

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

Paper

*Submitted as Partial Fulfillment of the Requirements to Obtain
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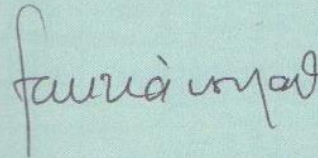
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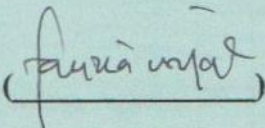
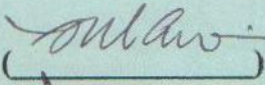
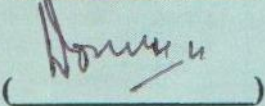
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ABSTRAK

Oktrifiani, Rice. 2009. Using writing models as a technique in teaching writing to Elementary School Students. Makalah. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

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 Elementary School, Teaching Writing to Young Learner, Writing Models

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CHAPTER 1

INTRODUCTION

A. Background of the problem

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. Limitation of the Problem

This paper only focuses on the discussion on the using of writing models in teaching writing to elementary school students starting from grade 4 to grade 6.

C. Formulation of the Problem

The formulation of the problem is “How is writing models used in teaching writing to elementary school students?”

D. Purpose of the Paper

The main purpose of this paper is to describe how the teacher can use writing models as a technique in teaching writing to elementary school students. Moreover, it is also expected that the elementary school teacher can use this as an alternative technique to be applied in the classroom, in order to engage and motivate the students.