

USING OPINIONNAIRES STRATEGY IN TEACHING WRITING A DISCUSSION TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Salah satu tujuan dari Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) mata pelajaran bahasa Inggris adalah mampu menulis bagi siswa/siswi di sekolah tinggi menengah keatas. Sehingga, siswa harus bisa dan mampu menulis teks monolog sesuai dengan tuntutan kurikulum. Namun, seringkali ditemui siswa yang mengalami masalah pada saat menulis. Karena siswa merasa mereka tidak punya ide tentang topik yang diberikan atau yang akan ditulis, khususnya pada *discussion text*. Dalam hal ini guru hendaknya bisa menggunakan strategi yang bisa membantu siswa dalam meningkatkan kemampuan menulis *discussion text*. Makalah ini menjelaskan tentang penggunaan strategi Opinionnaires sebagai salah satu strategi menulis. Strategi ini diaplikasikan dalam pengajaran menulis *Discussion text* dikelas untuk membantu mengatasi permasalahan yang dihadapi oleh siswa dengan memberikan lembar opinionnaires. Didalam penggunaan strategi ini ada beberapa tahap yang perlu dilakukan, yaitu *pre-teaching*, *whilst-teaching* (*pre-writing to arrange or warm up the ideas – opinionnaires, writing a draft to divide it, and writing as the final*), dan *post-teaching*. Dengan menggunakan strategi ini diharapkan dapat memberikan kontribusi pada pelajaran menulis khususnya pada *discussion text*, sehingga siswa mampu menulis teks ini dengan baik dan benar.

Kata Kunci: teaching writing, opinionnaires strategy, senior high school students

A. INTRODUCTION

Writing is one of the four English skills, besides listening, speaking, and reading. Therefore, it is learned by people at all level in the school. It is a way for them to communicate with other people who cannot see each other by using words in unlimited time and distance. For this reason, the people have to master it. Writing is one of the important language skills. Through writing, people can (1) inform information each others, (2) carry out transaction, and (3) give warning in variety of messages and express the ideas, opinions or feelings in various ways. They can be in form of letter, paragraph, essay and others. As one of the important language skills, writing should be taught at school in every level,

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especially in Indonesia, so that students will be able to produce some paragraphs, essays and texts. Therefore, the teacher should be able to use various techniques or strategies and choose good materials.

Based on the writer's teaching practice experience, there were some problems that made the students difficult to write a text, especially discussion text. First, the teacher begins the process of learning writing by asking some questions that lead the students to the topic. The teacher usually gives three or more questions to stimulate their ideas about the text that they are going to write. After the teacher gives the example of the text and explains the characteristics of the text, the teacher usually moves to whilst writing by asking them directly to write their own text. The problems occur when they are not able to develop their ideas independently and to write the text based on the topic given by teacher with determined time. Then, they choose a simple way by cheating the text (discussion text) from internet (by using mobile phone) to complete this task. Second, the students had lack of ideas. When the teacher asked them to write a text, the students found difficult to express their ideas. However, it is important for the teacher to provide an interesting strategy to stimulate or builds students background knowledge about the lesson.

According to *Kurikulum Tingkat Satuan Pendidikan* or *Kurikulum 2006*, the purpose of teaching writing at all level of school is to develop students' ability at English communication in written form. Furthermore, it is also stated in competence standard of teaching writing in the first semester for the 12th grade of Senior High School. The first semester that teaching writing is teaching to express the meaning and rhetorical stage in simple short essay by using written language accurately, fluently, and acceptably for interacting with surrounding environment in the form of narrative, explanation and discussion.

In the first semester, the 12th grade senior high school students learn discussion text. A discussion text is a text that has two points of view about one current issue (pro and contra). Usually, it can be found in magazines, newspapers, etc. It is a kind of complicated text based on the meaning and generic structure of the text, because the writer has to write his/her opinions at one issue in two points of view and each point has explanation to support it. The teacher should use an effective and fun strategy to solve the students' problem in writing a discussion text.

There should be a writing strategy used in prewriting in order to solve these problems. The strategy should be interesting for students and build their ideas, motivation and interest to study English. The strategy is opinionnaires. Opinionnaires is one of the strategies that allow students to begin thinking about a topic and build students' background knowledge. In this strategy, the students discuss the current topic based on the list in the copies that teacher gives in prewriting stage (each students get similar topic) and the teacher models it before the students write a discussion text by themselves. Then, based on the list or copies the students can develop and write a discussion text by giving their reasons and arguments about the topic. In addition, the students will be divided into some groups and the teacher will asks the students to write their own text by using a

new copy of opinionnaires. At the end of activity, each group will write and submit their text and get some rewards from the teacher.

