

# USING THE TAKE TURN WRITING STRATEGY IN TEACHING WRITING A DISCUSSION TEXT TO SENIOR HIGH SCHOOL STUDENTS

Nelisa Handayani<sup>1</sup>, Muhd. Al-Hafizh<sup>2</sup>  
English Department  
FBS State University of Padang  
email: nelisa\_handayani@yahoo.com

## Abstrak

Tujuan penulisan makalah ini adalah untuk menjelaskan mengenai penerapan strategi *Take Turn Writing (menulis bergiliran)* guna memotivasi siswa dalam menulis pada satuan pendidikan Sekolah Menengah Atas(SMA). Melalui makalah ini diharapkan akan memberikan hal yang bermanfaat bagi para guru dalam mengajarkan siswa untuk menulis. Selanjutnya, dengan menggunakan strategi *Take Turn Writing(menulis bergiliran)* ini diharapkan mampu menjadi alternatif untuk meningkatkan kemampuan menulis siswa Sekolah Menengah Atas (SMA). Strategi ini mampu meningkatkan perhatian dan motivasi siswa selama kegiatan menulis berlangsung. Siswa juga mudah untuk berbagi ide saat menulis *discussion text*. Selanjutnya, strategi ini mampu meningkatkan motivasi menulis siswa dan membuat kerja kelompok mereka bermanfaat dalam belajar bahasa Inggris. Kemudian guru juga berkesempatan untuk mengajarkan bahasa Inggris, terutama menulis, dengan lebih menyenangkan.

Key words: *take turn writing*, teaching writing, discussion text, senior high school

## A. Introduction

Teaching English as a foreign language is absolutely different and more difficult than teaching English as the first language. People rarely use English for communication, for example in Indonesia. So that the development and progress of English is quite slow in Indonesia. Therefore, it makes English become difficult and complicated to learn by the students. It is realized that learning English as a foreign language in Indonesia is not an easy way. It is almost impossible for the learner to get chances and opportunities to practice the language optimally.

Learning to communicate in English, both in oral form and written form, is difficult for students, especially in English as a Foreign Language (EFL) context, where the exposure to English is very limited. Furthermore, there are a lot of problems the teacher and the students faced in teaching learning process; such as, lack of media, lack of vocabularies and also motivation from the students itself.

Although the students have many difficulties in writing a text, they must master this English skill because the curriculum has designed the material about this. It is clearly stated in *Kurikulum Tingkat Satuan Pendidikan(KTSP) 2006* that

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<sup>1</sup> The writer of paper from English Department for graduation period September 2012.

<sup>2</sup> Advisor, the lecturer of FBS State University of Padang.

English teaching at senior high school is hoped can make the students to communicate both of oral and written form. Students are not only able to do communication orally through speaking but also they must master written skill especially writing skill. It has been set by the curriculum in order to achieve students' language mastery in the process of language teaching at senior high school.

Writing is one of the language skills beside listening, speaking and reading that must be mastered by English learners. Through writing someone can express and exchange his or her ideas, thoughts and experiences to others. Through writing one can also transfer information and knowledge to others. In other words, writing can be said as a mean of communication between the writer and the reader.

However, nowadays, most of senior high school students are not interested in writing, because writing seems difficult for them. Writing is difficult because of some problems such as organizing ideas, vocabulary, spelling, and cohesion, coherence of the essay or paragraph. One of common case here is in organizing their ideas. The students have ideas to write but they do not know how to write well. Some of them have already had the ideas in their mind, but they do not know how to express it in written form. This organizing ideas is a common problem which is faced by the students in writing a text.

Based on the fact above, it is important for the teachers to help the students in order to solve the problems in writing activity. The teacher should create an alternative technique for teaching writing. Of course the technique has to be interesting for students. Actually there are many interesting techniques that can be used by the teachers to encourage the students to write happily. One of them is by using take turn writing technique in order to help student in producing a discussion text.

This paper describes a technique for encouraging students to write a discussion text through take turnwriting by producing a text altogether and then sharing their ideas. Almost of students cannot deliver their idea to written form if they do it by themselves. Besides, there are some factors that are related to this case such as lack of motivation and the strategy which is used by the teacher itself.

Moreover, in this paper it will be described how students and teacher solve the problem in writing skill. The students will get their own turn to create one paragraph and others will continue the text based on their ideas. This is the process of producing a written work as a group where all team members contributed to the content and the decisions about how the group will function. Successful collaboration occurs when each participant is able to make a contribution toward achieving a common vision or goal statement. Supporting this common goal are objectives that have been generated by each of the participants. It is important for each participant to feel as though he or she has a significant contribution to make achievement as final result of writing activity.

