

USING WRITING MODELS AS A TECHNIQUE IN TEACHING WRITING TO ELEMENTARY SCHOOL STUDENTS

Rice Oktrifiani¹, Dra. An Fauzia Rozani Syafei, M.A.²

English Department
FBS State University of Padang
email: che2410@yahoo.com

Abstrak

Makalah ini membahas tentang penggunaan writing models sebagai teknik yang digunakan di dalam kelas untuk meningkatkan kemampuan menulis siswa sekolah dasar (*young learner*). Dalam penggunaan *writing models* ini siswa diminta untuk menulis frasa atau kalimat bahasa Inggris berdasarkan topik yang diberikan guru sesuai dengan kurikulum yang diajarkan. Pertama, guru memberikan contoh tulisan yang berhubungan dengan topik yang diajarkan. Guru juga bisa menggunakan video yang berhubungan dengan topik untuk menarik minat siswa dan memberikan gambaran kepada siswa tentang topik yang akan dipelajari. Selanjutnya, guru memberikan latihan kepada siswa untuk menulis dengan memberikan latihan yang menggunakan gambar sebagai media dan terdapat contoh seperti yang diberikan guru sebelumnya. Kegiatan menulis ini mengikuti langkah pengajaran writing: *pre writing, writing, revising, editing* dan *publishing*. Pada tahap akhir/ *publishing* guru bisa menggunakan media seperti majalah dinding untuk digunakan siswa menempelkan hasil tulisannya. Dengan menggunakan writing models teknik ini siswa sekolah dasar (*young learner*) akan lebih mudah dalam belajar writing karena sesuai dengan karakteristik *young learner* itu sendiri.

Key Words: Writing, Teaching Writing to Young Learner, Writing Models Technique

Abstract

This paper discusses about the using of writing models as a technique that used in the classroom to improve the writing skills of elementary school students (*young learner*). In using this writing models technique students are asked to write phrases or sentences in English based on the subject that given by based on the curriculum. First, the teacher gives examples of writing that related to the topic. Teachers can also use the video that related to the topics to attract student's attention and give an overview to the students about the topic. Next, teachers asked the students to write by providing exercises that use pictures as a media and

¹ The writer of paper from English Department for graduation period September 2013.

² Advisor , Lecturer in Faculty of Languages and Arts, State University of Padang

use examples that used by the teacher before. This writing activity follow the steps of teaching writing: pre-writing, writing, revising, editing and publishing. In the final stage / publishing stage the teachers can use a wall for student to stick their writing. By using this writing models technique for elementary school students (young learner) will be easier to learn writing because it according to the characteristics of the young learner itself.

A. Introduction

English is an International language that should be learned in almost every country in the world. It is a mean of communication among people both native and non-native speaker. As it is spoken in international events and used as the medium of information throughout the entire world, people have to be able to communicate in English.

Due to the reason that English is important, English is taught from elementary school to senior high school. By learning English in the young age, it is hoped that students can achieve the English skills well. Therefore, students are able to be involved in the global communication and show their ability in facing the globalization. In general, there are two parts of language function that should be achieved in learning English, as Bailey (2005) explains that the first language skill is known as receptive language skill, in both reading and listening. Moreover, the second is productive language skill that generated by the students in both speaking and writing.

Since we studied in Elementary school until University, English has become one important language to be mastered. This statement cannot be argued if we see the fact that English is the only foreign language taught at elementary school, junior high school, and senior high school. Therefore, our government considers that English as one of important subjects in curriculum. However in Indonesia, English has been taught since elementary school. The purpose is to make them familiar with English and prepare children for English.

Teaching young learner students or elementary school students is not easy. Because of the characteristic of the students is different to other learners. For example, the different attitude between young learner and junior high school students. Junior high school students can be quiet and silence when they are studying at the classroom but not with young learner. We easily can found that they will do physical actions like running or jumping around the classroom with their friends.

