Teaching Writing By Using DiamantePoetry

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Abstract

This paper describes activities in teaching writing by using literature. The literature is diamante poetry. The purposes of this article are the first provide a theoretical discussion about writing sentence after students conduct a poem and provide a sample of lesson plan for teaching writing sentence by using diamante poetry at Elementary School. Teachers can use diamante poetry strategy to make students be able to write sentence. Because writing is important skill and should be taught from the beginning.

Keywords: Writing, Literature, Diamante Poetry

1. Introduction

Writing is not easy. It takes study and practice to develop the skill (Oshima:1991). Writing is the most difficult skill because in writing all of aspects of english must correct and spelling may not be wrong. Such as grammar and the use of vocabulary. Teaching writing sentence by using diamante poetry, students will know part of speech. They will know verb, noun, adverb and adjective.

2. Research Method

Elementary students are young learners. Klein (2005) says that teaching young learners is different from teaching adults. Young learner like to play. By using diamante poetry young learners will be motivated to learn english. Because diamante poetry is a creative way to teach writing and integrative with another skills, eventhough writing is a difficult skill to teach.

3. Result and Discussion

3.1 Teach Writing skill and young learners

Writing is a combination of process and product (Sokolik, 2003). The process is act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers (Olson, 2003). Young learners like to know that writing is done in steps which are as important as the steps necessary to cook something such as chicken or eggs. In addition, when teaching writing to young children, we must recognize the complexity of the process (Dorn and Soffors, 2001). Writing is multifaceted, it is only logical that it evokes different in ages. When working with young learners, it is important to remember that along with learning how to write in English, they are refining their oral-language skills, and depending upon the

age, beginning to develop written-language skills in their native language (Linse, 2005).

Writing has a bad reputation in many schools, for both teachers and students. For the teacher, it means marking a pile of compositions and they are almost always worse than expected. For many students, writing is a boring chore and an "opportunity" to make a lot of mistakes. However, we believe that writing can be a very interesting and involving activity for students of English.

Writing should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. Characteristics of young learner writing skill :

- a. We can't expect young learners to develop their writing skill without teaching them how to write and giving them opportunities to practise.
- b. Learners do not necessarily transfer their skill in writing from what they can do in their own language. In the case of young learners, they may not have developed their writing skill, even in their own language.
- c. Writing is probably the most personalised, creative activity in the language class.
- d. By developing their writing skills early, young learners are making a valuable investment for their future studies.

Writing is also important for foreign language learners. Advantages of writing for foreign language learning:

1. Writing gives learners the opportunity to find ways of expressing their ideas in a foreign language.
2. Writing gives learners the opportunity to try out the language with plenty of thinking time.
3. A learner's writing gives the teacher a good opportunity to diagnose grammar and vocabulary problems and to identify progress.
4. Writing allows learners to practice new structures in an extended context.
5. Writing can provide more variety in classwork.

By using diamante poetry, before teaching writing, teacher teaches vocabulary. Vocabulary is the collection of words that an individual knows. Young learners' coursebook consists of vocabulary of nouns, because nouns are easy to teach, nouns are concrete things. It is very difficult to teach vocabulary of abstract nouns, adverb, verb and adjective. Through diamante poetry, teacher can teach verb+ing vocabulary and adjectives before teacher teaches students to write sentence.

3.2 Benefits of using diamante

Diamante can be used to teach writing, speaking, listening, reading and all language components. Poetry writing will explore ways to make it easy, fun and meaningful to our young writers. Teacher can teach vocabulary through diamante poetry. Students will identify various parts of speech (nouns, verbs, and adjectives) and will use synonyms and antonyms. Students will use appropriate vocabulary, including science terminology. Pair ELL/Special Education students with fluent readers. Provide leadership roles during the lesson to students who have been motivated during the science unit and/or demonstrated a strength in using science (light & sound) vocabulary.

A Diamante Poem follows a very specific format – there are seven lines, and each line must have a specific number and type of words. When you're finished, the poem will be in the shape of a diamond.

3.3 A lesson plan for teaching Stage

To make students interest, use picture that has relationship to the poetry. Such as sun. Then write the vocabulary of sun on the whiteboard. Then make the vocabulary into poetry. When teacher teaches the vocabulary, teacher give explanation to the students that the vocabularies are verbs, nouns, adjective, etc. Teacher explains bright is adjective. Here teacher explain part of speech.

Line 1 = Topic (**noun**) → sun

Line 2 = **Two** describing words (**adjectives**) → bright, hot

Line 3 = **Three** action words (-ing **verbs**) → burning, heating, lighting

Line 4 = **Four** words: Two words about the topic and two words that are opposite of those in line 2 → warm, dark, huge, empty

Line 5 = **Three** action words for the ending noun (-ing **verbs**) → freezing, reflecting, relaxing

Line 6 = **Two** words to describe ending noun (**adjectives**) → lifeless, empty
Line 7 = Ending **noun** (opposite of Line 1) → moon

SUN
BRIGHT, HOT
BURNING, HEATING, LIGHTING
WARM, DARK, HUGE, EMPTY
FREEZING, REFLECTING, RELAXING
LIFELESS, EMPTY
MOON

Teacher introduce all of the words to the students. Teacher pronounce the words and explain the meaning of each words. Teacher develops students knowledge of vocabulary.

Stage 2: while-teaching activities

Teacher asks students to make sentences from each words of the poetry after students really understand the meaning of the words in the poetry. For the first time, teacher give explain to students how to make sentence. Sentence consists of subject, verb and complement. But at least sentence consists of subject and verb for verbal sentence.

Here teacher teaches grammar implicitly to the students how to make a sentence especially verbal and nominal sentence. Teacher explains as clear as possible how to make verbal and nominal sentence. Teacher gives some examples and teacher can ask students to choose the words in each line to be a sentence. In line 1, a word is made to be a sentence. Line 2, a word to be a sentence, etc.

For example a word from line 1: sun, sentence: sunrises

Then teacher explains sun rises is a verbal sentence.

Stage 3: post-teaching activities

This stage is generally focus on after students finish make sentence, teacher asks students to read their own sentences. So this improves students' reading and speaking skill. This stage is useful for students to make students brave to speak up. Teacher can check and can know students pronunciation. Teacher listen students' sentence and another students also listen their friend's sentence. The skills in this stage is listening, speaking and reading. For correcting the sentences, after teacher listen sentences of all students, teacher collects students' work. Teacher corrects students' work. After teacher finishes correcting it, teacher also can review the lesson about sentence before ending the class.

writing

4. Conclusion

Teaching young learners through diamante poetry is very beneficial. Because not only can teach young learners skills and language components of English but also can add students motivation to study. Students can have art value because by poetry recitation. For teacher to teach English for young learners can use diamante poetry as one strategy. Teacher can teach vocabulary to students by using diamante poetry.

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