Based on the explanation above, the purpose of this paper is to explain the implementation or the use of *theTake Turn Writing* strategy to motivate students to write in senior high school. Through this paper, it is expected to give the

advantage thing to the teachers in teaching students to write. In addition, by using *the Take Turn Writing strategy*, it is hoped that it can be an alternative way to increase the ability of students of senior high school in writing.

People can communicate with others by using oral and written form. To communicate in a written form is more complicated than in a spoken form because in the written form the writer has to consider many aspects such as the use of appropriate words, sentences, grammar, arrangement of ideas and so forth.

Writing includes certain stages. Brown (1994: 10) stated that the stages in writing activity; (1) prewriting stages, (2) writing stages which include generating ideas, organizing ideas and writing the first draft, (3) rewriting, that consist of two separate processes: revising and editing. According to Nunan (2003:23) stated that writing is a both a process and product. The writer imagines, organizes, drafts, edits, reads, and rereads.

Furthermore, a discussion text is a kind of text to present at least two points of view about an issue. The function is to explore various perspectives before coming to an informed decision. Besides, to present information and opinions about more than one side of an issue ('for' points and 'against' points)(Clair:2008).

Sudarwati & Grace(2007) state that discussion text explores various perspectives before coming to an informed decision. It presents information and opinions about more than one side of issue('for' points and 'against' points). It is a process to find the meet point between two different ideas. Sudarwati & Grace also state about the organization of a discussion text. Firstly, this text begins with opening statement presenting the issue. Next, a discussion text will be continued by arguments or evidence for different points of view(pros and cons), and as the last part is recommendation. In many social activities, discussion is the effective way to calm down any friction and difference in thought, perception and recommendation. Discussion occurs regularly in everyday life in the oral mode. Opportunities to discuss different sides of issues should be made available, with the teacher drawing the students' attention to the issue and to the different points of view.

## **B. Discussion**

According to *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*, teaching English in senior high school is expected to raise informational level. The informational level means that the students are able to communicate in oral and written form. It implies that besides speaking, the students of senior high school are expected to be capable in English writing.

Moreover, writing can encourage the students to focus on accurate language use and also lead them to think when they write. It can be identified that by teaching English writing in senior high school.

The students are expected to be able to learn using English appropriately and also develop their knowledge because in writing the students are guided to think. At the end, through writing the students can communicate in written form communicatively.

Teaching English writing in the senior high school is based on phases stated by Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007 (Standar Proses) that there are three phases for teaching activities:

1. Pre- teaching activities
2. Whilst- teaching activities
  - a. Exploration (look for information)
  - b. Elaboration (facilitate through giving exercise or assignment)
  - c. Confirmation (gives feedback and confirm)
3. Post- teaching activities

From that regulation it can be implied that teacher must follow the three phases in teaching process in order to assist the students to raise the lesson objectives. Firstly, the teaching activities are started from pre- teaching activities. In this phase the teacher's role is to prepare the students to face learning process physically and mentally. This involves activities like checking the students' attendance and the students' readiness before begin the learning process. If the students seem not ready to study, the teacher has to motivate the students. When the students have got their motivation, the teacher starts to introduce the topic by building students' basic understanding about the topic. Here the teacher can ask students about things related with the topic or material that will be learnt. Then, teacher tells lesson objective to the students.

The second, teacher applies whilst- teaching activities. This phase is the main learning process which purposes to raise learning basic competence stated. The characteristics of the activity are interactive, inspiring, enjoying; challenging and motivating that can activate the students in learning as well as to provide opportunities for the students to be creative and independent learners based on their talent and their self development.

There are three activities in whilst- teaching activities as stated in *Permendiknas No. 41 Tahun 2007*; exploration, elaboration and confirmation. In exploration, the teacher involves the students in every learning activity, uses proper method, approach or technique to teach the material, involves the students to explore information about the topic or material, and facilitate interaction in the classroom. In elaboration activities, the teacher just functions as a facilitator. The students are given opportunity to think, create and produce things from exercises and assignments given both cooperatively and independently. In confirmation activities, the teacher rewards the students' work and facilitates the students to get more learning experience.

Thirdly, the teaching activity is ended with post- teaching activities. In this phase, the teacher and the students conclude the lesson well individually or cooperatively. There are also activities in which the teacher evaluates the students learning progression and prepares plan to improve the students' weakness on the lesson taught whether the students need more remedial, assignment, or counseling. At the end of the lesson, the teacher should convey lesson plan for next meeting in order that the students can prepare themselves at home.

