

Using the Secret Partner Technique to Motivate Senior High School Students in Writing

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ABSTRAK

Pengajaran bahasa Inggris tidak bisa dipisahkan dari pengajaran menulis, karena menulis merupakan salah satu cara dalam berkomunikasi. Pengajaran keterampilan menulis ini bertujuan agar para siswa mampu mengembangkan ide, pendapat, pemikiran dan perasaannya secara logis dan terstruktur dalam bahasa yang baik. Sejalan dengan pentingnya keterampilan menulis dalam berkomunikasi terutama bahasa Inggris, guru seharusnya memberikan perhatian khusus dalam penerapannya dalam proses pembelajaran di kelas. Itu artinya setiap guru harus memikirkan cara, metode atau teknik untuk penguasaan keterampilan menulis oleh siswa. Dalam makalah ini, penulis mencoba menguraikan salah satu teknik pengajaran keterampilan menulis bahasa Inggris dengan menggunakan *Secret Partner*. Di sini akan dibahas tentang apa yang dimaksud dengan Secret Partner, hal-hal apa saja yang terdapat dalam teknik ini, serta bagaimana cara penggunaannya atau penerapannya di kelas terhadap siswa. Dengan adanya teknik ini, diharapkan siswa mempunyai motivasi untuk meningkatkan kemampuan mereka dalam keterampilan menulis, khususnya dalam bahasa Inggris. Di samping itu, teknik ini juga dapat merangsang pemikiran kritis dari siswa-siswi untuk mengembangkan penguasaan bahasa mereka, khususnya dalam kemampuan menulis agar dapat tercapai.

Kata kunci : Secret Partner, motivation, writing

ABSTRACT

English teaching can not be separated from the teaching of writing, because writing is one way to communicate. Teaching writing skills is intended that the students are able to develop ideas, opinions, thoughts and feelings in a logical and structured in either language. In line with the importance of writing skills in communication, especially English, teachers should give special attention in its application to the learning process in the classroom. That means every teacher should think of ways, methods or techniques for mastering the skill of writing by students. In this paper, the authors tried to describe one of the techniques of teaching English writing skills using a Secret Partner. Here will discuss what is meant by Secret Partner, any matters contained in this technique, and how to use them in the classroom or the application of this technique to students. by this technique, students are expected to have the motivation to improve their writing skills, especially in English. In addition, this technique may

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also stimulate the critical thinking of students to develop their language acquisition, particularly in the ability to write in order to be achieved.

Key Words: Secret partner, motivation, writing

INTRODUCTION

Writing is one of the language skills and an activity that relates to the process of thinking. Writing is one of the important skills that Senior High School students have to master. As in *Kurikulum Berbasis Kompetensi* (Depdiknas, 2004) which later refined to the KTSP (Depdiknas, 2006) mentioned that one of purpose of teaching English in Senior High School is to develop ability to communicate in that language, in the form of oral and written. The communication skills include listening, speaking, reading and writing.

Nunan (1999:273) says that in a writing class, students need to be taught how to use the process and how to produce an acceptable product. In addition, students need to perceive writing as a tool that can be useful to them for learning and personal lives. So, writing can be defined as a mental work of inventing ideas, thinking how to express them, organizing them into statements and paragraphs that will be clear to a reader.

When writing, students work through the [stages of the writing process](#). The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing. *Prewriting* is the planning and idea-gathering stage. *Drafting* refers to time spent composing a rough draft. *Revising* is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers. *Editing* is the process of correcting mechanical errors. *Publishing*, or sharing, is accomplished in a wide variety of ways when the work is in final form.

Teaching writing, especially in Senior High School, faces certain problems. The problems are from teachers' side and students' side. From teachers' side, there are some influential problems. First, most teachers, regard that writing as a difficult skill to be taught. They got some barriers in choosing an appropriate strategy in teaching this skill. For example, whether a teacher must be use scaffolding strategy in teaching writing a text. Consequently, the teachers found that the students do not get any significant improvement, even when the teachers have formulated a method in teaching writing.