Furthermore, as a good English teacher, we should create variation of the teaching learning process, especially in teaching writing to young learners. The teacher should not make the students bored in learning English. It is the teacher's strategy to find an interesting and suitable teaching technique to teach young learner. Unlike teaching on the junior or senior high school students, young learner cannot be left on the class only with some books or modules. As these children cannot stand boring lecture, teacher have to be a great classroom manager who can engage students to the lesson. In engaging students, making students

actively and emotionally involved to the learning, teacher have to know first what are the students' learning needs and how usually they learn.

Based on the fact, there are most teachers who have already learned the knowledge of students' characteristics, but many of them have trouble in creating the ideal classroom based on those characteristic; either they do not know, or simply cannot apply it. It is commonly found that many elementary school students or young learner are still taught with lecturing method. Teacher writes down the material on the white board, give a speech about it, ask students to copy to their notebook and answers some questions for exercise. The lesson will be simply ended when the students have finished answering the questions in the whiteboard on their exercise book. The teacher is usually collect the students' exercise book at the end of the class, so if the school forbid teacher to end up early, the plenty of time rest will be flooded by the teachers' speech. Since it is impossible for students to be actively involved in the lesson, experience the real life and play only by using paper and pencil, so teacher need to facilitate the students with some technique that will support the learning process.

In teaching writing, the focus is in developing students' competence and ability in writing English. Besides that, the teacher must to consider two separate areas of development; first, students have the fine motor or physical skills necessary to hold a pencil firmly in their hands and form letters on paper. Second, the students' cognitive skills are necessary to formulate ideas and write them in the paper. That is why this skill is one of the most difficult one that makes students become frustrated about writing.

In fact, some teachers tend to teach writing unsuccessfully. There are problems that make it happen. One of the problems is related to the teachers' techniques. Some teachers ask the students to write a text directly without giving model, explanation and guidance. Meanwhile, theoretically, process of writing as a classroom activity should be based on the basic stages of writing process. They are pre-writing, writing, revising, editing, and publishing. One of the important roles as teacher in teaching is in responding to the students' writing and gives explanation and guidance, and assist students through discussion about what are needed in that writing.

Besides the problems that found by the teachers, students also face some problems in writing. For many students, writing is not an interesting skill in English subject. When doing writing, the process of thinking about writing and exploring the text usually happens at the same time. Thus, the students get difficulties in writing the text as well as understanding the text coherently and cohesively.

Based on the School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* in Elementary School in Indonesia, it is stated that the objective of teaching writing is to develop students' writing ability in English through writing a very simple sentences. These competences of texts are taught from grade four to six.

In order to reach the goal of language learning and specifically to help students in writing, the teacher should create the technique that useful and makes students interest to improve their willingness in writing. One of many techniques

to teach writing is writing models. In writing models, teacher gives a model of words or sentences that are going to write by involving media such as pictures or drawing. This technique provides reading materials, pictures, or videos as prewriting activities to help students find ideas. After the students had prewriting, the students will try to write the sequel of the story based on prewriting activities or based on the model that has been given by teacher. So, through this paper the writer will explain about the use of writing models as a technique in teaching writing to elementary school students.

B. Discussion

Teacher has important role in teaching and learning process. To motivate learners in learning English, the teacher should be able to be creative in presenting the material. In other word, the teacher is the main factor, which determines the success of learners. The role of the teacher is to motivate students to learn English. In this chapter, the writer will discuss about using writing models in teaching writing models in teaching writing to elementary school students.

In this procedure the teaching technique that will be used in teaching writing is by using writing models technique. They are: Pre-teaching activity, whilst-teaching activity, and post-teaching activity

1. Pre-Teaching Activity

The first step of the teaching, usually it will take time around 5 minutes, it takes the shortest time of the lesson. In pre teaching, the teacher can use the video that relate to the topic. For example, the teacher plays video with the picture and the word about the animal in it. From the video, students will see the animals and they will know how to write the name of the animals. It is also important to make the learning process enjoyable and fun for the students.

In pre teaching, teacher starts with pre writing activity. This activity can be a simple discussion between a teacher and learners. The discussion can be about how the spelling of the words or how to write the words. Teacher can start to interact with students by asking a simple questions:

“What did you see in the video?” or

“ What kind of animals do you see in the video?” or

“Do you know the spelling of tiger?” etc.

