
FOSTERING STUDENTS' LOVE OF WRITING AT ELEMENTARY SCHOOL

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ABSTRACT

Writing for elementary students is perceived as a difficult subject because they do not understand what to write and how to write. One of the contributing factors is because the teacher teaches writing not inviting writing, meaning that the teacher does not see writing as a process. The alternative solution to the problem is by not giving a lot of rules, giving freedom to start and end stories, learning by joking, and learning to write non-linear and erasing false myths. While the technique used is by learning in the classroom and learning outside the classroom. Registering words, writing chains, and quizzes are lessons that are done in the classroom. Meanwhile, learning that can be done outside the classroom can be done by writing a diary, writing on the wallpaper, and making clippings. This writing aims to make it easier for teachers to explore student competencies and the Indonesian learning process can be presented more meaningfully.

INTRODUCTION

Writing is an activity carried out by someone to produce writing. By writing a person can convey ideas, messages, and ideas to others. Writing is a productive skill. Through writing, we express and communicate whatever is in our thoughts, feelings, and fantasies. Besides, writing can also be a means of freeing oneself from various problems that choke thoughts and feelings. Many people claim to be relieved after pouring out their thoughts and feelings in the form of journals, poems, songs, letters, or stories of experiences. Even though we write that results in writing, we have often done it, in reality, we often encounter students (especially elementary students) who are not interested in writing lessons. Writing (composing) is considered tedious and even frustrating. They don't know, why write? How should I write? (Graves 1978).

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This is due to the lack of vocabulary, the teacher assigns students to make essays with certain titles, accompanied by practical instructions on how to write them, and with a predetermined time, so that students feel forced and do not have freedom. This means that the teacher only teaches writing, not invites writing. However, the experience of learning to write experienced by students in school is also inseparable from the condition of the teacher himself, who is not skilled at writing (Smith 1981).

Cultivating the habit of writing must of course be followed by increasing a reading culture which is a fundamental factor in anticipating various developments in the future. Learning to write is one of the unique learning styles because writing emphasizes the process and results. This shows that writing is not necessarily owned by someone but through a process that takes time to produce.

There are so many benefits of writing, as expressed by Suparno in the book *Writing Skills*, including being able to increase children's intelligence, to develop initiative and creativity, besides that the benefits of writing can also grow courage in students, and can encourage the willingness and ability to collect information.

Judging from the process, writing starts from something that is not visible, because what is being written is still in the form of thoughts and is personal. If the teacher only teaches writing, the teacher will not feel how difficult the students are when writing. Many students expressed, "in my mind, I already have a lot to write down, but as soon as I write, stop and disappear all the sentences that were there". Finally, in the essay, all sentences begin with me. For example the title of the essay "vacation"

vacation

I'm on vacation at my grandmother's house. I play in the fields. I went to my uncle's house. I went to the beach, and so on.

Are you one such teacher? Are your students the same? If so, start from now on when you reflect on yourself. What are some tips that can be used in learning to write as a process? What techniques and strategies are used in learning writing?

Seeing such situations and conditions, the following are alternative solutions to these problems which the writer will describe, namely tips that can be used by teachers in learning writing and writing learning techniques/strategies.

DISCUSSION

Tips for Fostering a Love for Writing

Learning to write (composing) requires hard work from the teacher to make learning in class fun so that students do not feel forced. Tips that teachers can use in implementing writing learning as a process include:

a. No Rules

The rules usually set by the teacher include that the teacher has determined the title, the number of paragraphs, the main sentence for each paragraph the number of words, and so on. Besides that, there are various types of paragraphs, there are various kinds of descriptions, and so on. These rules will make students (novice writers) even more afraid to write. It is better if such rules are reserved for the follow-up writer.

