

**THE IMPLEMENTATION OF PROCESS APPROACH TO TEACHING WRITING
AT THE NINTH GRADE OF SMPN 1 PELAIHARI
ACADEMIC YEAR 2015/2016**

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Abstract

The main objectives of the research are to know the strategy that is used in the process approach to teaching writing, to know the process approach in the implementation of teaching writing at the class, and to find out the implications of the process approach for students learning writing at the ninth grade of SMPN 1 Pelaihari. The research is employed in descriptive qualitative research. The subject of the research is an English teacher and 30 of ninth grade students of the SMP Negeri 1 Pelaihari in the Academic Year of 2015/2016. This research is done at the classroom where the process approach of teaching writing happens at the class. The process approach to teaching writing could improve the students' writing ability because it engages the pedagogical procedures to the writing process. Through this approach, the students could state main ideas of the topic, then express or organize their ideas dealing with a descriptive text such as identification and description in written form. Moreover, the students were able to minimize grammatical errors especially in the use of simple present tense. In addition, the process approach also could improve the students' motivation and create good atmosphere at the classroom. They were more actively in asking to the teacher about their problems of writing. When they got difficulty to find the new vocabulary or did not know the structure of sentence, they were more confident to ask for to the teacher individually or through discussing in pair.

Keywords: Process Approach, teaching writing, learning process

Abstrak

Tujuan penelitian ini adalah untuk mengetahui strategi yang digunakan dalam pendekatan proses, mengetahui pendekatan proses yang diimplementasikan dalam pengajaran menulis dan menemukan dampak pendekatan proses terhadap siswa yang belajar menulis di kelas sembilan SMPN 1 Pelaihari. Metode penelitian ini menggunakan kualitatif deskriptif. Subjeknya adalah satu guru bahasa Inggris dan tiga puluh siswa kelas sembilan di SMPN 1 Pelaihari di tahun ajaran 2015/2016. Penelitian dilaksanakan di ruangan kelas dimana pendekatan proses diterapkan dalam proses belajar mengajar menulis. Pendekatan proses terhadap pengajaran menulis mampu meningkatkan keterampilan menulis siswa karena ini menekankan pada prosedur pedagogiknya diproses menulis. Melalui pendekatan ini, siswa juga mampu mengungkapkan ide pokok, kemudian mengorganisasikan ide tersebut kedalam kalimat khususnya kalimat deskriptif teks, mengidentifikasi dan mengdeskripsikan dalam bentuk tulisan. Selain itu, siswa mampu meminimalisasi kesalahan grammar khususnya

penggunaan simple present tense. Keadaan kelas dalam pengajaran menulis lebih menyenangkan dimana siswa mampu termotivasi untuk menulis. Mereka lebih aktif dalam bertanya apabila menemukan kata sulit atau tidak paham dengan struktur kalimat. Mereka lebih percaya diri untuk bertanya baik dengan gurunya ataupun diskusi dengan temannya.

Katakunci: Pendekatan process, pengajaranmenulis, proses pembelajaran

INTRODUCTION

As a part of language skills, writing plays an important role in a daily international communication. Each student in English subject is expected to master it because this skill is stated in the 2006 School Based Curriculum (KTSP) that writing is one of the language skills that must be taught at Junior High Schools. The teaching of writing is aimed at enabling students to master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure, and report (Depdiknas, 2006). The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. Thus, the ninth grade students are expected to be able to write certain text types correctly.

Writing is a communicative act and a way of sharing observation, thought, and ideas with others through written language (Cohen, et al, 2001: 23). As a communicative act, writing involves physical and mental process. Cohen et al further states that the physical process includes some body organs such as hands and eyes. Hands are used in producing graphemes and orthographic symbols in the form of letters or combination of letter that relates to the sounds in language. Meanwhile, eyes move to follow over the words or sentences.

