

IMPLEMENTING THE PROCESS WRITING APPROACH TO IMPROVE THE ABILITY OF THE STUDENTS IN WRITING PROCEDURE TEXT

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Abstract

This study is designed to improve the ability of the students in writing by using Process Writing Approach. Consequently, the research problem formulated in this research is “How can Process, Writing Approach be implemented to improve the ability of the tenth grade students of SMAN 2 Probolinggo in writing procedure text”. To answer the problem, a classroom action research design was used on April 22, 2019 until May 15, 2019. This study belongs to Classroom Action research (CAR) chose it because writing procedure text conducting in that semester. The preliminary test indicates that only 4 students scored above the suggested mastery learning of 78. The target was achieved in second cycles. Based on the finding above, it is recommended that procedure writing approach can be implemented to improve of the student’s ability in writing procedure text. Beside the result of the study showed that the students were enthusiastic, motivated and actively involved in teaching and learning process.

Key words: *Students writing ability, procedure text, process writing approach.*

Introduction

One aspect of the language is writing. As a productive skill people produces the language in the written form. People express their idea/sound into written form. By this way the idea writer can be read and can be understand by other people Written text needs longer time than spoken language, For most of the students, writing is the most difficult compared with the other skills; listening, speaking and reading skill in order to be success in writing, someone needs the good condition and several exercises to express their ideas into written form. Because of this, teachers should away try to suitable techniques to improve students writing skill.

A process writing, as an approach is appropriate for the ideas of teaching and learning writing activity. Learning to write through process writing is viewed as discovery process and developmental process (Gaith, 2000). The Writing activity becomes a process of discovery for the students as they discover new ideas and language forms to express them and is seen as a developmental process when students write as a professional author does, choosing their own topics, and writing from their own experiences or observation.

In a process writing approach, the students produce a paragraph step by step through four stages of process writing namely pre-writing, drafting, revising, and editing.

Therefore, to overcome the problems, the researcher offers a solutions. The teacher should provide interesting and challenging activities for students in teaching writing. The interesting and challenging activities can be done by implementing the process writing approach.

The problem can be formulated as following question: “How can Process Writing Approach are implemented to improve the ability of the tenth grade students of SMAN 2 Probolinggo in writing procedure text.

The study is aimed at explaining the way Process Writing Approach Can be implemented to improve the

ability of the tenth grade students of SMAN 2 Probolinggo in writing procedure text.

Writing is a means of communicating ideas and information. The responsibility lies on the teachers' shoulders to enhance their students' abilities to express themselves effectively. The theory of communication likes what stated by Buck in (http://www.members.tripod.com/supergirl/writing_theory.html): In order for students to communicate well they need to have to have expanded their Cognitive Academic Language Proficiency Level (CALP). CALP contains the genres of power that leads to success. It is important for students to learn how to think critically and creatively.

March (1997:187) "The teaching of grammar in isolation helps to develop high-order critical thinking skill that are essential to be development of" good writing but that critical thinking skill are very difficult to measure and have an indirect impact on a piece of writing rather than a direct effect". March believes that studying grammar improves the quality and clarity of critical thinking. Grammars may not directly improve the students' writing immediately but will improve their thought process and analytical abilities.

From beginning to end, the process of writing includes pre-writing, drafting, revising, editing, and finally, publication. However, a writing process should not be linear since it does not be linear conform to sequential stages.

Two writing strategies the teacher may want to see in their lessons are free writing and revised writing. Free writing directs student to simply get their ideas onto paper without worrying much about grammar, spelling or other English mechanics. In fact, the teacher can choose not to even look at free writing pieces. To practice free writing, give students 5 minutes in class to write about a certain topic, or ask them to write weekly in a journal. Teacher can try a dialog journal where student write a journal

entry and then give the journal to a partner or the teacher, who writes another entry in response. The journals may be exchanged during class, but journal writing usually is done at home. The main characteristic of free writing is that few (if any) errors are corrected by the teacher, which relieves student of pressure to perform and allows them to express themselves more freely.

Writing skill is one of the four English language skills in addition to listening, speaking and reading. Writing skill include productive or produce other than speaking skill. Most of the students feel that writing is the most difficult in English study. Because of this, teacher should pay more intensive attention in teaching writing. Teachers cannot just delegate the task of writing to the students without giving proper steps in order to be able to produce good work.

Method

Based on the objectives of the study, the design employed here is classroom action research (CAR). Latief (2009:81) says “Classroom Action Research for instruction is an approach to teacher’s professional development and to improve student’s learning in which teachers systematically collect data and reflection their works and make changes their classroom practice”. This design based on the way of teacher (English class management, teaching method) to make up the classroom teaching activities. It was done systematically in order to get to some decisions about what activities should be done in the future to make the student’s writing skill become better and better. This action research was undertaken by educational participants (teacher and students) in order to improve the rationality and righteousness of (a) their own educational practice, (b) their skill of these practices, (c) and the situation in which the practice were carried out. Looking at the student’s background of poor writing skill, the writer in this study planned to apply the effective way

to improve the student's writing skill in the five aspects of writing namely: (a) pre-writing, (b) drifting, (d) revising, and (d) publishing.