Additionally, teaching writing in senior high school which purposes to make students be communicative through written form usually also uses three phases teaching activities. The process of teaching process there are three phases

in teaching English; pre teaching activities, whilst teaching activities, and post teaching activities. In pre teaching activities, the teacher has to motivate the students in learning, build basic knowledge students of the lesson, and introduce the teaching objective. Then, in whilst teaching activities, teacher gives model or simulations to students about the lesson. Last, in post teaching activities, the teacher lets the students to reflect all the language and ideas got from whilst activity. In other word, this phase is focused on practicing language which integrated in English skill.

One of the situations which bring a foreign language to life in the classroom is provided by take turn writing strategy. This strategy is important in order to make the classroom alive. Using this strategy is not quite different with writing as a cooperative activity. Harmer(2007) states that in language classes teachers and students can take advantages of the presence of others to make writing as cooperative activity, with great benefit to all those involved. Taking turn in writing will make the students found themselves saying and writing things they might not have come up with their own. It emphasizes that take turn writing means that students are going to have each turn in order to complete writing a kind of text (discussion text)

Harmer (2007) also argues that take turn strategy makes writing activity having more than one person working in one text, and the generation of ideas is frequently more lively with student's writing group( for this strategy one group consist of four students). Each student will get their own turn in order to continue a text which is going to be produced till it being complete text with all components how it should be.

Additionally, writing in groups, whether as part of a long process of communicative activity which can be greatly motivating for students, not only writing but discussion, group evaluation and group pride in a group accomplishment. So, the implementation of this strategy is as below:

### **1. Teacher's preparation**

Teachers have to do a preparation before they come to the classroom in order to do the teaching-learning process run well. The main thing have to do is making a lesson plan. It really help the teachers to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning. In short, the teacher should prepare and plan well the material before come to the class.

Before coming to the classroom, it is important for the teacher to consider several steps. There are several steps that should be done before teaching:

1. The teacher selects the teaching materials that are suitable for the level of the students.
2. The teacher prepares command, instruction, new materials and the others. They should be interesting as well as to the students, in teaching writing, such as discussion text. The teacher prepares some text to make the students more understand about material that they will learn.
3. The teacher chooses the appropriate method of teaching. In preparing appropriate method of teaching to be applied in teaching process, the teacher should consider the interest and level of the students. The principle

activities for teaching writing technique are the one that can motivate students to develop their comprehension.

## **2. Teaching Process**

- a. **Pre - teaching activity**, In this stage, the teacher is expected to bridge the student's mind with the topic being discussed. The possible activity can be brainstorming where the teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic. For example, teacher gives opinion about students' confusing after high school graduation because they do not know what should be done; going to college or getting job soon. After that, the teacher tells about the objective materials that will be learned.
- b. **Whilst teaching activities, (1) Exploration**, In exploration section, the teacher builds the student's knowledge by showing the pictures and guiding the students to consider different positions about familiar topic. Teacher shows some pictures such as students graduation, some money that imply students are interested being a worker soon after graduation, or pictures that shows someone does not know what should do after high school graduation. But, the teacher will introduce about take turn writing activity first. Discussion is modeled explicitly by posing the issue as a question and using familiar language that clearly develops an argument for each point of view. Then teacher and students can jointly construct discussion.

For example, the topic which is going to be discussed is about pros and cons after high school so, the teacher has to say something about this topic such as there are some choices after high school graduation; going to college or hunting a job. It can make the students become more interesting about the topic.

After the topic is clear for students, the teacher asks the students about major focus would be on the identification of differing points of view, perhaps visually reinforced by using 'for' and 'against' columns, or getting the students directly to group themselves according to their viewpoint. In this activity, the teacher guides them how to 'for' or 'against' something, such as decision after high school. They have to know about several questions about pictures related with the topic. The questions are: "What do you think about picture 1?", "What about the picture 2?", "What can you explain about picture 3?," "What is your opinion for picture 4?," "What will be the best decision after high school?"

By answering the questions, it is hoped that the students get the guidelines information as the material for writing their discussion paragraph. Teacher will ask students to answer the questions in turn as they know about the continuation of this technique later on. Moreover, the teacher writes down the sentences from all the answer by explaining the modality and simple present tense that is used.

After that, the teacher explains the communicative purpose of the text which is to look at more than one side of an issue. The activity is

followed by explaining the social function, generic structure, language features and lexicogramatical features.

**2. Elaboration,** In elaboration activity, the students are divided into several groups. The teacher uses strategy which is called Take Turn Writing. This strategy is purposed to motivate students to write discussion text easier and interesting.