Second, many teachers are still using traditional assessment to measure their students' competence in writing. The students, for instance, are asked to answer questions with multiple choices or fill the missing blank word to value their ability in writing. The teachers believe that this kind of assignment can be corrected easily. It is also more efficient to diagnose students' competence, rather than giving correction during the process of writing. As a result, the teachers could not analyze students' individual weaknesses in writing, so that the teachers can not give any appropriate treatment for each student. That is why most of students had limited competence in writing.

These some problems can be classified as activities which do not empower the students to be active participants. Although student-centered learning is being

encompassed now, active involvement from teachers is also needed. It can be the main key to run the class well. The teachers must work on a little bit harder to make sure all students get guidance in their writing.

Harmer (2007) says the goal of teaching writing is for getting students to write, both in and outside class. Teaching writing has been a wide progress of the teacher and the student. The one of important role in teaching writing is the teacher. The teacher is seen as a facilitator and an active participant in the learning community rather than an expert passing on knowledge. The teacher is also as a motivator to the students. Most of the students who are successful in language learning those who are highly motivated, they are self-confidence, and less anxiety or defensiveness.

In addition, there are some other problems from students' side. First, students have low interest in English writing. Many students are facetious in writing when their teacher asked them write something. Because, they think here they must think hardly to produce a writing.

Second, students' inability to developed ideas in writing form. Sometimes they do not know how to do with their writing. Actually they have already had ideas in their minds or thoughts, but they do not know how to express it in written form. It is because there are no exchange ideas with others.

Related to the learning to write, motivation is one of the great potential points to affect the success of learning to write. Motivation is an important internal factor to help someone obtain better results. Students who have low motivation will certainly affect the success in learning to write so that in the end, students are not able to produce a good writing.

Motivation in learning English is very important for students. They need to have a high motivation to keep them engaging with the tasks and with English itself. However, it is needed to know what the motivation in language learning is. The reason that encourages students to reach their goal is called motivation, Norris (2001:1) states that motivation in language learning is a guide for students to reach their objective in learning the foreign language.

So, to motivate students in writing, the teachers must be able to select a technique. In order to help students easy to understand how to write and to motivate them in writing, "Secret Partner" can be applied to improve students' ability in writing.

Secret partner is one technique to motivate students in writing. Trudell (2001) states that a secret partner is a partner whose membership in a partnership kept secret from the public. From this definition we know that the student does not know about his/her partner. They can only interact with her/his partner without have knowledge about them.

Hann (2007) says that the secret identity was a major part of this technique. The intention was to give students a way to escape the shyness and cultural constraints that can often be found in language learning classrooms. The students could eliminate their embarrassment that previously they have when they should face with their friend, because in this technique they will not know each other who become their partner.

DISCUSSION

As formal teaching, the teacher should do some steps in learning and teaching English in the class in order to make the learning process run well. The steps are, pre-teaching activity, whilst-teaching activity and post teaching-activity. However, in this paper, the writer provides the teaching *procedure* as example. Before starting the lesson, the teacher informs the students about the application of Secret Partner. The teacher tells how the students work by using this technique.

In this phase, the teacher should comprehend and master what they will teach in order to create a more interesting teaching and learning process for the students. In this step, the teacher should do the following activities; preparing the students, both physically and psychologically to join in learning process. For example, the teacher greets the students and then asks about the students' condition and readiness to learn. The purpose of this activity is to make the students are ready to learn.

Whilst-teaching is the core of teaching and learning process, because in this part the teacher does some steps in order to explain the topic deeply. They are exploration, elaboration and confirmation. In this stage, Secret Partner will be implemented. The teacher does brainstorming or checks about students' knowledge and their experience about the topic. After that, the teacher explains the topic as detail as possible by giving model of procedure text.

Next, the teacher will ask the students to work in group. The students asked to make several groups such as A, B, C, D, E and F. Each of group will find their secret partner based on the pictures that they have got. The teacher needs to prepare some pictures based on the topic that they are going to learn. In this case the teacher will provide some pictures of making a cup of tea, omelet and a chocolate cake.