The lesson plan was designed to make the implementation of teaching and learning process run well. It also contained the procedure of presenting the lesson on each meeting. In the prewriting stage, the students were guided to explore their ideas in a cluster about the topic they chose.

In conducting the study, the researcher also prepares the next English books and pictures relate to the topic to make the teaching learning activities to be more affective and interesting.

There are two criteria of success set in this research. The first is the criterion in the process of teaching writing through Process Writing Approach. The second is that the criterion in term of the result of the student' writing task.

The implementation of the action was conducted in the two cycles. Each cycle included two meetings. In the first cycle all the stages of Writing Approach were implemented in every meeting. While in the second meeting, the pre-writing and editing will be implemented in two meetings.

Reflecting is the activity of analyzing, synthesizing, interpreting, and explaining the information gotten from the implementation of activities. In this phase, the researcher made a sharp conclusion on the data gotten.

Results

Before the process writing approach was implemented, the students were given a topic about "How to make fried banana" Then the researcher asked them to write a procedure text based on the topic given. It was meant to gain their first writing product in order to know the students' previous scores before the strategy was implemented.

The result of the students' final writing achievement only got 73 – 74 in average the students' lowest score was 68 and the highest students score was 82. In conclusion, the result of students' final writing had not met the criteria of success.

In relation to the weaknesses found in the first cycle the researcher and his collaborator made an improvement and revision on the lesson plan for the second cycle.

Based on the observation checklist for teacher's performance, it showed that the teacher had maximally performed all the activities in two stages.

Meanwhile, the result of students final writing achievement was 86 at average of 78 minimum mastery learning standard determined as criteria of success.. In conclusion, the result of students' final writing had met the criteria of success and the researcher stopped the cycle.

Finally, the result of interview for students, it was found that all students were happy and motivated in joining writing class using Process Writing Approach. It was shown that, all students answered in teaching and learning process using Process Writing approach was necessary to be implemented for the next writing activity. Finally it showed that Process Writing Approach did not burden them in writing activity.

Discussion

This part presents the discussion of the research findings. The focus of discussion concentrates on the teaching of writing using the Process Writing Approach that consists of prewriting, drafting, revising, editing, and the improvement of the student writing skill.

In relation with this study, in the prewriting stage, the researcher approached the students by using brainstorming and clustering. In brainstorming activity, the teacher explored the students' ideas freely without

paying attention to organization sentence structure or spelling. It was meant to help the students to collect ideas, viewpoints, or ideas related to the topic being discussed. This was in line with Gerhard (1983) who states that brainstorming is an activity in which the students call out ideas associated with the topics while the teacher (or a student or two) write ideas on the board.

Another technique employed in the prewriting stage was clustering. In this activity, the teacher asked the students to write the topic or concept in the middle of paper then drew a line out from the circle and wrote an idea associated with the topic. After that, they continued napping their ideas and relationship between them as many as the students could think.

Those two prewriting technique were given in the prewriting stage to achieve the instructional objectives of this stage that is the students were able to explore the topic into detailed ideas.

As the research finding of this study, these technique could help students in exploring their ideas based on their life experiences so that they could write an outline of their topic.

Based on the description in chapter 4, it is stated that during the first cycle the teacher did not perform the prewriting activities maximally. Duo to the very limited time, the teacher could not succeed in recalling the student background knowledge related to the topic. On the contrary, in the second cycle, the teacher succeeded in engaging students' background knowledge. This situation made students feel that their ideas were respected and spoken out. It means that the using of prewriting stage techniques resulted in a significant contribution and later on it influenced the success of the following stage. This statement is supported by Tompkin and Hoskisson (1991) that prewriting is a crucial to writes as a warning up athletes. If there is an optimal guidance from the teacher in digging up students' ideas on the prewriting stage,

automatically students can be easily progress to the next stage.

In this stage, the teacher had students write their ideas in a rough form. Before having students write their first draft, the teacher gave a model of paragraph and then followed by the explanation. This statement is in line with Chirstenson (2002:41) who states that drafting is the process of getting ideas on paper and Brown (2001) who states that drafting in viewed as an important and complex set of strategies, the mastery of which takes time, patience and trained instruction. Besides, Brown (2001:347) states that by reading and studying a variety of relevant model of texts, students can gain important insight both about how they should write about subject matter that they may become the topic of their writing.

In terms of research finding, in the first cycle, the teacher distributed the model of paragraph without asking students to read the paragraph. She just gave very short explanation due to the limited time. This problem resulted in some students who only imitated the model and just change some words from the model that caused their writings were not relevant to the topic. Meanwhile, in the second cycle the teacher did not only give models of the paragraph but also she gave chance for students to read the model of the texts and give clear explanation. This gave good result because the time allotment for the second cycles had been lengthened from four stages for on meeting became two stages for on meeting. As consequence, the teacher had enough time to give students chance in expanding their topic before writing.