Different from the physical process, the mental process in writing usually cannot be captured because it is the process in the writer's mind that includes making connection between ideas and processing thought to be expressed in a meaningful written text by employing linguistic organization.

Description from Cohen, et al above shows very obviously that writing involves a complex activity. Its complex activity reveals an idea that writing also demands a complex skill. From the physical process for instance, at least a writer needs to be able to combine the movement of the hands and the eyes in a careful act.

The mental process has more complexities in the writing process. Though it is not easily captured, mental process places a more important role in writing. It deals with activities of the writer's mind that include some capabilities such as connecting ideas by

expressing them in the form of sentences. Ideas are generated from many possible sources, such as books, movies, and daily activities that all of them refer to the writer's prior knowledge and experience.

Composing sentences requires another capability that is linguistic competence. Chomsky (in Boey, 1975: 58) states that competence refers to someone's knowledge of his language. The linguistic competence itself refers to some aspects of grammatical, discourse, sociolinguistics and strategic competence (Eanes, 1997: 45). Further, Eanes explains that those competences still require specific focus of knowledge, for instance grammatical competence focuses on the sentence-level, grammar and requires knowledge of lexical items and rules or morphology, syntax, sentence-grammar, semantic, and phonology.

Therefore, teaching writing should be different from teaching other skills because it involves the certain aspects to be taught. It needs special treatment so that the students can reach the target of learning easily. However, in fact most English foreign language students are not interested in writing and the performance on writing is unsatisfactory (Mukminatien, 1991: 130). According to Simpson (1998: 34), the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate and organize the ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays. Besides, Richard and Renandya (2002: 303) state that the difficulty lies on how to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization, and translate these ideas into a readable text.

Teaching writing will be successful if it implements a process. The researcher implements a process approach to teaching writing because in a **process approach**, the teacher primarily facilitates the students' writing, and providing input or stimulus is needed for students. By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. Brown (2001, p. 336) states that writing is a thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process.

In this research, the researcher is going to implement a process approach at the ninth grade of SMPN 1 Pelaihari academic year 2015/2016 to teaching writing in certain texts. Hopefully, this approach can give a strong effect and the most positive impact on students' behavior and motivation in studying English as well as in developing their writing skill. Moreover, the researcher believes that the process approach to writing could enable teachers

to focus on the various parts of the writing process and give more freedom for students to experiment with their language. In addition, such orientation could help students develop confidence and establish fluency before they are concerned with a finished product.

METHOD OF RESEARCH

In this research, the researcher uses descriptive qualitative design because the research tries to get description of the implementation of process approach to teaching writing at ninth grade of SMPN 1 Pelahari academic year 2015/2016. This research is designed to describe some activities of teacher in implementing the process approach to teaching writing occurred naturally. Moreover, the participants are an English teacher and 30 students at the classroom where the process approach is implemented among them. To obtain the data, the researcher uses the instruments consist of observation sheet, field notes, and interview. Then, they are analyzed as follows data collection, data reduction, data display, and conclusion/verifying stated by Miles and Hubberman (1994:12).

FINDINGS AND DISCUSSION

Findings

In this chapter, the researcher would like to present research findings as the answer for the problems which have been stated in the first chapter. It involves the implementation of the process approach, strategy that used in teaching writing at the ninth grade, and implications of process approach to teaching writing. In this case, the researcher discussed into two items to be explored related to problem statements.

A. The strategy employed in the process approach.

In the section, the teacher emphasized on brainstorming and modeling steps. The brainstorming step was aimed to guide the students to have a clear idea about what they were going to discuss in the class. The modeling step was aimed to give an example of the model of a descriptive text and the specific participants of the text, the generic structure, and the grammar of the text. Then, the teacher told the students that the purpose of this lesson was to write descriptive texts.