Writing (composing) can be started without writing theories. Because writing is understood as a skill, not a science. Writing is a process, a process that involves the pre-writing, writing, editing, refining, and refining stages. So the most important

thing is practice and practice. Too many theories will make students afraid to write. As an analog, driving a vehicle is not a theory, no matter how good the theory is, you will not be a good driver. He will be good at driving after practicing, experimenting, and honing courage and sensitivity. Cooking experts too, he will become a good cook after many times trying to cook. Even though the recipe he uses is the same as other people's recipes, if without trying he won't be able to produce a good taste. Like playing football, it doesn't start with theory, someone who wants to play soccer is immediately told to play on the field. How to kick the ball, dribble, head the ball, and so on. Likewise writing, writing can be started without having to know about writing theories. If you want to learn to write, just write. Start with simple things without having to care about whether the writing meets the composition or not. So if you want to write, just write the theory later.

b. Starting from anywhere, okay

Give freedom to students to start writing from anywhere. Bring students into fun situations. Let them write whatever they like, and continue it anytime and anywhere. Because learning to write is not the same as learning other sciences. For example, the teacher starts a multiplication lesson, so what students are first asked is the concept of repeated addition. Or the teacher starts a science lesson on breathing, which is first asked about the characteristics of living things by bringing a breathing model. So in learning a science there is a logical starting point. Not so by teaching writing, we can start from any part we like. We can start by asking students to write reports, descriptions, poetry, or whatever is fine. Remember! Invite students to write, not teach students to write. So that we can bring students into pleasant situations so that students can start writing.

c. Learning by Joking

So that students feel writing is easy, fill the class with jokes and jokes. Jokes and jokes can help students come up with ideas in each writing lesson. Besides, it is intended so that students do not hate teachers and writing lessons. Kean and Personke (1976: 341) suggest that in elementary schools, literature should not be seen as a subject that must be taught, but as a vehicle for experiences that are often fun, sad, sometimes funny, scary but always interesting. A happy class is an atmosphere that supports the creation of a conducive writing class. Feelings determine the quality and quantity of a person's learning. Negative feelings get in the way of learning. Positive feelings accelerate it. A study that is stressful, painful, and has a somber atmosphere cannot have a learning result that is pleasant, relaxing, and attractive. According to Meier (2002: 36), practitioners of accelerated learning want learners to experience the joy of learning. Joy does not mean fun, but the awakening of interest, full involvement, the achievement of meaning, understanding, and joyful values for students. Therefore, teachers must have many techniques that can make the classroom fluid and not tense.

d. Non-Linear Writing Learning

Writing non-linear means, in writing there is no specific order from a to z. So don't give the task of writing the same essay with the same title. Writing lessons is an iterative process. And it doesn't matter if the same material is given 2 or 3 times, because in repetition there will always be changes and there will also be a process of internalization, consolidation, and verification which will result in habits and skills that are getting to a better level for students.

e. Get Rid of Wrong Myths about Writing

The experience of learning to write experienced by students in school cannot be separated from the condition of the teacher itself. Generally, teachers are not prepared to be skilled at writing and teaching them. Therefore, to cover up the real situation, various myths or wrong opinions about writing and learning emerge. Among these myths are:

- **Writing is easy**

The theory of writing or writing is easy and easy to memorize, but writing is not just a theory but a skill. There is even art or art in it. The theory is only a tool to accelerate one's ability to write (compose).

- **The ability to use mechanical elements of writing is the essence of writing.**

In composing a person needs to have mechanical skills such as spelling, word choice, wording, paragraphing, and speech. But mechanical ability is not enough. The essay must contain something or content to be conveyed. The content is in the form of ideas, ideas, feelings, or information that the writer will disclose to others. The mechanical element is only one of the tools used to package and present the contents of the essay so that the reader can understand it properly.

- **Writing must be done once**

This myth can frustrate someone in writing, especially novice writers. Writing is a process. A process that involves the pre-writing, writing, editing, refining, and refining stages. So we write, improve, try to write again until we think it's done. How many times do we have to crumple the paper and throw it away because we are not satisfied? Not many people can write at once. Even professional writers. This means that to produce good writing, people generally do it many times. Very few writers have been able to produce a truly satisfying essay with just one write. Prominent author Ernest Hemingway said, "I wrote the last page of Farewell to Arms 39 times before I was completely satisfied.

- **People who do not like and never write can teach writing.**

Returning to the analog above, is it possible that people who never drive and cannot drive can teach driving to others? Or a person who doesn't like to play soccer and has never played soccer can teach soccer? Or a person who doesn't like to cook and never cooks can teach cooking? Or can a person who doesn't like to swim and never swim teach how to swim? Of course, the answer is no! Same with composing (writing). Anyone who teaches writing must be passionate and have experience and writing skills. Why? He must be able to show his students the benefits and joy of writing. He too must be able to show how to write. Because the interest and willingness of students to learn to write cannot be separated from what happened to the teacher and how he taught it.

