



USING WRITE PAIR SQUARE TECHNIQUE IN TEACHING WRITING AT JUNIOR HIGH SCHOOL

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Abstract

This paper discusses how to use Write Pair Square Technique in teaching writing at Junior High School. Based on the writers' experience in teaching English, many students find the difficulties in teaching writing. Many students have difficulties in teaching writing, such as they lack of idea to write; they have less grammar; inappropriate technique when doing teaching and learning process. Write Pair Square Technique is one of cooperative learning that can make the students more effective. The teacher divides the student for a small group of four that can be divided into pairs. The first, each member in a group of four work individually to write answers. After that, students pair with a partners and share their work or answers. Then, two pairs of the foursome combine (squaring), and take turns to share and discuss what they had just thought or written. The team members try to help one another by giving comments to improve their works. By applying Write Pair Square Technique in teaching writing, the teacher can reach the goal of teaching writing to junior high school students.

Key words: Writing, Write Pair Square Technique

INTRODUCTION

Writing skill is specific abilities which help writer in putting in their thought in words in meaningful form and mentally interact with message. It has purpose for giving information. Writing is a process that allows students to elaborate their ideas and background knowledge creatively which are required in written communication. It also helps the students to remember many things. It is the process of transferring ideas to show information.

Writing is not an easy thing to do, because we should pay attention to some elements such as vocabulary, grammar, punctuation and the coherence among sentences. Rijlaarsdam (2004:5) said that writing is complex and effortful. It seems that writing is a difficult matter for not only student but also the teacher. It happens sometime their lack in writing skills because in writing should choose, combine the vocabulary and tenses well to make writing a meaningful and can be read for others. Furthermore, Celce and Murcia (in Prastiyo, 2018:12) adds that writing is the production of the written word that results in a text but the text must

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be read and comprehended in order for communication to take place. In making good writing, we should use the correct grammar; choose appropriate vocabulary, spelling, layout and punctuation.

Based on the writer's experience in learning English at Junior High School, there are some problems faced by students in writing. First, they have mindset that writing is not important for them because the teachers only ask them to write the text without supporting them why they should write it. The next problem is having less grammar. In writing, grammar plays an important role because in arranging sentence and developing it into a good text, the students have to use correct grammar. The other problem is the students' limited vocabulary to write. According to Leki and Carson (1994) said that the lack of vocabulary will affect the quality of writing as compared to other factors such as attitude, motivation and preparation for the exam. Actually, knowing vocabulary in writing is important to help the students develop the text and support their ideas. The students are not able to make a good writing even though they have a good idea, because they do not know the English words to write down into a text.

In order to help the students in writing, the teachers should prepare a new method which can create the different learning style in the classroom. Moreover, the method given should be appropriate and effective for the students. In this case, cooperative learning provides some techniques for teaching and learning English to encourage students and promote higher level thinking. Write pair square is one of cooperative learning that can make the students more effective. Nunan (in Aziz, 2016:3) states that the work in cooperative learning teams is structured so that there is positive interdependence among the members in group the learners feel that they are work together for mutual benefit. In cooperative learning, the students can share the information and knowledge to each other. Besides that, they also learn how to work together in team and try to give their contribution for the success of their team. Write pair square technique is to increase students' writing skill. Write pair square technique may increase students' writing skill. Write pair square technique make the students learning as a team work. In using the technique, teachers divides the students in several group, each group consist of four students. The steps in write pair square technique are: First, students own original work. The second discuss the result of their work with the other (their partner) then to discuss in pairs and re-work in group consist of four students. And last, students discuss their work together in the classroom with the teacher.

REVIEW OF LITERATURE

When introduce writing, particularly writing in English with its structure sometimes a problem for students in writing their text. Writing is considered as means of communication. In addition, it tends to involve a thinking process from human being. Harmer (2004) argued that the process of writing has 4 main elements. They are planning, drafting, editing, and final version. For the first elements is planning, the writers make a plan about what will they write, they can write the planning in a note or plan it on their heads. When planning, the writers have to consider the purpose of the writing. After planning, the writer needs to write the first version of her/his writing called as a draft. Futhermore, the

next process is editing (reflecting and revising). After edit and change the draft, the writers can produce final version of her/his writing.

