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IMPLEMENTING PROCESS WRITING APPROACH TO IMPROVE THE WRITING SKILL OF THE SECOND SEMESTER STUDENTS OF NUSANTARA PGRI KEDIRI UNIVERSITY

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Abstract

The design of this study is a classroom action research. The objective of this study is to investigate how the process writing approach improves the writing skill on the second semester students of English Department at Nusantara PGRI kediri University. Based on the findings and discussions of this study, it can be concluded that the process writing approach could improve the students' ability in writing a recount text. It was shown by all the subjects who reached significant improvements on each stage of writing. Firstly, most of the subjects or 75% of them were able to explore, select, and order ideas to make a good outline. Secondly, 75% of the students were able to jot down their ideas on the paper which focused on the content and meaning as a development of their outline. Thirdly, 79% of them were able to revise their draft for content clarity of meaning as the teacher suggested. They were able to check the draft whether it had already contained an orientation, event and reorientation or not and also checked whether each paragraph contained a topic sentence, add or delete all supporting details for unity, and rearrange ideas for coherence. Fourthly, 83% of them were able to do peer-editing activity.

Keywords: Implementing, Process Writing Approach, Improve, Writing Skill

A. Background of the Study

One of the ways to improve the quality of education is making English as one of the main subjects taught formally from elementary schools to higher educations. The purpose of teaching and learning English is that the students are able to analyze and comprehend English skills and maintain a good written and oral communication as well. Halliday in Nunan (2001, p. 85) states that there are some features which distinguish oral from written communication. It is sometimes suggested that spoken language is simpler than written one; that is, it is less structured. However, speech is no less structured or complex than writing.

Writing is considered as the most difficult skills for language learners because they need to have a lot of lexical and syntactic knowledge as well as principles of organization to produce a good writing. The difficulty is not only due to the need to generate and organize ideas using an appropiate choice of vocabulary, sentence, and paragraph organization but also the necessity to turn such ideas into a readable text (Brown, 2007, p. 76). This is in line with what is stated by Braine and Claire (1996, p. 60). They state that writing clear sentences requires someone to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

The problems faced by the students above are not only caused by the inability of the students in writing, but also caused by the inappropriate strategy used by the the teacher in teaching and learning writing. Based on the preliminary study conducted in writing II class of English department at UNP Kediri, the practice

of teaching writing is a product-oriented approach, in which the teacher just waits for the students' product without guiding them how to finish the writing process.

Based on the description above, the researcher intends to make a better condition in teaching and learning process on improving writing ability. The first thing to do is that the lecturer as the researcher should be active to motivate and guide the students in teaching and learning process. Students need guidance about what to write and how to write in English composition systematically. Then, the researcher select and apply the appropriate approach and learning technique which is suitable with the condition of students of UNP Kediri. Among some strategies available, the researcher proposes the process writing approach to overcome the problems.

According to Nunan (1999, p. 272) the process approach focus on the steps a writer engages in producing a piece of work such as drafting and redrafting. In this approach teachers focus more on the development of repeated drafts of a text than on a without-error final product. Besides, in the first occurance the focus of this approach is not on the quality of the draft a writer produces but on the quantity of it. Moreover, at an initial stage a writer is supported to jot down his/ her ideas onto paper without thinking too much on the formal correctness. After writing down the ideas, before doing revision on the draft, he/ she is suggested to share his/ her draft with others to get feedback on the ideas and the way they are expressed.

Some researchers have already conducted studies on the implementation of the process writing approach to teach writing. Some of them are Erry (2010), Chalimah (2011), and Mustain (2011). The findings of those three studies confirm that the process writing approach gives positive effect to the students' writing skill in writing expository and descriptive texts. Based on these positive findings, the researcher is sure that this strategy is also able to solve the problems in writing recount text.

One of the writing materials for students of the English Department of UNP Kediri is recount or telling story. Recount text is a text which tells the events in the past time. It could be in the form of journal, diary, police report, sport report, history, private letter, and biography/ autobiography. As teenagers, most of the students usually write about their feeling, activities, thinking and ideas in written form. Through writing recount, they are trained to develop the composition by ignoring grammatical errors for a while, mainly to build the students' courage in writing.