Before beginning to write, the teacher told to the students the using collaborative strategy in teaching writing and the objectives of the lesson. The teacher said that collaborative strategy referred to a pair or group of students working together on a piece of

writing to respond to each other's ideas, make suggestions for changes, and also contribute to the success of the finished product. In peer response, students are given the opportunities to brainstorm ideas in pairs, to give feedback on each other's writing and to proofread and edit for each other. Before doing the activity, teachers asked the students to make a pair (a group of two) and choose one of them as a helper and a writer. The one who was at a higher writing level played the role of a helper, and the one who was at a lower writing level played the role of a writer.

Then, the teacher distributed the students' worksheet and showed the animal pictures and also asked some questions to stimulate the students' background knowledge, like *"What animals are these?"* Most the students answered well *"These are frog, dog, and cow."* The next question was *"Do you recognize them?"* The students' answer, *"Yes, we recognize"*, then, *"What do you think of these?"* In short answers like a clever student could describe those animals *"Frog lives in the water and on the land. That is why frog is called amphibian. Mostly, the color of the frog is green."* *"Dog is a mammal animal. It has sharp teeth. Usually dog can help the people."* *"Cow is a mammal animal. Cow has beautiful colors, for example, white and black."* While, an average student described that: *"There are three frog. Frog is amphibian animal. Frog live in the water and continent."* *"It's a dog. Dog has four legs. Dog has sharp teeth too."* *"It's a cow. Cow an herbivore animal."* And a lower student described those animals: *"Frog alive in swamp. The animal to form amphibi".* *"Dog is the most of friendly animal. Be able believe keep your house".* *"Cow big animal and make a milk".*

After receiving the good responses, the teacher told the students the topic that was going to be discussed about the animal. Then, the teacher asked the students to make a pair (a group of two) and choose one of them as a writer and the other as a helper. Next, he asked the students to look at a model of descriptive text about an animal and learn it. After learning the model of descriptive text, the students were asked to answer some questions as mentioned on the worksheet. The students (pairs) answered the questions based on the text what they had learnt. After answering the questions, the teacher asked the students (the pairs) to pay attention to the generic structure of the text and discussed it together.

Then, he asked them whether they had any difficulties in understanding it or not. They just kept silent and were not active to ask questions. It seemed that the students still had problems with the generic structure of the text. He explained the parts of descriptive text such as an identification and description. Then, he asked the students (the pairs) to identify verbs and mention the tense, such as *"find and underline verbs in the text, what is the tense?"* The

students (the pairs) found and underlined the verbs and mentioned the tense on the worksheet provided.

The next activity was to do the exercise in writing; the teacher gave an opportunity to the students to begin writing drafts about an animal in the descriptive text. They wrote collaboratively. Then, after writing drafts, they were asked to rewrite them into a short composition by using simple present tense and submit it to the teacher when they had finished writing.

For the last activity, the teacher asked the students to summarize the lesson about the descriptive text, and then made a conference to discuss the problems faced by the students. Because the time was over, the teacher and his collaborator closed the class by saying good bye.

B. The implementation of process approach to teaching writing

In this section, the teacher distributed the worksheet to the each pair. Then, the teacher provided an opportunity to the students to write a short composition in the form of descriptive text. Before writing collaboratively, the teacher explained the students' worksheet about how to use collaboratively in writing a descriptive text. He also explained the process approach namely ideas/pre-writing, drafting, reading, editing, copying, and evaluating. They did it as a helper and as a writer.

1) Ideas/pre-writing

In this step the teacher wanted to motivate and brainstorm the students to get ideas or generate ideas for the topic. The teacher led the helper to raise questions to stimulate the writer's ideas. The questions had been already provided in the worksheet, and then the helper could develop their own questions. If the students had ideas and could generate them, they would be motivated to carry on the next steps. After having the topic, the teacher asked the helper to discuss or review the writer's key words, to develop the ideas, and to organize the ideas in order. Most the helpers or the writers still seemed confused to do that. The teacher helped the students (writers) to write down everything that came in their mind.