In the revising stage, the students were incorporated with editing activities. They were assigned to edit their friends' drafts in terms of the spelling, punctuation, and grammar. This is supported by Stone (1990) who states that the editing is the stage of writing process in which student begin look at correctness.

In terms of research finding, at first, the student got difficulties in editing their friends draft although they had been provided with editing guidelines. Later on, in the second cycle they could progressively edit their draft or their friends' draft in terms of the spelling, punctuation, and grammar based on teacher's guidance and explanation.

Beside the editing activity, in this stage, the students were also assigned to have a mini conference with the teacher. It was done by discussing the students' writing with the teacher individually. This statement is in line with Curch (1993) in O'Malley and Pherce (1996) who states that conferencing is an important component of process writing in which the teacher meets with the students individually and ask question about the process they use in writing. In other words, Thomton (1980) states that students learn that writing is something that has to be worked at if they wanted to achieve a satisfactory product which requires genuine collaboration between themselves and their teacher.

To know whether or not the teaching and learning process was successful, there must be an improvement on student's writing skill. In this study there has been a significant improvement on students writing compared with the teaching and learning process of writing before the Process Writing Approach was implemented.

The finding of this research showed that the students' skill in writing had improved significantly from one meeting to next meeting, from one cycle to the following cycle. This can be seen from the result of each cycle. Before the action was implemented the mean score of students writing was 68. After the first cycle had been implemented, the mean score of the first cycle became 75. Meanwhile, the mean score in the second cycle was 78.

The finding of this study showed that during the first cycle, the students were reluctant to answer teacher's questions because they were afraid of making mistakes.

The teacher's performance and explanation in the teaching and learning process did not conduct the activities maximally. The student's writing product in the first cycle showed that they still made the mistakes on organization, language use, and mechanic in their writing by using process writing approach. Meanwhile in the second and third cycle, the students were not hesitant anymore to ask and answer the question from the teacher or even from their friend. The teacher's performance and explanation in the teaching and learning process had performed the activities well. The product of the students in writing recount paragraph by using process writing approach in the second cycle showed significant improvement comparing to the first cycle. In all stages of Process Writing, Approach, all students could maximally follow the activities. They were motivated, enthusiastic, and actively involved during following the activities.

Since the mean score for every meeting gave significant improvement and second cycle had met the criteria of success, the study can be as a successful research.

The result of the researcher's and collaborator's observation obtained during the implementation of Process Writing Approach in three cycle showed that the students behavior on teaching and learning process increased significantly from the first cycle to the following cycles. Although there were still some students who were shy and reluctant, it showed better improvement compared with the previous condition. And finally, in the second cycle, all the students had been enthusiastic, motivated, and actively involved in joining all the activities incorporated in the teaching and learning process using Process Writing Approach. Those statements are parallel with piglet's theory that the change of behavior occurred after the child active learner and thinker constructs his or her own knowledge from objects and ideas.

Based on the research findings from teaching-learning process in the two cycles, the researcher can draw some final conclusions.

First, the implementation of the Process Writing Approach had the appropriate steps as follows : (1) involving students in brainstorming activity before they choose their topics, (2) directing students in clustering activity before their write their first drafts, (3) guiding and monitoring students in generating and organizing their ideas, (4) giving and explaining a model of text, (5) asking the students to put down their ideas into sentences and arrange them in a rough draft, (6) asking the students to revise the content and organization of their draft, (7) having students write their first draft (8), assigning students to work in groups to discuss their draft and to revise their friends' drafts, (9) having students hold mini-conference with their friends and the teacher (10) having students rewrite their draft and exchange it with their friends (peer editing), (11) asking students to edit the mechanical aspects, (12) asking students to write their final writing, and (13) having students read aloud their own final writing and their friends 'final writing.

Second, the Process Writing Approach was more effective to help the teacher and the students in teaching and learning writing. This was proved by the result of the observation checklist, field notes, and the average scores obtained by the students in the two cycles raised in least two points than previous average score before the strategy was implemented.

Conclusion

The writing ability of the tenth grade students of SMA 2 Probolinggo increasingly from the first cycle to the second cycle. In the prewriting stage, every student actively involved in brainstorming their ideas about the topic they chose. Then, they were also very enthusiastic in organizing their ideas. In the drafting stage, they started

writing their first draft after the teacher gave a model and explanation. In the revising stage, the students edited their friends writing and their own writing. Then, the students were assigned to have a mini-conference with teacher to discuss their problem in writing. In the editing, the students were assigned to write their final writing and then they were asked to read their own final writing or their friend's final writing in the front of the class. This activity was meant to give pleasure for the students in writing activity.

The Process Writing Approach has some strength in teaching-learning writing skill. First, it gives the students an easy way to write. Second, it can encourage students to write even in cases where they may fear of making errors. Third, to take pride in their writing which as good as they can make it. Fourth provide students with techniques in generating and organizing their ideas and thoughts. Fifth, it requires student to work cooperatively so that they can solve their problem by giving feedback, suggestion, and comment. And finally, it promotes positive, productive teacher feedback rather than judgmental comments.

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