Based on the explanation above, the teacher can use Opinionnaires strategy in teaching writing adiscussion text. It supposed to help the students get easier to write a text. By using this strategy, it can motivate the students and help the students develop their ideas easily based on the list on the copies of opinionnaires. Moreover, it can catch the students motivation and interest in writing a discussssion text. In addition, the students can develop the topic based on the list that provided in copies of Opinionnaires.

Therefore, the purpose of this paper is to to explain how to use opinionnaires strategy in teaching writing a discussion text to senior high school students. By using Opinionnaires, it is expected that this paper can give an alternative way to encourage the student's ability in writing skill at senior high school.

Homstad and Thorson (1996) define writing is a complex process in which the writer faces many aspects such as content, format, sentence, structure, vocabulary, punctuation, spelling, coherence, and unity. According to Chakraverty and Gautum (2000:1) say that writing is an important part of language learning that is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge. In addition, it needs the suitable language to structure these ideas in the form of a coherent discourse. Furthermore, according to Olstaint (2001) writing is an act of communication that suggests an interactive process which takes places between the writer and readers via the messages.

Gaith (2002) says that writing is a complex process that allows writers to explore their thoughts and ideas make them visible and concrete. In addition, Sokolik (in Nunan (2003:88)) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the readers. He adds that writing is used to show that the students have mastered a particular grammatical rule rather than have a good idea about the subject matter.

According to Blanchard and Root (2004 : 10) In order to achieve such kind of the purpose, the writer has to go through some stages of writing process, they are : pre writing, writing, revising and editing draft, reviewing, publishing.

Opinionnaires is one of the strategies in teaching writing to help the writer to begin his/her writing or as preparation for composing a topic. Opinionnaires is also series of statements where students note whether they agree or disagree with one issue. According to White and Johnson (2001: 119), stated opinion is what a person says on certain aspects of the issue under considerations. It is an outward expression of an attitude held by an individual. Attitudes of an individual can be inferred or estimated from his/her statements of opinions. Besides, White & Johnson (2001: 119) discover that opinionnaires strategy is highly beneficial in promoting deep and meaningful understandings of content area topics by activating and building relevant prior knowledge and building interest and motivation to learn more about particular topics.

B. DISCUSSION

1. Preparation

Before applying opinionnaires strategy in teaching writing a discussion text to senior high school students, the teacher must have some preparations. A good preparation is the requirement to get the understanding of learning by the students. The first preparation is materials. The materials have to refer to the syllabus at senior high school. In opinionnaires strategy the teacher has to provide the topics as the important materials, at least 2 topics as the example and task for the students and each of them has 6-8 statement about the topic. The second preparation is media. In this strategy, the teacher prepares some copies/slides of the opinionnaires. There are four columns : no, statements + elaboration (will be written by the writer), agree and disagree. Then, in one topic there will be 6 until 8 lists of points (see appendix 1).

Example of Opinionnaires

Opinionnaires			
No./ Reason	Statement	Agree	Disagree
1 R	Television makes us passive. Because we just watch tv without doing interaction with others. = <i>disadvantage</i>		√
2 R	Tv is one of the inventions in transforming information. Because tv provides news programs about the information needed about the world = <i>advantage</i>	√	
3 R	TV gives bad influence on children. Because many programes on tv are not good for children. = <i>disadvantage</i>		√
4 R	Television gives bad effects for health Because when we watch tv, we need some food to consume and do not do athletic. = <i>disadvantage</i>		√
5 R	Many programmes are useful and amusing. Because many people need for their lives. = <i>advantage</i>	√	
6 R	Documentary programmes are so educational. Because it is a kind of program for children = <i>advantage</i>	√	

Last, the teacher has to prepare the lesson plan. Through the lesson plan, it is expected that the teacher will have guidelines and know the main standard of the teaching goals. The teacher also should consider about curriculum and syllabus at senior high school. The teacher can refer to *Kepmendiknas* No. 41

since it explains the steps that the teacher should follow in the teaching process and also helps the teacher in arranging his/her lesson plan.

2. The Procedures of Using Opinionnaires Strategy in Teaching Writing A Discussion Text to Senior High School Students.

The teacher has to know the procedures of using opinionnaires strategy in the classroom before teaching discussion text. In using opinionnaires strategy, the teacher is advised to refer to curriculum about teaching writing English. There are three stages which must be applied: pre-teaching activities, whilst-teaching activities, and post-teaching activities.

