

**IMPLEMENTING INTERACTIVE WRITING STRATEGY IN
TEACHING WRITING TO YOUNG LEARNERS**

PAPER

*Submitted as the Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B. Ed) in English Language Education Program*



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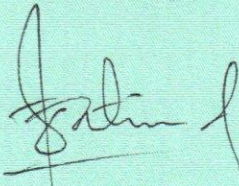
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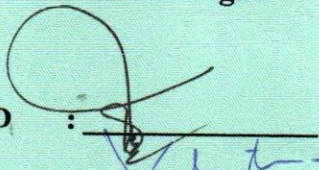
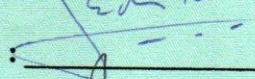
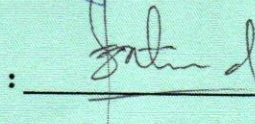
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ABSTRAK

Suarmi, Senya Putri. 2019. "Implementing Interactive Writing Strategy in Teaching Writing to Young Learners". *Paper*. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini bertujuan untuk menjelaskan bagaimana cara mengajar menulis kepada anak-anak dengan menerapkan strategi *Interactive Writing*. *Interactive Writing* adalah metode penulisan instruksional yang digunakan untuk anak-anak; metode ini adalah pengalaman menulis kolaboratif di mana guru dan siswa bekerja sebagai tim untuk membuat karya tulis. Strategi ini dikenal sebagai *sharing the pen* karena guru membimbing siswa untuk memperbaiki kata atau kalimat secara langsung. *Interactive Writing* adalah strategi bagus yang mendukung koneksi antara membaca dan menulis yang kuat. Karena selama aktivitas *Interactive Writing* siswa didorong untuk membaca teks dan mengucapkan kata-kata secara perlahan sebelum mereka mulai menulis teks. Proses menganalisis kata-kata baru dengan mengatakannya secara perlahan memungkinkan siswa untuk menghubungkan suara dan huruf bersama. Kemudian, satu per satu siswa diminta untuk menulis, guru membimbing siswa dalam mengeja kata, membentuk huruf, mengatur huruf, menambahkan huruf besar atau tanda baca yang sesuai dan memberi jarak pada kata. Dengan menggunakan strategi ini, guru dapat membuat kegiatan menulis lebih menyenangkan dan mereka akan mengetahui semua kebutuhan siswa mereka. Kemudian, siswa akan mudah mengatur ide-ide mereka dan merasa percaya diri dalam menulis karena siswa menulis teks dengan bantuan guru di samping mereka. Dan juga, *Interactive Writing* akan membuat siswa lebih tertarik untuk menulis.

Key words: *Mengajar Menulis, Strategi Interactive Writing, Anak-anak.*

ABSTRACT

Suarmi, Senya Putri. 2019. "Implementing Interactive Writing Strategy in Teaching Writing to Young Learners". *Paper*. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This paper aims to explain how to teach writing to young learners by implementing Interactive Writing strategy. Interactive writing is an instructional writing method used for young learners; it is a collaborative writing experience where the teacher and the students work as a team to create a piece of writing. This strategy is known as sharing pen because the teacher guides the students to fix the word or sentences directly. Interactive Writing is a good strategy that supports strong reading and writing connections. Because during interactive writing students are encouraged to read a text and say words slowly before they begin writing the text. The process of analyzing new words by saying them slowly allows students to link sounds and letters together. Then, one by one student comes to write, the teacher guides the student at spelling the word, forming the letter, arranging the letter, adding the appropriate capitalization or punctuation and spacing the word. By using this strategy, the teacher can make the writing activity more fun and they will know all of their student's needs. Then, the young learners will easily organize their ideas and feel confident with their writing because students write a text by the teacher's help beside them. Also, it will make young learners more interested in writing.

Key words: *Teaching Writing, Interactive writing strategy, Young learners*

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Padang, August 2019

Senya

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a critical skill and intricate element of daily communication. It is through writing that we express messages, solidify our thoughts, and capture feelings and expressions. Writers formulate the ideas for their messages as they cycle through the various steps of the writing process and convey their thoughts through a unique written form. As young learners enter school, they are determined to express their print knowledge and oral language development by making marks on paper to represent their thoughts. Young learners are eager to draw, write letters, and produce scribble marks as they connect to the paper (Graves, 2000). Young writers structure and modify their writing to closely mimic the written pieces that encompass their surroundings. Therefore, it is crucial for teachers to provide effective writing instruction during the beginning stages of the writing process and transform young thinkers into young writers.