Futhernore, Kirzner and Mandell (2014) writing can be defined as activities of sharing ideas, opinions and arguments to other people through a paragraph, an essay, or a journal. Furthermore, they state that writing is a combination of process and product. But it is a process of thinking that uses written language and as an observable performance of what goes on in writer thought or we can say that how the writer uses knowledge in writing. Overall, it can be concluded that writing is a complicated skill that needs a long process in combining the ideas, knowledge, experiences, opinions, feeling into written text with meaningful messages. It is a combination of process and product. There are some process of writing has 4 main elements. They are planning, drafting, editing, and final version.

The Process of Writing

In the process writing approach, it includes for steps: prewriting, drafting, revising, and editing. According to Cooper (2000: 344) the process of writing is an approach to teaching writing that allows students to take charge of their own writing and learning. In order to have clear understanding, they are presented in details as follow:

1. Pre Writing

Before the student generates the ideas the first activity is to choose a topic, the teacher gives them a specific assignment or some ideas of what to write. It is also possible, the students who choose the topic. The goal of this step is to generate ideas or a main idea that students would like to explore and then start collecting information and idea which are related to the topic.

2. Drafting

After students have generated ideas, students must concentrate on putting the ideas on the paper, organizing information logically, and then developing the topic with enough detail for the audience.

3. Revising

This step is to help the student to rewrite their text, making improvements to the structure and content. The student might need to explain something more clearly or add more details. The student may even need to change their organization so that their text is more logical.

4. Editing

In this step the focus is on making the document or tex meet the standar of in English writing. Therefore, the writer must check the spelling, grammar, the punctuation, and think about the words they have choosen to use.

5. Publishing

The last step of writing process, students must share their writing with their friends or the audience. Writing becomes real and alive at this point because publishing can involve putting together class books, collection of writing, or school magazines. Writing experience become even more powerful by having students read their work out loud in small groups, to another classmate or in a large group setting.

Concept of Write Pair Square Technique

Write pair square technique is a cooperative learning that can motivate the students more effective for developing understanding, role taking, comparison and empathy. Jacobs and Goh (2007) said that this technique is the teacher divides the student for a small group of four that can be divided into pairs. In the first, each member in a group consists of four works individually to write answers. After that, students pair with a partners and share their work or answers. Then, two pairs of the foursome combine (squaring), and take turns to share and discuss what they had just thought or written. The team members try to help one another by giving comments to improve their works. By applying write pair square technique in teaching writing, the teacher can reach the goal of teaching writing to junior high school students.

Futhermore, Goerge M. Jacobs and Steven G. McCaferty (2006) argue that in write pair square technique, each student first writes alone, then compares what he or she has written with a partner before sharing with the two other members of the foursome. In addition, George (1995) said that planning could be added to this activity by using the cooperative learning technique write pair square. In this technique groups of four form two pairs. Each person first writes individually, in this case the story of their memorable event. Then, they tell the story to their partner, who listens and takes notes. After each person has told their story to their partner, the two pairs come together, and each person tells their partner's story to the other pair.

Based on the definition above, the writer concludes that write pair square is a technique which can be used in teaching writing. Using this technique the students may become more active and enthusiast during the learning process. Write pair square will help students in teaching learning because write pair square technique help students easier learning groups.

DISCUSSION

1. Teaching Preparation

Before coming to the class, the teachers must concern and prepare about what they are going to teach and how to teach it in the classroom before they come to the class. Doing preparation is essential for the teachers because if the teachers do not prepare for their teaching, they cannot run the class well even they will fail in teaching. The teaching and learning process will be success if the teachers have a good preparation before starting the class. In implementing write pair square technique there are several things that must be prepared by the teachers. They are choosing the material, preparing the lesson plan, and preparing exercise.