2) Drafting

The teacher asked the students (writers) to begin writing a rough draft as the first draft based on the discovered ideas and review from the helper. To write the first draft, the writers were advised not to care much about language, spelling, punctuation, or neatness. During the activity, the teacher and his collaborator went around the class to provide assistance, guidance, and comments if they were necessary. The teacher reminded the students to see the

model of the text explained in the previous meeting. In writing the drafts, most the writers only had a short rough draft.

3) Reading

In this step the teacher gave chances to 14 students as writer to read the rough draft. The teacher asked 14 students as their partner or helper to correct the draft. The helper was asked to comment on the clarity and relevance of the ideas and their coherence. The helper could give written comments or orally to the writer. The writer reorganized what had been written in the first rough draft and refined ideas based on the feedback from the helper. This gave the writer a fresh perspective on his/her own work and this stimulated them thoughtful revision.

4) Editing

In this step the pair was incorporated with editing activities. They were assigned to edit their drafts in term of content, organization, vocabulary, grammar, and mechanics. But most of the students were confused how to edit well their drafts. Then, they asked the teacher about the ways to edit; the teacher just said that the students could do it by following editing guidelines which were provided in the worksheet.

5) Copying

In this step the teacher asked the students (writers) to write the best version of the product. The activities could be done well. The best copy respected a joint product of the pairs; both students should have their name on it.

6) Evaluating

In this step, before evaluating, the teacher held a conference by asking the students to exchange their works with another pair. They gave comments to other pairs' works, and they used editing guidelines to check and write any comments or corrections for improvement. While the students were checking their pairs' works, the teacher and his collaborator went around and helped them to check. The teacher found that the students made a lot of mistakes caused by their limited grammar mastery and limited vocabulary mastery. Then, the student (writer) was asked to revise the composition based on some corrections from the other pairs. After revising, the students submitted their works to the teacher.

At the end of the lesson the teacher said good bye. However, before closing it, the teacher summed up the lesson and gave chances to the students to ask questions whether they had questions or not. Because of no questions, the teacher and his collaborator reminded the students to study hard.

C. Implications of process approach to teaching writing

1) The improvement of the students' writing ability

There was improvement in some aspects of writing descriptive texts, especially in aspects of content, organization, and mechanics. Those progresses could be seen when they were doing process approach collaboratively which covered writing paragraphs. For example, in expressing or exploring the ideas, they could share ideas to each other so it made them easier to find some ideas of their own words, even the students said in the interview that:

“Penyusunan kalimat saya menjadi lebih baik dan dapat menuangkan ide-ide lebih banyak.”

Another student also said that:

“Saya dapat mengembangkan isi pada setiap paragraph dan mengetahui teknik atau tahap-tahap membuat teks deskriptif.”

Meanwhile, in organizing the words into paragraph, the students felt better to organize them and their mechanics (spelling and punctuation) also improved better. Related to the interview, the students said that:

“Iya, lebih tahu cara menyusun kalimat dan kata yang sesuai dengan aturan.”

“Iya, alasannya ide banyak didapatkan, vocabulary lebih luas, spelling dan punctuation serta grammar juga meningkat”.

2) The improvement of class condition

The teacher stated that there were some positive results from the implementation of process approach to the students' writing. The results were included: (a) the students learned that the writing process is not taken in once draft but it can be many drafts as long as the draft could be reached into a good final writing; (b) the writing process gave more understanding to the students that there were many aspects in writing that they should focus on including content, organization, vocabulary, grammar, and mechanics. The students felt happy when process approach was implemented in teaching writing descriptive text because they got an enjoyable ways in writing descriptive text although some of them were still crowded when the teacher explained the lesson and did their tasks with their partner.

3) The improvement of students' behavior and motivation

The process approach could improve their behavior and motivation. It happened when they were writing in pairs. They discussed and worked together among them in discussing a task, therefore their writings were better than before as stated by one of students:

“Iya, ini dapat meningkatkan motivasi untuk rajin menulis, kreatifitas dalam mengolah kata, dan kerjasama yang luar biasa.”

