

SUPPORTING EDUCATORS TO FURTHER DEVELOPING STUDENTS' WRITING THROUGH TALK FOR WRITING APPROACH

Widadatul Maftuha

University of Muhammadiyah Jember
Widadatulm@gmail.com

Abstract

It is a must for educators to overcome several problems dealing with teaching writing. We have to consider the students of English as a Foreign Language (EFL). They are not as good as the native speakers in writing and are not as fluently as the native speaker in speaking. Thus, the educators must scaffold the learners. Moreover, educators must provide the material and prepare the classroom to make the learners absorb the material. This research attempt to find out how Talk for Writing approach can support educators in developing students' writing in junior high school level. Teacher can come up with daily oral retelling, asking the learners to read the example, guiding them to make temporary writing, and finally, giving them opportunity to set up the permanent writing. The educator's role is as the facilitator and motivator. By doing so, the learners will learn step by step and learn several skills as well.

Keywords: *Talk for writing approach, teaching writing, and scaffold.*

I. Introduction

Based on the school level curriculum, English instruction aims at developing students' competence to be able to communicate in English, both orally and written. There are elicited problems faced by teachers. First, teachers confuse in choosing the best technique because every learning technique has its own characteristics. Second, teachers must consider the students' background as English as a Foreign Language Learners. In this context, the teacher should not expect instant fluency and creatively in speaking and writing, instead of building up students' confidence gradually, giving them restricted task first before prompting them to be more and more spontaneous later. By using appropriate approach, it will support teachers to further developing students' writing, so that the students will have better skill in writing by giving them opportunity to learn English language from the easiest to the complicated one.

Theoretically, talk for writing approach is defined as an approach in teaching writing that emphasizes three teaching methods: imitation (where pupils internalize the pattern of the language required.), innovation (where pupils adapt stories to create their own version), and invention (where teachers help pupils to create original stories) (Dockrell, Marshal, and Wyse 2015). Talk for writing, developed

by Pie Corbett supported by Julia Strong, is powerful because it is based on the principles of how children learn. Talk for writing enables children to imitate the key language they need for a particular topic orally before they try reading and analyzing it. Talk for Writing has several techniques, such as Book to talk, role play, drama poetry, the 3 eyes, and language game. Nevertheless, the writer focuses only on Book to Talk and The 3 eyes technique.

Pie Corbett (2011) said that there are three basic principles of Talk for Writing. It builds on 3 keys, *Imitation, innovation, and invention*. Related to the statement above, the first to do is begin with some engaging activities warming up the tone of the text, as well as the topic focused on. In this way, the children hear the text, say it for themselves and enjoy it before seeing it written down. The teacher can come up with daily oral retelling. Once they have internalized the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. Once the children have internalized the text, they are then ready to start innovating on the pattern of the text. Then, the teacher can jump to the next level. This could begin with more advanced activities to warm up the key words and phrases of the type of text focused on. The key activity in this stage is shared writing. This could begin with using a boxed-up grid (innovating on the exemplar plan) to show how to plan the text and then turning the plan into writing. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work. This process enables the children to write their own versions through developing their ability to generate good words and phrases and also, hopefully, develops the inner judge when they start to decide why one word or phrase is best. So, when the children come to write, they have models and words and phrases to support them. After students are able to innovate on the exemplar and start writing, the teacher now has the opportunity to assess the students' work and to adapt their planning in the light of what the children can actually do. In this stage, the teacher guides the students how to set up the permanent writing by helping them understand the aspects that they were having difficulty with and should include time for them to have a go at altering their work in the light of what they have just learnt so that they start to make progress. In

addition, Beard (2011) said that the invention stage also helps students to extend their experience of the shift from conversation to composition.

II. Method

This research is conducted in class VIII E which consists of 34 students at SMPN 03 Silo Jember. Based on the preliminary study, this class still had problems in terms of generating and organizing ideas, using appropriate vocabularies and mastering tenses. This research used test and observation as a tool in collecting the data. In this research, writing test (composition test) was used to get the data of the eight grade students' writing. It was given to the students after they had given a treatment. The tests were made by the teacher and the researcher collaboratively based on the indicators used in this research. They included grammar, vocabulary, mechanic and organization. Concerning with the scoring system, analytic scoring method was used in this research.