2. The Procedure of Teaching Writing by Using Write Pair Square Technique

a. Pre-Teaching Activity

The opening learning activities by using write pair square are almost same with the activities by using other technique such as: greeting, checklist attendance, and review the students' previous material.

b. Whilst-Teaching Activity

Whilst-teaching is the main stage of all teaching activity. Based on the curriculum 2013, whilst teaching are divided into five stages; observing, questioning, experimenting, associating, and communicating.

1) Observation

In the observing, the teachers show a picture and a text about animal (cat) and an example of descriptive text that taken from an internet in order to lead the students about the material that will be learned. Some of the words in the text are already colorized bold and italic. Then, the teachers ask the students to observe the picture and the text. It is aimed to reactive students' background knowledge about descriptive text.

2) Questioning

The learning activity in this phase is the students ask questions about the text. The teacher encourages the students to ask questions about the important point of descriptive text such as generic structure, social function or language features.

3) Experimenting

In the experimenting, the teachers show a picture tiger and elephant. Then, the teacher gives some characteristic of the animal. After knowing the characteristic of the animal, the teacher divide several groups consist of four students each group.

4) Associating

In the stage, it is time for the students to made writing about descriptive text by using write pair square technique. The teachers can begin write pair square technique and tell the students that they are going to write descriptive text by using write pair square technique in order to improve their writing comprehension skills. The students write a descriptive text about animal that they have choosen from the characteristic individually. After that, the student describes how the description characteristic of animal that have they get from the teacher. Begin with body form, habitat, the habit and behavior.

5) Communication

In the stage, after students write, the students discuss about their written in a group two pairs. The students discuss an correcting their writing each other. The students check the grammar and vocabulary used in the descriptive text that they have written. And also, the descriptive text should be based on the regulation for example generic structure and language features. After discussion finished, the students change the pairs, one pair move to another group to discuss about their

written completely. So, the teacher activity in this stage is to check correctly their result of the students' discussion

c. Post-Teaching Activity

Post teaching activity is activities at the end of teaching process. In this activity, the teacher can see how far the students understand about the topic. Not only that, the students are also hoped to be able describe something such person, place and things. In this activity the teacher will give the conclusion about the topic or she/he can also ask one or more students to conclude the lesson. If they do not understand enough, the teacher can give chance for them to ask some questions if they do not understand about the material given.

3. The Advantages of Using Write Pair Square Technique

There are some several advantages of using write pair square technique:

- a. Write pair square technique helps the students in organizing the ideas of descriptive text. The activity given supports the students to determine the ideas quickly. Students do not need to over think what they want to write because the teacher prepare some characteristics animal the students to write.
- b. Write pair square technique is one of cooperative learning more effective. Because write pair square technique is to increase students' writing skill.
- c. Student's ideas will more be expanded by supporting ideas from his group mates and it will make a good writing, it means that the student write easier when they get supporting ideas from their friends or group member.
- d. Ideas from the other groups and corrections from the teacher will be an essential thing to make a student good in writing.

CONCLUSION AND SUGGESTIONS

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Writing is a productive skill. Writing is a process to elaborate their ideas and background knowledge creatively which are required in written communication. The writers should be able to knowledge, share ideas, and experience with the subject and integrate it with the appropriate grammar and vocabulary in order to produce the perfect writing. In the process of writing, the writers pass several important steps such pre writing, drafting, revising, editing, and publishing.

Suggestion

Based on the discussion above, the writer suggests the English teacher apply write pair square technique in teaching writing in all text. It can encourage the students' motivation in writing text and the class atmosphere can be more enjoyable and interesting. Before implementing this technique, the teacher ought to have well prepared before coming to the class. It can be done by preparing the lesson plan, material, and media that will be used throughout the teaching and learning process. Moreover, the teacher should prepare her/his self before

teaching in the class. It means that a teacher should masters the topic that will be given to the students. It is suggested that the teacher should apply the effective technique or media that makes the students interested

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