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

PAPER

Submitted as a Partial Fulfillment of the Requirements
For Strata One (S1) Degree

By:

NELISA HANDAYANI

01584/2008

Advisor

MUHD. AL-HAFIZH, S.S., M.A.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG
2012

HALAMAN PERSETUJUAN MAKALAH

USING THE TAKE TURN WRITING STRATEGY IN TEACHING WRITING

A DISCUSSION TEXT TO SENIOR HIGH SCHOOL STUDENTS

Nama	: Nelisa Handayani
Nim/ Bp	: 01584/ 2008
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang,   Juli 2012

Disetujui oleh:
Ketua Jurusan

Dr. Kurnia Ningsih, M. A.
NIP. 19540626 198203 2001

Diketahui:
Pembimbing

Muhd. Al-Hafizh, S.S, M.A.
NIP. 10791006 200212 2 004
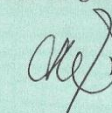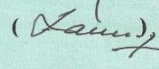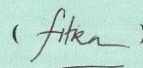
HALAMAN PENGESAHAN

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

Using *the Take Turn Writing Strategy* in Teaching Writing a Discussion Text
to Senior High School Students

Nama   : Nelisa Handayani
Nim/ BP   : 01584/2008
Program Studi   : Pendidikan Bahasa Inggris
Jurusan   : Bahasa Inggris
Fakultas   : Bahasa dan Seni

Padang, Juli 2012

Tim Penguji

Nama		Tanda Tangan
1. Ketua	: Muhd. Al-Hafizh, S.S., M.A.	( )
2. Anggota	: Drs. Saunir Saun, M,Pd.	( )
3. Anggota	: Fitrawati, S.S., M.Pd.	( )

ACKNOWLEDGMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْم

ABSTRAK

Handayani, Nelisa. 2012. Using the Take Turn Writing Strategy in Teaching Writing A Discussion Text to Senior High School Students. *Paper*. English Department, FBS UNP. Padang.

Banyak masalah yang dihadapi oleh siswa dalam pengajaran menulis, diantaranya yaitu terkait dengan pengelolaan ide yang mereka miliki. Mereka tidak tahu bagaimana menuangkan ide-ide tersebut padahal mereka memiliki kemampuan menulis yang memadai. Dalam makalah ini penulis menggunakan metode kajian perpustakaan khususnya dalam bidang menulis. Metode ini lebih dititikberatkan pada aktivitas siswa menulis dalam kelompok. Hal ini penulis bahas dikarenakan adanya kendala dalam pengajaran menulis yang cukup berpengaruh terhadap pengembangan kemampuan menulis siswa itu sendiri. Kendalanya adalah cara pengajaran yang monoton. Hal ini membuat siswa tidak termotivasi lagi untuk belajar dan menuangkan ide dan pendapat-pendapat mereka.

Dari kenyataan di atas, maka penulis memilih strategi *Take Turn Writing* agar dapat membuat siswa menjadi semakin senang belajar bahasa Inggris khususnya dalam skil menulis. Pengajaran menulis dengan menggunakan strategi *Take Turn Writing* terlebih dahulu dimulai dengan membagi siswa dalam kelompok yang beranggotakan empat orang. Kemudian mereka dibagi kembali menjadi dua orang di bagian *pro* dan dua orang lagi di bagian *kontra* terhadap topik yang akan ditulis. Masing-smasing anggota kelompok akan menulis secara bergiliran sehingga dihasilkan sebuah *discussion text*. Penerapan *Take Turn Writing* diharapkan bisa meningkatkan kemampuan dan motivasi belajar siswa, terutama dalam bidang menulis.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. The Background of the Problem

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.

The Indonesian government itself has been trying to overcome these problems by allocating more national budget for educational sector than before for the provision of materials and medias, and the improvement of teacher's quality. Nevertheless, the problem of motivation and improvement of writing skill seems never end.

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 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 writer's experiences as a trainee teacher at SMA N 1 Pariaman, most of the students are lack of motivation to learn English. The students's motivation and improvement of the lesson during the learning process are less. The teachers have responsibility about it. They follow many kinds of workshop to make teaching preparation and to change their teaching method itself. Unfortunately, the most important thing is they less in giving motivation to the students. This condition makes students get bored easily. Thus, the students do not feel interested to write and it is hard for a senior high school student to find the idea in writing, such as discussion 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 turn writing 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.

B. The Identification of the Problem

As mentioned in the background of the problem, there are several problems that make discussion text difficult to write by the students. The problems come from students, and teachers. From students, they have limited vocabularies, ideas and lack of motivation to make a write a text by their own ideas. From teachers, they do not apply suitable strategy in teaching writing.

C. The Limitation of the Problem

From the problems above the writer will focus on two problems in this paper. They are students' ability in writing discussion text and teacher's

strategy and technique in teaching discussion text. Student's ability is related to how the understand the text and how to produce it. In addition, the teacher's teaching strategies are dealing with the way a teacher implements writing skill in teaching discussion text by using Take Turn Writing strategy.

D. The Formulation of the Problem

Based on the background of the problem above, the writer formulates a question as follow, "How does the English teacher apply the Take Turn Writing strategy in teaching writing a discussion text to senior high school students?"

E. The Purpose of Writing this Paper

The purpose of this paper is to explain the implementation or the use of *the Take 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.