching writing descriptive text performed by the teacher and the reason underlying the process of teaching writing in SMA Negeri 2 Lubuk Pakam. This study used qualitative descriptive design. The subject of this research was an English teacher in SMA Negeri 2 Lubuk Pakam. The data were analyzed by using the theory of Miles and Huberman and were compared by using Knapp and Gage's Theory. The result of the analysis showed that: there are 136 numbers of verbal ways as a total of ways which is divided in to 7 steps of teaching based on the content contained in main ways performed by teachers during the classroom activity. Those ways mostly enable the students to improve the knowledge about the aspect of descriptive text such as generic structure and its kinds than practicing to write descriptive text itself. There are 68 numbers of total contents which refer to aspects of descriptive text and also the action of commanding to do task performed by teacher. Those content directly help the students improving their writing skills. The underlying reason of teacher's behavior in teaching writing descriptive text was due to several reasons: (1) Teacher believes that the ability to distinguish the text make student be able to write descriptive text. (2)Teacher believes that the ability to recognize the text then students be able to analyze the text. (3)Teacher believes knowledge about the generic structure of descriptive text make student be able to write descriptive text. (4)Teacher believes that the awareness of lexicogrammatical features will help students to write descriptive text well. (5)Teacher believes the existence of the object will affect the students' ability in writing descriptive text. (6)Teacher believes by giving the task will be easy to evaluate students' writing ability and students' knowledge about descriptive text.

Key words: *Teaching, Writing, Descriptive Text*