Being a productive skill, writing becomes the most difficult skill to be mastered. Richards and Renandya (2002, p. 30) state that “writing is the hardest skill for foreign language students”. Amongst all four skills teaching writing is most challenging, more specifically teaching writing to young learners is a genuine challenge for the teachers. It is an imperative language skill, which need to be developed from an early age.

In Indonesia, English is learnt as foreign language. Previously, KTSP (School-Based Curriculum) is implemented, where the elementary school students learned English as subject known as *Muatan Lokal*. But now, since Kurikulum

2013 (K-13) has been implemented, English is not taught in Elementary School subject. It does not belong to primary time allocation where it depends on the school policy to take English as extracurricular subject or not. In other words, the development of teaching English as foreign language in Elementary School has stopped. However, English is still taught in several private elementary schools as they may have additional curriculum besides K-13.

In this paper, the discussion will focus on teaching writing to young learners especially to elementary schools' students. Elementary school students can be categorized as young learners because they are in the early ages of learning. Most of the students in Indonesia start entering elementary school when they are six or seven years old. This age is considered as the right phase to learn formally at school.

Suyanto (2008) states that young learners are elementary school students who have age between 6-12 years old. It means that students who have entered Elementary School can be categorized as young learners. At elementary school, they start to learn material that has been designed for their ages. In elementary school, children are encountering the elements of writing for the first time, from the formation of letters to organizing their ideas to using correct grammar, punctuation, and spelling. Since this is the beginning of learning a foreign language, the teacher and students may encounter obstacles and problems.

The first problem is most of the teachers of elementary school do not provide enough writing activities based on students' needs and match of students' interest (Richards & Renandya, 2002). It means that the teacher serves their

writing activities just by following the activity in the courses book only. They do not consider with students individual needs, do not renew and make varied writing activity in class. These will be a monotonous process that the students will always face when they are studying how to write something. As a result, the students do not have any interest to write a text and lack of sufficient opportunities to practice writing. It will surely affect to the result of their writing.

Furthermore, the teacher should understand that the process of teaching and learning process in writing needs to be assessed individually among students so that the teacher will be able to know the students learning development in writing. To the next perspective of the process in teaching and learning writing, the progress of the students should be highlighted. Weigle (2002) point out that there is a sequence of teaching letters, words, grammar, paragraph types, and extended genres. Those writing forms are very essential that the teacher should pay attention to them when he/she wants to teach the students, especially as it is an important concern by the students to seriously learn. In addition, the elements above are quite relevant to writing skills that the students need to master such as the ability of forming letters, writing sentences grammatically, and organizing arguments.

Moreover, students are uninterested in writing. The students are less motivated to write. It is because the students do not have enough interest in writing. It takes them into a situation where writing is a hard activity to be done. So, the teacher needs to find an alternative way to make students motivated to write.

To overcome those problems, there are so many ways that the teachers can do to construct students ability in writing and make students have an interest in writing a text. In this paper, the writer suggests the teacher to use Interactive writing strategy to help teacher build students writing skill at an early age and make writing class became interested in the students. Interactive writing can be a strategy that provides fun learning and engages young learning in creating text.

According to Wall, (2008, p. 150) “Interactive writing is a process that involves the teacher and students as co-constructors of written texts”. This collaboration is called sharing the pen. Through interactive writing, students learn about the process of writing as they plan and write together with the support of their teacher. The term interactive writing was first created in 1991 by an Ohio State University research group and teachers from Columbus, Ohio (Fountas & Pinnell, 2000).

This strategy is recommended for beginners, especially for the young learner. Interactive writing was developed to model the writing process for students and encourage the beginners to write independently in the primary grades (McCarrier et al., 2000). Then it is an approach to beginning writing instruction that teaches young children what it means “to write” and how they can go about it.