The observation is done in each meeting. It is used to get the data about the teaching learning in the classroom and identify the process of students' changes in teaching learning process of writing by using Talk for Writing. It is done by the English teacher and another researcher. They sit in the back of the students. The observation guide is in the form of field notes to describe the activities in English teaching learning process.

III. Result and Discussion

The result obtained in the 80- minutes lesson after about 4 meetings of implementing Talk for Writing Approach, the students' who achieve the criteria of success (≥ 78) increased 28%. The data also showed that the mean score increased from 76.1 to 79.

In the first cycle, a lot of students were passive because the class was not conducive. They tended to speak by themselves, especially the students who sat in the backseat. Moreover, talk for Writing was a new approach for them. They actually knew that they were lack of vocabularies so they had difficulties in arranging words into good and grammatical sentences, but they were shy to ask the question to the teacher. From the reasons above, the action in the second cycle needs

to be improved by changing the class management, giving students more practices, exploring the technique of Talk for Writing, and made an interesting activity in the class in order to enrich the students' confidence.

In teaching writing, the teacher must consider about the background of the learners. As foreign language learners, the students may not as good as native or even the second language learners. Cameron (2001) said that a good scaffold was tuned to the needs of the child and adjusted as the child became more competent. It means that the teacher needs to help what the students are not yet able to do for themselves. In cycle 2, the researcher decided to change the technique of Talk for Writing that is The 3 Eyes technique. This technique covers 3 stages, imitation, innovation, and invention. In this case, the students have opportunity to develop their capability step by step.

Taylor (2009) said that if we are to write well, we need to know (as well as) what we are talking about. It means that as we write, we need to be aware and understand about what we are going to write as well as we comprehend the language we speak. In order to make the writing become understandable, it needs to be observed. The observation itself includes test takers' writing skill, which necessarily compromises the productivity of a writing production test. According to Hughes (2003), a good writing must be considered about Vocabulary, grammar, organization, and mechanism. In this case the goal of the teacher in teaching writing is to enable student to construct paragraph as a means of communication consisting of vocabulary, grammar, mechanism, and organization. The statement showed that writing ability in this research is the ability to express someone's ideas in written form including in 4 aspects of writing.

From the given treatment, the teacher definitely sure that the learning process would be successful and it did. A student said about the activities which held in VIII E class in SMPN 03 Silo, "for most of teaching and learning process, the teacher only sat around very quietly at a table and get lectured at. But that was quite different when you taught in VIII E, the class became more interesting".

IV. Conclusion

For most of the students, writing is the crucial thing in learning English. However, by learning step by step, the teacher can develop further developing students' writing ability. In Talk for Writing, the students are able to learn not only about writing, but also speaking and reading as well. Furthermore, by using this approach, it is a must for the teacher to provide interesting material, finally it enables the teacher to be a creative educators and being a professional. And the educational purposes can be achieved.

V. References

- Arikunto, Suharsimi. (2010). *Prosedur Penelitian*. Yogyakarta: Rineka Cipta.
- Beard, Roger. (2011). *Talk for Writing: Review of Related Research*. London: UCL Institute of Education.
- Cameron, Lyne. (2001). *Teaching Language to Young Learners*. New York: Cambridge University Press.
- Corbert, Pie. (2011). *Talk for Writing across the Curriculum*. Mainhead: Open University Press.
- Dockrel, Julie, marshal, Choloe. (2015). *Talk for Writing: Evaluation report and executive summary*. London: Educational Endowment Foundation.
- Huges, Arthur. (2003). *Testing for Language Teachers (Second Edition)*. United Kingdom: Cambridge University Press.
- Taylor, Gordon. (2009). *A Student Writing Guide*. United States of America: Cambridge University Press.