

TEACHING WRITING A PARAGRAPH BY USING STUDENTS' PERSONAL EXPERIENCE AT SENIOR HIGH SCHOOL

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ABSTRACT

Background of the problem is that most students in senior high school did not have ideas in writing. The purposes of this paper are to ease students to find idea in their mind and express them. The uses of students' personal experience as a medium is stimulate students interest in writing. In this technique, students write based on their personal experience which is contained of students' knowledge about their experience, opinions and feelings. And the conclusion the uses students' personal experience are to ease students to find idea and we can use students' personal experience to increase students' motivation in writing a paragraph.

Keywords: Teaching Writing, by using students', personal, experience

A. INTRODUCTION

Students have to master English orally and in written form. There are four skills in English, such as: listening, speaking, reading, and writing. They are given to students interactively in teaching and learning process. One of those language skills is witing. Students can express what they listen, speak, and read in writing.

Writing is taught to Senior High School students. They have started to study writing since the first year. They have begun to write paragraph. In writing the students of Senior High School can communicate and express their ideas about something and also

through writing their feeling. In writing activity, the students' must learn how to communicate their ideas in order to make the reader understand what students' is telling about.

In general, to make our reader understand what we mean in written communication, students have to learn how to make good writing. Writing is away of making meaning of our experiences, ideas, and feeling in written form. Writing is a way of making meaning of our experiences, ideas, and feeling in written form.

For the students, writing is very important, for three reasons; first, writing reinforces the grammatical structures,

idioms and vocabulary items that have been learned by the students. Second, when the students write, they have a chance to develop their knowledge when they write; they will learn many things, such as, the rules of writing itself, the arrangement of word and sentences. Third, when they write, they need to use new language, the maximum effort to express the idea, and the constant use of eyes and brain.

For most students of senior high school, writing is an activity that takes much time and need much attention. It is also one of significant subjects which are not interesting them. Another factor which makes students uninterested in it is that have ideas to present in written. Teacher also finds difficulties when they are teaching writing.

Writing is categorized as a productive skill. It is called productive skill because the students' efforts to create their ideas which derive from the students' thought(mind).The writer proposes the uses of students' personal experience, as a medium to stimulate the student's interest in writing. In this technique, the students write based on the students' personal experience which is contain the student's background knowledge about their experience. From this procedure, we can say that the students can express their ideas, opinions and feelings. Later they will know how to express ideas in their mind.

Writing a Paragraph

Oshima and Hogue (1991) say that a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea. Furthermore Muhyidin (1988) says that a paragraph is a group of sentences and that the first sentence is indented, that is, begins a little bit more to the right of the margin than the rest of the sentences in group.

Indeed, a paragraph is a unit of thought with one central ideas. The central idea is usually stated in a topic sentence. Every sentence in the paragraph must help the development of the topic sentence. Basically, a paragraph has a topic sentence and main idea. The topic sentence is the subject of entire paragraph which is elaborated by main idea. There is no standard criterion of the number of sentences in a paragraph. However, the number of sentences is not important, the most important things is that the paragraph should be long enough to develop main idea clearly.

Components of a Paragraph

Muhyidin (1988) say that a paragraph is a piece of writing that is made up of three main parts. The first part is the topic sentence that states the main idea of the paragraph. The second part is a set of supporting sentences that develop the topic

sentence by giving examples, reason, and facts.

a. A Topic Sentence

According to Donald (1995), a good topic sentence makes clear both a subject and an attitude towards that subject. Your attitude is an emotion or an opinion about your subject.

b. Supporting Sentences

Supporting sentences are used to develop the topic sentence that the reader thoroughly understands what the writer means to say. It can be developed into several sentences. That is, they explain the topic sentence by giving reason, examples, fact, statistics, and quotations.

c. A Concluding Sentence

Paragraph has a sentence at the end of the paragraph which summarizes the information that has been presented. This is the concluding sentence. The concluding sentence is very often helpful to reader because it signals the end of the paragraph and it reminds the readers of the important points of the paragraph.