The teacher will provide the pictures of ingredients/equipment in making a cup of tea, omelet and a chocolate cake. For example in making a cup of tea, teacher needs to provide picture of a cup, spoon, hot water, tea and sugar. While in making omelet teacher will provide picture of plate, spoon, pan for cooking, eggs, oil and salt. Also the picture of ingredients/equipment in making a chocolate cake are chocolate, sugar flour, wheat flour, eggs, butter, mixer, baking pan and oven.

Beside that, the teacher also needs to provide the pictures of the steps or how to make it, for example the teacher will provide the picture of the steps in making a cup of tea such as picture of someone puts the tea into a cup, picture of someone pours the hot water into a cup, picture of someone add the sugar into the cup, picture of someone stirs the tea and the picture of the cup of tea ready for served. Meanwhile the pictures of making omelet such as picture of someone break the eggs in a bowl, picture of someone put the salt and beat it with the eggs until they are completely mixed, picture of someone pours the oil into the pan, picture of someone put the eggs that has been mixed and fry it and the picture of the omelet ready to served. Also the pictures of making a chocolate cake such as picture of someone mixed sugar flour, butter, eggs and wheat flour, picture of someone put the composition of sugar flour, butter, eggs and wheat flour in the

baking pan, picture of someone put baking pan into oven to bake it and the picture of the chocolate cake ready for served.

After that the teacher will distribute the three pictures of ingredients/equipments in making a cup of tea, omelet, and chocolate cake. These pictures will give to the three groups randomly. Meanwhile the pictures of the steps or the way in making something will distribute to the rest groups. Then, the students are asked to discuss and analyze the pictures that they have got. After that they ask to write the result of their discussion into a paper together with their friend. Next, the teacher asks each group to present about their writing based on the pictures, and another group will match with theirs. For example, one group (group A) presents about their writing such as “first steps is put sugar into a cup, then add the tea and pour the hot water into a cup, after that stir it and finally a cup of tea ready for served”. After the first group has finish presented their writing, another group will match with their ingredients/equipment. In this step, the teacher use their role as a motivator. The teacher will give motivation to students to think again about what the first group said. If their ingredients/equipments are relate to the steps of making a cup of tea, it means they have found their secret partner. For another group will do the same to find their partner. Then, the teacher and students will combine the ingredients/equipments and the steps of making something into a good paragraph together orally. After finishing making the procedure text together, the teacher asks the students to rewrite how to make a chocolate cake, a cup of tea and an omelet on whiteboard in front of class.

There some advantages of using Secret Partner in motivate students in writing. First, students trained to write about what they hear. Because they must rewrite about a procedure to make something, so they should pay attention and listen to what their friends said.

Another one is sharpen students' memory. Students have to remember what their friends said. This is useful for students to write and rewrite about a procedure to make something. The last one is make students have a critical thinking. This benefit can be seen when the students saying that what their friends say has links to what they have.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the explanation above, it can be concluded that Secret Partner can be applied through some preparations. Teacher needs to prepare material and lesson plan as a guide her/him in the teaching and learning process. Besides, the teacher also needs to prepare media such as video or pictures as a tool in helping students to develop their task.

In the process of teaching and learning by applying Secret Partner technique, teacher will apply this technique in whilst teaching activity. Because in this stage, teacher will explain the topic as detail as possible by giving model that related to the lesson. The students are expected to be active and involved in the learning process in order to reach the aim of the learning itself. Therefore by applying

Secret Partner it can help them to motivate and to be active in learning process of writing.

In conclusion, by using Secret Partner the students will get a new sense in learning process. They must give the right speculate to find their right partner. The students must work carefully (listening carefully and think carefully) to find their partner.

B. Suggestions

It is suggested to the teacher to apply or to implement Secret Partner as a technique in teaching writing. Because it can make the teacher create a good atmosphere in the class while teaching and learning process. Besides that, the English teacher also attempt to increase students' motivation in writing English. The teachers should be able to control the class and also become an active person in giving motivation to the students to learn the material. If the teacher can apply it well, the students will be able in writing English. Also in other skill; listening and speaking, because the teacher can apply this way in integrating skill to make their class more lively and talkative, and it works effectively as a motivational tool in the classroom.

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