The process writing approach which gives more attention to the process of the writer experiences in the process of text making rather than to the final product comprises several stages. However, many writers propose several ideas of the stages themselves. According to Gebhard (2000, p. 226), there are four stages involved in the process of text making. They are prewriting, drafting, revising, and editing. Christenson (2002, p. 41) offers another scheme, the process writing approach comprises five stages, i.e., prewriting, drafting, revising, editing, and publishing. Another idea is provided by Calderonello and Edwards (1986: 6-15), they propose that there are five stages in process writing approach, namely inventing, planning, drafting, revising, and editing.

The first stage in the process writing approach is prewriting. According to Oshima and Hogue (2007, p. 16), prewriting is a way to get ideas. In this first step is to choose a topic and collect information or idea to collect the topic. In general, prewriting stage has something to do with how the writer generates ideas for his/

her writing. There are various techniques that can be used to generate ideas at the prewriting stage. These include brainstorming, freewriting, WH-questions plus, and clustering.

The next stage of the process writing approach, namely drafting. Christenson (2002, p. 41) and Gebhard (2000, p. 228) state that drafting is the process of writing the ideas down on paper. In writing the first draft, the writer may not be overly concerned with the grammatical correctness; rather than the writer should focus more to get the ideas down on paper (Smalley, 2001, p. 8).

The next stage is revising. At this stage, the writer may add sentences to connect the ideas, to change the order of the sentences or paragraphs, to substitute another way of saying something or even to throw away the ideas that are not relevant to the topic or that are respective (Calderonello & Edwards, 1986, p. 11). In doing revision, Seow (2001, p. 318) suggests that the writer may work in pairs and read each other's draft.

The final stage of process writing is editing. After paying attention to the content and organization of his/ her ideas at the revising stage, at this stage the writer starts thinking about the process of tidying up his/ her writing. It means that the writer checks the sentences to make sure that they are grammatically and mechanically correct. Checking the mechanics include checking the spelling, punctuation, capitalization, and word choice or diction (Christenson, 2002, p. 41). A simple checklist may be used to help the writer to do self/ peer revision. Seow (2001) provides some examples of the questions that can be utilized to check grammar.

Recount text is designed to retell events for the purpoe of informing or entertaining. The generic structures of this text are orientation, events, and reorientation. According to Anderson (1997, p. 48) a recount is a piece of text that retells past events, which are usually told in order in which they happenend. It is arranged based on the sequence of time or place. It means that it consists of some parts in sequence events. It could be in the form of journal, diary, police report, sport report, history, private letter, and biography/ autobiography.

B. Method

The research design in this study was a classroom action research that focuses on a particular group of students in a certain classroom. Classroom action research in education field is form of self reflective enquiry which comprises four stages, namely planning the action, implementing the action, observing the action, and reflecting on the action. Based on consideration that English Department students of Universitas Nusantara PGRI (UNP) Kediri had poor abilities in writing recount paragraph, the researcher planed to improve students' writing ability by using the writing process. Thus, the classroom action research was implemented in improving writing recount paragraph through the writing process.

1) Planning

In this step, the researcher was analyzed the problems found in the preliminary stage and designed a solution to solve the problem. It involved activities on preparing the strategy, designing the lesson plan and research instruments, constructing the criteria of success, and also introducing session of the strategy.

a) Preparing the Strategy

In this approach, the researcher assigned the students to follow the process writing approach which comprised four steps, namely prewriting, drafting, revising, and editing in writing recount texts.

At the prewriting stage, the class activity was designed to guide students to generate, select, and order ideas of the topic they had chosen by using braistrorming, clustering, free-writing, and keeping a journal. Then they started writing rough drafts including the introductory paragraph, body paragraph and concluding paragraph without considering grammar excessively. Next, they continued to revise their rough drafts made in terms of content and organization. In doing revision, the students were given revising guidelines. They could add new ideas or more specific support, eliminate irrelevant sentence, rearrange ideas to improve the organization. And in the editing stage, they could edit the drafts to correct mistakes in the grammar, punctuation, and spelling by lokking at editing guidelines. At the end, the students were given a chance to share the final product to their classmates in a small group or partner. After accomplishing the essay, it could directly be submitted.

b) Designing the Lesson Plan

In order to make well preparation for implementing the plan, designing lesson plan was very important because it functions as a guideline for the teacher in running the class. By following the designed lesson plan, it was expected that the process of teaching and learning could run well. In designing the lesson plan the researcher took into account some components including the instructional objective, instructional materials and media, instructional procedure, and procedure of assessment.

c) Criteria of Success

In conducting classroom action reserach, a criterion of success was vital to identify and know whether the implementation of using the writting process in improving students' writing recount ability was successfully completed or not. They were designed to determine whether the action in the first cycle was already successful. The criteria of success were also used to identify things which are needed to be revised for the action in the next cycle. The study was considered successful if it already met the criteria of success as follows: (1) All the students were actively involved during the teaching and learning process. In this case, the students' activities could be successful if they got score between 71-80 points for their activeness in the class, and (2) The students' writing product should be at least in a good level. It depent on the result of writing task which was measured by using the writing scoring rubric.