Characteristics of a Good Paragraph

Since writing is a way of indirect communication, the writers should make the writing easy to be understood and they give

something new to the readers so that readers are interested in reading. A good writing is the readers understand and catch the message or the ideas in context.

Before starting to write something, the writer should consider the following factors: confidence, purpose, audience, and tone. The topic is not included as one of the important factors of writing. The author considers it as an insignificant factor because it does not play an important role in determining the writers' motivation to write, the diction, and the organization of writing. For that, in good writing he should care of all the important factors of writing which involve (1) ideas (2) vocabulary (3) grammar (4) spelling and (5) punctuation.

Teaching Writing

Writing is a kind of process where the students should always consider the choice of words and sentences, the ideas to be expressed, sentence structure, the sequence of words and sentences and etc. Harmer (1983) describes that teaching writing needs consideration, which include the organization of ideas into a coherent piece of discourse. Coherence means the way to combine or to join sentences into paragraph.

In teaching writing there are several important points that the teacher should make during the process of writing. Firstly, students should have ideas to be

communicated to the readers. Secondly, the students know their audiences who will read their writing. Next, students should have a clear purpose why they are writing.

Recently, the writing teaching has begun to move away from a concentration on the written product to emphasis on the process of writing. Angelo (1980) states that writing is format thinking for particular occasion. In educational field writing is one of four main skills in English. Everything will run well only in well thinking. It could enlarge the perception and clarify one's thought.

Students need to know how to write letters, how to put written reports together, how to replay to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special convention, (punctuation paragraph construction etc) just as they need to know how to pronounce spoken English appropriately. Teaching writing is important, because it can be developed and improved language and also help student learn to think reality.

Components of Writing

As one of the productive skills, writing constitutes a complex skill. It is composed of several components that are greatly important to have a good writing. Harris (1997: 68-69) says that there are five major components of writing: (1) content,

the substance of writing or the ideas expressed, (2) form, the organization of the content, (3) grammar, the employment of grammatical forms and syntactic patterns, (4) style, the choice of structures and lexical items to give a particular tone or flavor to the writing, (5) mechanics, the use of the graphic conventions of the language.

In addition, the two experts propose different views on the main components of writing. Nonetheless, there are essentially the same. To make it simpler, their opinion of the primary elements of writing can be paraphrased as follows: (1) ideas; (2) organization; (3) syntactic patterns; (4) Choice of structures and lexical items and (5) punctuation and spelling.

Example of a Paragraph That Can Be Used Students' Personal Experience

SHOPPING

(Orientation) Last Sunday, my family and I went to the shopping Centre. My father wanted to buy a pair of trousers. My mother wanted buys a dress. My brother wanted to buy a pair of shoes, and my sister wanted to buy a bag. I wanted to buy a T-shirt.

(Event) We went to the shopping centre by car. We arrived there at about twelve. Before buying things, we had lunch. Then, we bought the items in the shopping centre. While my father and my mothers were looking for the trousers and the dress.

My sister and I were looking bag and T-shirt. After that we went to the game centre, we played games together. This my first time played games with my family, I am very happy.

(Reorientation) We were very happy. They finished shopping and went home at about three o'clock. This is a happy experience for me.

Personal Experience

According to Guth (1996: 207) in writing experience remember to: draw on what people actually see, say, and what people actually feel.

(1) Draw on what people actually see

Bring in the specifics that help your readers visualize what you describe. It is harder to visualize a person who merely walks than a person who shuffles strides, limps, hops or trots. It is hard to visualize ordinary, unanimous three branches or telephone poles. It is easier to visualize trees that wave their branches like angry arms in the November wind or telephones poles dotting a neighborhood like the masts of sunken ships.

(2) Draw on what people actually say

We always get one step closer to reality when a writer can reproduce what was said as well as what was done.

(3) Draw on what people actually feel

A good novel often seems real to us because the author knows how to make us

share the emotion of ordinary people. Bernar Melamud for instance in *The Assistant* tells the story of Jewish neighborhood grocer struggling against poverty and crime.