After hold the discussion teacher ask the students to write down the name of the animals that they saw in the video, and then inform them that they are going to write everything related to that animal.

2. Whilst Teaching Activity

Whilst teaching is the main part of teaching process. In whilst teaching teacher comes to writing activity. In this activity, young learner need to know that at this point in the writing process they should write down any idea related to the topic. Some young learners may be faced some difficulties in this writing step, so the teacher should help eliminate the silliness factor to make sure the learners write the topics correctly. For example, the teacher asks the students to write down the characteristics of their favorite animals. The student may write down

about the kinds of their favorite animals if they do not understand about what the teacher asked them to do.

Furthermore, the teacher should give writing models clearly to the students. For example, teacher asks the students to write down the characteristics of the wild animals. The teacher should show the students like; one of wild animals is a lion, it can run fast, and it has sharp teeth. Teachers can give model by drawing the picture of lion in the board or showing a picture of lion and write down the sentences below the picture.

The next step is teacher gives time to the students to practice their writing. By using writing models above, students will do the exercises by themselves. Teacher gives times about 30 minutes for the students to do that. Meanwhile, when the students do the exercises teacher still have to control the learning process by coming to students' seat and look on what the students' write.

The writing models will help the students in writing and make them understand what is the teacher asked them to do. It is good to a teacher to give the students coloring picture. By the coloring picture it will make the students interest to write and make them easily to find the characteristic of the wild animal that mentioned in their exercises.

After practicing their writing, the teacher can come into next writing stages that are revising. In this revising stages, the learners look for feedback from the teacher. The students also can ask the teacher if they faced difficulties or to fix all the spelling and grammar error in their writing. For example, students confused how to write 'crocodile', so students can ask the teacher to fix the spelling of the word. By giving the feedback of the students' difficulties it also make the students active in the class because there will be an interaction between teacher and students. However, teachers' role is very important in these stages. Revising stages can be combined with editing. In this editing stage, the teacher has to correct learners' error in writing. For example, in writing 'giraffe' teacher may found that the students write 'girafe' without double 'f', so it is necessary to correct the students writing. The teacher may also found grammar error from the students such as, "it is can run fast", then the teacher give correction that it should be "it can run fast". However, with these all stages of writing, the learners can produce a good writing by using writing models technique.

3. Post Teaching Activity

Post teaching is a closing part of teaching. In this step teacher has to make sure that the students writing is well done and ready to publish or to collect to the teacher. Publishing is the last stages in teaching writing. In publishing their writing, the teacher can make it interesting by using wall magazines. It is interesting to young learner when they are sticking their writing on it. As an additional for closing step, the teacher also can close with giving a video or sing a song to the students to make them happy.

C. Conclusion

This paper was focused on the using writing models as a technique in teaching writing for young learner. Based on the discussion above it needs a

technique to teach young learners to make them interesting to the material that the teacher taught. Since we know that the young learner has their own characteristic that make them different with other learners.

In this writing activity students will follow the writing stages: pre writing, writing, revising, editing and publishing. By follow that stages it will help students writing easily. In using writing models, teacher can start the lesson by playing the video that related to the topic based on the curriculum in the pre writing activity. Then, teacher make a discussion with the students by asking the questions based on the video. The teacher will write the sentence or phrase that related in the video as the models for the students. After that teacher will ask the students to practice their writing by giving a paper with the pictures and writing models on it. In revising and editing stages teacher will help the students to correct the students writing and the students also can ask to the teacher if they found the difficulties. For publishing, teacher can use wall magazine to publish the students writing.

The use of writing models as writing classroom technique to develop young learner writing gives some advantages. It increases the students' motivation and interest in writing. It also makes the students spelling become well, because it uses a repetition in words, phrases or sentences. Besides, the activity that makes the students practice in writing with their friends will allow the students to develop their social interaction between them.

Note: this article is compiled based on the writer's paper with her advisor Dra. An Fauzia R Syafei, MA.

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