Firstly, The students are divided into group of four, then teacher lists each group by using number 1, 2, 3, and so on where each group will have two participants in the line of 'for' about the topic and others will give 'against' viewpoint. For the first paragraph which is called 'issue' will be written based on the discussion of the group members. For example:

Going to college or getting a job right after graduating high school is the common choices of teens will likely face. Some likely choose to continue studying at college or university but the others try to find job. Here are the reasons.

- First member of 'for' give his/her viewpoint, then the first from 'against' also gives ideas about the topic
- Next, second member of 'for' continues the paragraph with his/her viewpoint
- Writing discussion text will be continued by second member from 'against' viewpoint
- Each group members spew out their ideas about the topic as 'for' and 'against' have each of their turn as the text is complete, they make a conclusion of the text
- The teacher gives the time around 10 minutes to decide the conclusion of the text.

Based on the guideline above, the first paragraph is issue which comes from the agreement of all group members. Next, the second paragraph is first member of 'for' turn to give his/her opinion. This activity will be continued until all group members get their turn to give viewpoint. Finally, it comes to the conclusion of the text in the last paragraph where all group members make agreement again in order to write the conclusion of discussion text.

**3. Confirmation,** In confirmation section, the teachers and the students all together try to find the difficulties in discussion text. Then, teacher gives some viewpoints to the students and gives a chance for students in their each group to develop their paragraph. Before that, they should check their draft paragraph with another group in the class by doing group correction. Teacher checks whether the group corrector can understand their friends' writing and whether they can explain what it is so. Finally, takes the number of the group randomly to come to in front of the class showing their paragraph. This way has a purpose to make the students more understand about the lesson.

### **c. Post teaching activity**

In this stage, the teacher gives feedback to the students toward the process and learning achievement, it can be like giving reward to every group that have

finished their writing well. Then the teacher concludes or summarizes the lesson by her/him or together with the students. The teacher reviews the activities that have been done consistently.

From this activity, we can find the purpose of take turn writing strategy in teaching and learning English. In addition, in this stage the teacher gives the exercises or assigns students to write a final copy of their discussion paragraph. Based on the three phases in teaching above, it can be concluded that by using the take turn writing strategy the students will feel enthusiastic to learn. The teacher is supposed to know about student's ideas and the updated issue about that. So that, the students will be excited to learn English.

There are a lot of advantages of using the take Turn Writing strategy in increasing and motivating students to write at Senior High School. They are as follows: (1) The classroom atmosphere encourages the students' motivation, since the students have a lot of chance to brainstorm their ideas and opinions, either individually or in groups. (2) Discussion allows students to learn from each other, and share the ideas related to the topic which is discussed. (3) This activity can make the students more enthusiastic and more cooperative each other in sharing their ideas. (4) This technique makes students become more open-minded to jot down their ideas to others. (5) This technique can improve students' collaboration in writing as it will lead them to make conclusion of the text. (6) The teacher can monitor the students' understanding about the topic which is discussed. (6) This technique increases the students' motivation in writing, because when the students can keep their attention and they are interested with the writing activity, they automatically will increase their motivation in learning English.

### **C. Conclusion and Suggestion**

Based on the previous discussion, it can be concluded that the Take Turn Writing strategy as an alternative in teaching English, especially in writing skill. The teacher has to know that by using Take Turn Writing it can increase the students' attention and motivation during classroom writing activities. Besides, the students become easily to share their ideas in order to write a discussion text. Then, it can encourage the students' motivation in writing and make their group work useful for them in learning English. After that, the teachers have the opportunity to teach of English, especially in writing, more delightful.

Teaching writing in the class can be interesting if the teacher can choose the techniques creatively. The Take Turn Writing strategy gives a contribution in motivating students in writing activity. The writer suggests the following points: (1) The teacher should be creative in selecting and using the interesting and appropriate technique to the students. So that it make the classroom activities more enthusiastic, especially in teaching writing. The students will be more motivated to learn if the teacher can choose an appropriate strategy to be used in teaching process. (2) The teacher should know what is the common problem that is faced by the students as they could decide which technique will be used to solve that problem. (3) The teachers use real object and media such as pictures that closely related to student's life that make it easier for students to find the ideas in writing. Besides, teacher should be creative in organizing a good teaching and



learning process. He/she has to be able to choose meaningful teaching media and activities which are based on student's need.

**Note:** This article is written based on the writer's paper whose advisor is Muhd.Al-Hafizh, S.S., M.A.

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