Concept of Personal Experience

Many things happen in our life. People who lived in the world have different kinds of experience in our lifetime that we will never forget. Manser (1980: 131) says experiences are event that effects one some way, or we can say that experience is process of gaining knowledge or skill by doing and seeing things.

People have:

- A funny experience
- A sad experience
- A happy experience
- Love experience
- An uncomfortable experience
- An educational experience
- An unique experience
- An interesting experience

We have had our personal experiences at home, on the job, at school, in foreign countries, meeting new people, in parks, car, air plane, etc. we have had experiences with strangers, teachers, friends and our family. We have had experiences as small children, teenagers and college students. Belcher in (De Carlo 1995) says that teacher can involve the students' in various writing experience that include expressing writing.

The Useful of Personal Experience

1. The students are more creative to express their thought, feeling and ideas through their own words. They are permitted to choose words according to their story.

2. This activity can help students in writing study; they can easy to write their ideas and made the study interesting for them.

3. This activity can increase student's self-confidence since they can decide to choose good word, theme, self-experience and so on.

4. This activity can help the teacher to know the students much more. It means that the teacher can find the students who are more serious in writing to increase their English knowledge.

B. PROCEDURE OF TEACHING WRITING A PARAGRAPH BY USING STUDENTS' PERSONAL EXPERIENCE AT SENIOR HIGH SCHOOL

Pre- Teaching Activities

Pre- teaching activity done at the beginning of the class that is used to explore student's background knowledge and to build their confidence. The procedures are:

The activities done in pre-teaching are as follow

1. After the teacher greets and checks the students attendance and the teacher ask the students such as question about the new lesson;

- Did you have a funny experience? Yes, I did.
- Can you remember the event happened? Yes, I remember.
 - What did the event make a funny? She made a joke; she was foolish people, etc.
 - Where did yours a funny experience happen? In the school, in the beach, etc.
 - Whom which you when yours a funny experience happen? My parents, my family, my friends, etc.
 - What you feel? Happy, funny, etc.

2. The teacher explains about personal experience.
3. The teacher announces that students are going to listen teacher experience.
- 4.

Whilst- Teaching Activities

This stage is as the follow up activity of the prewriting, where the students' begin to write the draft of their writing

1. The teacher tell that the students are going to write paragraph about the students' personal experience
2. The teacher explains to the students about introductory

paragraph that contains a topic sentence, supporting sentences and concluding sentence.

3. The teacher asks the students to begin their work in 15 minutes. If they found concepts that are difficult to express in their own words, they can consult the dictionary and ask the teacher.
4. The teacher should walk around the students to see whether the students found some difficulties, so the teacher can help the students who need some extra help.
5. After finishing the paragraph the teacher asks the students to present their writing in front of the class, by writing their personal experience on the whiteboard.

Post- Teaching Activities

This stage is the last step in writing. Here the students revise the first or the draft that they made before. The students do the following activities in this page

1. The teacher asks the students to read their paragraph. The teacher can ask two or three students to read their sentences aloud then discuss this paragraph in front of the class.
2. The teacher asks the students to read the paragraph based on good intonation.

3. The last is the teacher asks the students to look at the spelling of each word, the choice of words, the grammar and punctuation used in their writing. If there is any mistake, they should correct it.

C. CONCLUSIONS

Based on the explanation in the previous chapter, the writer concludes that using students' personal experience might motivate the students in learning writing because the use of students' personal experience in writing students can easily express their ideas and feelings in written form. For most students in senior high school, writing is an activity that takes much time and needs much attention whether in vocabulary, grammar, spelling, and punctuation. It is also one of the significant subjects which is not interesting to them. Another factor which makes students uninterested in it, most of them do not have ideas to present in writing.

The use of students' personal experience, as a medium to stimulate the students' interest in writing. In this technique, the students write based on their personal experience which contains the students' background knowledge about their experience. From this procedure, we can say that the students can express their ideas, opinions and feelings. Besides

that all of students Senior High School have different personal experience, they can make paragraph seriously based on their own personal experience.

To get better result of teaching writing, English teacher should get some classroom procedure dealing with the activity of presentation in writing. The activities are pre-teaching, whilst-teaching and post-teaching activities.

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