1) Pre – Teaching Activities

- a. Greetings
- b. Checking the students' attendance
- c. Checking the students' readiness
- d. Reviews the previous lesson
- e. Activating the students background knowledge
- f. The teacher tells that the students are going to write a discussion text.

2) Whilst-Teaching Activities

The teacher begins this stage by introducing the process of learning discussion text by using opinionnaires. There are some procedures in teaching writing discussion text by using opinionnaires strategy, they are pre-writing to arrange or warm up the ideas – opinionnaires, writing a draft to divide it, and writing as the final.

In the first step of writing, the teacher shows the slide of opinionnaires on LCD to the students (see appendix 2). In these slides the topic is television, there are some points of advantages and disadvantages of television without reasons, this shows to the students what opinionnaires is. Then, after the teacher has given the explanation about opinionnaires, he/she shows the way of using opinionnaires by giving checklists on “agree or disagree” column and giving the reasons later that will be shown in front of the class (see appendix 3). After that, the teacher shows the division of the lists into two groups and writes the draft which contains advantages and disadvantages of television (see appendix 4). It makes the writer get easy to arrange the sentences after drafting. In opinionnaires, there is no correct answer. Next, the teacher joins or arranges the sentences become some paragraphs by using connecting words and all of components in discussion text (see appendix 5). Then, the teacher gives his/her final text to the students (see appendix 6).

Finally, the teacher explains about the discussion text and components of discussion text by using that text, they are the purpose, generic structure, and language features. The purpose is to present at least two points of view about one issue. The generic structure consists of title/issue, arguments against - arguments for, and conclusion/recommendation. The language features are using comparison and contrast, using thinking verbs(processes of sensing), and using modalities.

After the students really understand the discussion text and how opinionnaires run, the teacher moves to the teaching writing discussion text. First, the teacher asks the students to work into groups of eight. Second, the teacher

gives them a new copy of opinionnaires that was made by the teacher (see appendix 7) and asks them to do opinionnaires with their group. The students must be active and work together so that they can understand all of the steps in using opinionnaires strategy for discussion text.

Next, after doing opinionnaires, the students write the draft of the text (to determine the advantages and disadvantages or good and bad sides of topic). Finally, the students arrange the sentences to make some paragraphs based on the generic structure of discussion text and write them in a new piece of paper and submit it. After that, the teacher and the students discuss about the lesson. The teacher asks the students who do not understand about writing the discussion text. If some students do not understand and cannot write the discussion text, the teacher explains it again, especially, for the students with low range in writing the discussion text. It is a way to make those students understand in writing the text.

3) Post-Teaching Activities

- a. The teacher gives feedback and reinforcement toward the learning process and the achievement.
- b. Teacher and the students conclude the lesson together.
- c. The teacher reviews about the lesson.

3. The Advantages of Opinionnaires Strategy

There are some advantages of teaching writing a discussion text by using Opinionnaires strategy in senior high school. They are :

1. It can be an effective device to motivate students to write a discussion text and activate students' prior knowledge of the topics based on the copies. because there is the information about the topic. The topic in opinionnaires is familiar for the students to express and develop their writing.
2. It provide students the content for their individual writing.
3. It also give an opportunity to the students to explore their ideas, make selections, and begin organizing their writing because in Opinionnaires the students write their reason about the statements that provided in the copies of opinionnaires.

C. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Using Opinionnaires strategy is one of effective strategies to use. By using opinionnaires strategy, the students can arrange and explore their ideas easily to be written, because when the students are asked to write a discussion text, the points are available in the copies/slides. The process of teaching writing by using Opinionnaires strategy is divided into three phases of teaching. They are pre teaching activities, whilst teaching activities, and post teaching activities.

Then, there are some advantages of using opinionnaires in teaching writing a discussion text to senior high school students. *First*, it can be an effective device to motivate students to write a discussion text. *Second*, it provide students the content for their individual writing. *Third*, it also give an opportunity to the

students to explore their ideas, make selections, and begin organizing their writing. *Fourth*, it can activate students' prior knowledge of the topics based on the copies. *Last*, it give teachers an opportunity to build students attitudes about the topic.

2. Suggestions

In this paper, the writer would like to give some suggestions.

1. It is suggested for the teachers to use this strategy for teaching writing discussion text.
2. It is better for the teachers to choose an interesting topic of discussion text in order that the students can express their ideas easily.
3. It is also suggested for teachers to give some rewards toward the students' response in writing a discussion text.

Note : this article is written based on the writer's paper whose advisor is Rusdi Noor Rosa, S.S, M. Hum.

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