Moreover, the students who joint in the classroom felt happy in teaching and learning writing. The students worked and discussed together about their pair's writing result. They

had self-confidence and creative in cooperative interaction between them to finish their work as well as possible. One of the students said:

“Menurut saya, ini dapat meningkatkan motivasi, kreatifitas, kerjasama, dan pengetahuan diantara kami.”

Discussion

In the implementation of the process approach, the students could work in pair as a helper and a writer in which a helper started by generating ideas through the steps. In this case, every student was actively involved in answering questions from the teacher and made a list to the questions. Then, a helper developed their own questions to stimulate the writers' ideas which led their ideas about the topic they chose. The number of the students who shared, asked, and answered questions was increased. This occurred since the writing process encouraged the students to share ideas, asked questions as well as answered questions between the pairs. Then, they put their ideas down into sentences and also they organized the sentences into good paragraphs. Harmer (2009: 261) states that generation of ideas is lively with two or more students involved than it is when the writers work on their own. After that, they had a chance to edit all aspects of writing. And they also checked and evaluated their writing by sharing with the other pairs and the teacher as it is stated by Tompkins (2008: 26) through this sharing, students communicate with genuine audiences who respond to their writing in meaningful ways. Finally, the students could write and create good writings.

Furthermore, here the students were also drilled to focus on aspects of writing, then they were given opportunities to correct and revise their written work in the pairs. After that they practiced the language knowledge of structure or grammar, vocabularies in meaningful context, and mechanics and also they did interaction in order to finish their activities in writing. In this case, the students gained their own satisfaction as they had a willing to revise their own grammatical errors, correct the choice of words and the mechanics, and then rewrote them in the best version of the corrected drafts of writing. It is line with the opinion of Murcia et. al (2000: 100) that a writing class should bring the students to the point where they are willing to revise and feel comfortable about revising what they have written. Therefore, they needed to write their work correctly as Harmer (2009: 53) states that a piece of writing should be correct. If it has mistakes and half-finished sentences, it will be judged by native speakers as illiterate.

To reach such an understanding, participants functioned according to several social and interactional rules; they set a common goal; they had differential knowledge; they interacted as a group; and they distanced themselves from the text. They know not only about

content, organization but also they know much more about word choice, grammar, punctuation, and spelling included their criteria's. The criteria to develop the descriptive text cover of language elements, Steve Peha (2003: 1) says that there are six having simple phrases to describe the good writing that the writers do make learning easier, namely: (1) ideas that are interesting and important, it means ideas are the heart of the piece-what the writer is writing about and the information he chooses to write about it; (2) organization that is logical and effective, it means organization refers to the order of ideas and the way the writer moves from one idea to the next; (3) voice that is individual and appropriate, it means voice is how the writing feels to someone when they read it, it is formal or casual, it is friendly and inviting or reserved and standoffish, voice is the expression of the writer's personality through words; (4) word choice that is specific and memorable, it means that good writing uses just the right words to say just the right things; (5) sentence fluency that is smooth and expressive, it means that fluent sentences are easy to understand and fun to read with expression; and (6) convention that are correct and communicative, it means that conventions are the ways, we all agree the use punctuation, spelling, grammar, and other things that make the writing consistent and easy to read.

Therefore, every stage in process approach really helped their writing. It is stated by Nunan (2001: 56) that writing process allows for the fact that no text can be perfect, but a writer will get closer to perfection by producing, reflecting on, discussing, and reworking successive draft of a text.

CONCLUSION

The implementation of writing process could be implemented effectively in teaching writing and the students were enthusiastic to follow the steps of the writing process: (1) Ideas/pre-writing, (2) Drafting, (3) Reading, (4) Editing, (5) Copying, and (6) Evaluating. The teacher held a conference by asking the students to exchange their works with another pair.

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