These myths can hinder and frustrate students in learning to write. On the other hand, the teacher must be able to arouse students' interest in learning to write.

Writing Learning Techniques and Strategies

For these tips to be implemented and successful, teachers need to have techniques and strategies to foster a love for writing in students, especially elementary students. Learning to write can be done in the classroom (during class hours) and outside the classroom (outside class hours), with a learning acceleration strategy which is a method of learning that is giving and effective compared to

conventional learning (Rose: 36). According to Meier (2002: 54), the principles of accelerated learning are learning that involves a mind and body, learning is creating not consuming, cooperation helps the process, the brain absorbs information directly and automatically, positive emotions greatly help to learn. The following are techniques that apply the accelerated learning strategy.

a. Learning Writing in the Classroom

• Register Words

The word register technique can be applied if students still have difficulty pouring ideas out because of their lack of vocabulary. That is by the way the teacher determines an object for students to observe, then the students are asked to name the words related to that object. Furthermore, from the words that have been listed, students are asked to combine them so that they become sentences, by adding words.

The first example:

The teacher can start by displaying “bicycle pictures” on the board, then the teacher asks students to name words related to bicycles. Of course, students' answers vary. The teacher writes/records students' answers on the board, for example:

- vehicle
- two wheels
- black
- bell
- race
- crash

The teacher assigns students to combine existing words into sentences, by adding words, for example:

'I have a two-wheeled bicycle. My bike is black. I use my bicycle with my brother. My brother loves to play bicycles, especially when I ring my bicycle bell ringing... .ring.... My friend Rio came, he asked me to race. We also race happily. But suddenly break !!! We crash and so on ... '

Second example:

The teacher displays a picture of "flowers" on the board, then the teacher asks students to name words related to flowers, and the teacher writes/records students' answers on the board, for example:

- smells good
- red
- white
- roses
- jasmine
- Soka
- garden
- flush
- bloom
- butterfly

Then students are invited together to combine the words that have been listed, for example:

"Roses are my favorite flower, I plant them in the garden of my house. I water every day, now my flowers have bloomed, they smell so good. In my garden there are also jasmine and soka flowers. Roses and soka flowers are red, while jasmine flowers are white. My garden is so beautiful. Moreover, there are many colorful butterflies perching on the flower, the more beautiful my garden is. Etc"

Do it this way repeatedly, with different objects. And this method can also be done to write poetry. In writing poetry, words that are listed based on the given object, synonyms can also be written, so that in combining words you can find more beautiful words.

Example:

The teacher displays a picture of "flowers", then the teacher asks students to name words related to bicycles. Of course, the students' answers vary. The teacher writes down / notes the students' answers on the board, for example:

- fragrant is synonymous with fragrance
- white is sacred
- jasmine
- beautiful beautiful synonym
- garden
- flush
- bloom is synonymous with bloom

From the synonymous words listed, choose a word that is smoother or more beautiful. For example:

Flower

I planted my flowers in the garden

Jasmine

That is my favorite flower

I always water it so that it grows open

It's beautiful and smells good

By Jasmine

• Chain writing

Students are divided into several groups, in each group there is person 1, person 2, person 3, and so on. Each group is given the same sentence. Then the 1st student in each group is tasked with adding one new sentence, followed by the 2nd student to add one more new sentence, and so on until all students have added one sentence. After that, they collected and read the essays that were made together. Do this repeatedly with different sentences.

Example:

Group I

"Today I got a new bicycle"

1st Student:

As a gift from dad because I was ranked number one. (possibility student answer)

2nd Student:

I took my bicycle to the field with friends. (possible answer 2nd student)

3rd Student:

there I was playing bicycle, spinning and racing (possibly student answer 3)
4th Student:

After the afternoon then we go home (possible answer from the 4th student)

The story that formed is:

Today I got a new bicycle. As a gift from my father because my report card was ranked first, I took my bicycle to the field with my friends. There I played my bicycle, circling and racing. After the afternoon then we go home.