Interactive writing is collaborative teaching or learning strategy in which the teacher and students jointly compose and write texts. Therefore, students can write with the teacher guidance beside them and feel more confident with their writing. Before the writing begins, the teacher and the students discuss ideas and

thoughts about the composition of the written piece. The writing is centered on shared experience and the teacher and children collaboratively reflect on the experience as they write (Williams, 2011). During an interactive writing lesson, the teacher will often sit near an easel as the children surround her to make sure all of the students are able to view the writing and participate in the process.

Interactive writing is a good strategy that supports strong reading and writing connections. According to Mackenzie (2015, p. 36), “interactive writing is a teaching strategy which provides opportunities for the explicit teaching of both authorial skills (text structure, grammar, and vocabulary) and proofing skills (spelling, punctuation, and handwriting) as well as reading”. Mackenzie explains further that during an interactive writing activity, a teacher can demonstrate concepts and conventions of print, phonological skills, early reading strategies, and how words work. For the most part, students are in control of the writing leading to increased knowledge of spelling. Students learn to develop spelling patterns similar to the decoding and phonics strategies students use for reading, again, strengthening the reading and writing connection.

They learn how to construct words by linking letters, letter clusters, and sounds. Since the written /texts created are read and reread many times during and even after the lesson, students are exposed to sight words and word recognition increases. Interactive writing can be used with both whole and small groups of students (Brotherton & Williams, 2002).

The Interactive Writing strategy has been used by some researchers. A study conducted by Marconi (2002) shows that there was an increase in students’

ability in their daily writing instruction. All students showed an overall increase in writing skills from the start to the close of the study of 36%.

Another study conducted by Jones (2008) investigated the effects of interactive writing on 151 primary-aged students' early reading abilities. Additionally, this study examined the relationship between reading and writing with the implementation of interactive writing sessions. The researcher measured academic growth at four different time points. Results of the study indicated that interactive writing sessions, like reading and writing instruction, increased academic growth in phonemic development, letter recognition, and word recognition (Jones, 2008).

Therefore, in accordance with the fact above, the writer proposes this strategy that can help students who struggle in writing a text and can motivate them to be interested in writing more.

B. Limitation of the Problem

Based on the background above, the problem is limited to the teachers' strategy in teaching writing to young learners by using interactive strategy.

C. Formulation of the Problem

From the limitation of the problem above, the problem is formulated in the following question "How is interactive writing strategy use in teaching writing to young learners?"

D. Purpose of the Paper

The purpose of the paper is to introduce and explain to the readers about the use of Interactive Writing strategy in teaching writing to young learners.

Furthermore, the writer hopes that this paper will be able to help the teacher construct students' writing skills at an early age in teaching writing and also help the students to develop their writing skills and make them interested in writing.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in the previous chapters, the writer concludes that the Interactive writing is a collaborative writing experience where the teacher and the young learners work as a team to create a piece of writing which holds meaning and truth to the children who created the piece. Interactive writing is an alternative strategy for the teacher who has struggled in teaching writing for young learners. By using this strategy, the teacher can make the writing activity more fun and they will know all of their student's needs. Then, the young learners will easily organize their ideas because students write a text by the teacher's help beside them. Also, it will make young learners more interested in writing.

Moreover, it can improve students' ability in spelling, punctuation, letter formation, phonics, and voice. As a conclusion, Interactive writing is a cooperative event in which teacher and students jointly compose and write a text together. Not only do they share the decision about what they are going to write, but they also share the duties of the scribe. The teacher uses the interactive writing session to model reading and writing strategies as he or she engages students in creating text. Writing should begin right from the start, and interactive writing is the right place for young learners to begin.

B. Suggestion

However, the Interactive Writing strategy also has disadvantages. One of them is teachers may find difficulties to in control students' attention during

scaffolding. The teacher must warn the students who are not paying attention to. Sometimes the students who are sitting at the back cannot get full attention. So, the writer suggests that the teacher combine this strategy with another strategy. The teacher is also suggested to be more aware and responsive to students needs. Also, It is suggested to the teacher to use media (laptop and in focus) when introducing the topic to the students because by media the teacher can show a variety of pictures in order to catch their attention and interest to make the lesson more fun.

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