Group II

"Today I got a new bicycle"

1st Student:

I am very happy because the bicycle I have dreamed of for a long time

2nd Student:

My bicycle has two wheels and is red

3rd Student:

My friends must like my bicycle.

4th Student:

They took turns trying to ride my bicycle

The story that formed is:

Today I got a new bicycle. I am very happy because the bicycle I have dreamed of for a long time. My bicycle has two wheels and is red. My friends must love my bike. They took turns trying to ride my bicycle.

Likewise for other groups, they were given the same task. This activity is very fun because students write sentences spontaneously so that sometimes the sentences are written incorrectly, when they are read it makes the atmosphere funny. They laughed happily, then changed it into another sentence. Unconsciously, this atmosphere can generate fresh ideas, and this can develop students' initiative and creativity.

• Quiz

There are various kinds of quizzes in learning to write including punctuation quiz, quotation mark quiz, paragraph layout quiz, quotation mark quiz, and paragraph layout all at once.

■ Example of punctuation quiz.

The first thing to do is that the teacher reads a paragraph of the story, students are told to pay attention, then students are given a photocopy of the paragraph that the teacher has read, then students are asked to put punctuation marks on the paragraph.

Example:

The teacher reads the paragraph, students are asked to listen carefully. After that students are asked to put punctuation marks in the appropriate paragraphs.

Put punctuation in the paragraph below!

"On an island that is remote in the middle of the ocean, a husband and wife live in harmony and peace, never having a dispute, but one evening when the husband returned from the sea he found a mirror located on the beach, he took the mirror and how astonished his heart was to see the human reflection on him. inside this is presumably my father who died a few months ago he thought. "

■ Example of paragraph layout quiz

The teacher gives a paragraph, then the teacher explains that the paragraph in the hands of the students is the paragraph in the middle of the story. Students are asked to add a paragraph, either before or after the paragraph.

Example:

The ancient house is quiet. The living room is always in a dim atmosphere. A marble table with slender legs rests under the crown of the lamp-less oil lamp. Dust and cobwebs all over the corner. In the back corner was a glassed cupboard covered in a worn blue cloth. Next to him a rocking chair that was already fragile.

Suddenly

- **Change or give the ending**

Digging into the ending is a fun, efficient, and effective activity. With not too much work, the expected learning objectives can be achieved. In this activity, students are asked to make a story ending from a story/fairy tale. In the original story, there was an ending, but students were asked to make a new ending. Don't be too long, four sentences are enough.

Example:

The lion is fast asleep. However, suddenly woke up. It turned out that on top of his body was a mouse. The lion was angry, because this was the first time anyone dared to climb on his shoulder.

The mice

b. Learning Outside the Classroom

Learning to write outside the classroom can be done in various ways, including by writing a diary, writing on wall magazines (wall magazines), and making clippings.

- **Write a diary**

Writing a diary can encourage students to write details of their life. Students can write down experiences, impressions, or thoughts that catch their hearts.

- **Writing wall magazine**

In certain schools, the implementation of wall magazine is fully handled by the students. If there is no wall magazine in your school, you should motivate students to make it.

- **Create clippings**

Clippings provide writing material for students as well as material for reference or even for polemics. In the clippings, students will collect the writings they like according to the students' talents and personalities, so don't be forced to clipping certain materials.

By using the above techniques, learning does not only use the brain but can involve the whole body, mind with all its emotions, senses, and nerves. Concrete images are much easier to capture and store than verbal abstractions. A learning community always performs better than several individuals learning independently. In this condition, there will be a combination of new knowledge and skills in students. And it combines the elements of positive thinking, physical fitness, and emotional health to produce an effective learning experience.

CONCLUSION

In students writing skills are built by the teacher through a lot of practice, without many rules, giving freedom to start and end their writing, always try to learn while joking in non-linear learning, and erase untrue myths.

In practice, the teacher should use the technique of registering words, writing chains, quizzes, replacing, or giving a story ends. This technique is carried out in the classroom. What was done outside the classroom included writing a diary, writing a wall magazine, and making clippings?

Based on the tips to foster a love for writing in students, and the techniques used, it is hoped that teachers should master writing skills to facilitate and facilitate writing learning in schools. Teachers should read a lot so that in motivating writing learning can be carried out well.

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