The improvement proposed after the implementation of the action was that the mean score of the class achieved at least 71. It means that if the mean score of the class was less than 71, the class failed to reach the criteria of successs.

2) Implementation

In the implementation stage, the researcher was the teacher. As the teacher here the researcher conduct the proposed approach namely writing process that refers to the lesson plan designed. This stage was conducted in one cycle that had four meetings by applying all steps of writing process approach in it. One meeting was conducted in 90 minutes.

3) Observation

a) Data and Data Sources.

Considering the criteria of success stated before, the researcher employed two kinds of data: qualitative and quantitative data. Qualitative data were the results of (1) the observation and field notes about any activities of the students which was showen in the criteria of success, (2) Interviews about the students'

responses to the implementation of the process writing approach, and (3) portofolio of the students' work at each stage of the process writing approach. While quantitative data was obtained from the result of the students' final compositions which were collected after each round of the implementation of the process writing approach completed.

b) Instruments and Procedure of Data Collection.

To collect the data that were needed, there were three kinds of research instruments the researcher developed such as observation checklist, field notes, and, portofolios. Each data required different procedure of data collection. Data on the students' performance at each stage of the process writing approach was collected by having direct observation when the teaching and learning process accured. While doing observation the researcher put a tick to indicators of each stage of the approach which were applied by the students. For the same data, in addition to having direct observation, the researcher also took a note to the events which were not covered in the observation checklist. Then for the data on the students' progress at each stage of the approach, the researcher collected the students' works after every meeting had finished. For the data on the students' final products, the researcher collected them after the implementation of the process writing approach accomplished.

4) Reflection on the Action

Having looked at the above fact finding, the researcher concludes that the students really get difficulties in writing especially in writing recount text. The students' writing mastery was still low. It was indicated by their ability to construct and organize sentences well. Consequently, their writing was incoherent. As a result, their writing was under average and still far from what was expected. This finding was supported by the result of the students' writing score that was 54.46.

By conducting this research, the researcher has a target which wanted to reach by the students. The target of this research is that the students can understand the generic structure and language features of recount text. Based on the target above, the researcher finally wishes that: (1) Students were able to write a recount text with correct generic structure including orientation, events, and reorientation, (2) Students were able to develop ideas logically in written form, (3) 80% of students could achieve the score, at least the passing grade of writing lesson that was 71. To reach the target, the researcher conducted the classroom action research which all the data are about the activities done in cycle 1 of the study covering the planning of action, the implementation of action, observing and monitoring the action, evaluating and reflecting the action.

5) Analysis on the Result of the Teaching and Learning Process

From the students' side, it was found that most students were active involved in the writing process. It was proved by the result of the observation checklist that total point earned 60 out of 64 possible or 93.75% of the students were actively involved during teaching and learning process. Furthermore, the students felt relax and happy during the process of the teaching and learning. From the researcher's side, she did all of the activities that had been planned in all the stages of process writing approach well. Consequently, the process teaching and learning ran smoothly in each stage of the process writing approach. In addition, she was also patient in guiding the students through all the stages and all the students liked her.

6) Analysis on the Subjects' Improvement in the Writing Process

The analysis of the subjects' improvement in the writing process was done based on the data collected fom the process writing checklist. The analysis was concerned with the subjects' competence in every stage of process writing using the process writing approach.

In prewriting stage, there was 75% of the subjects guined good demonstrated competence since they could explore, select, and order ideas to make a good outline. There were only 4% of the students who attained fair level and also only 21% of the students who were still in poor achievement. In the drafting stage, there were 75% of the subjects reached good level in writing a rough draft as a development of the outline. It could be seen from well-organized of their rough draft. All of their recounts had an orientation, an event, and a reorientation. Furthermore, they also used some terms they found in references and the sample of rough draft that the researcher had given. In the revising stage, there were 79% of the subjects reached good level in rewriting their draft as the researcher suggested. There were only 8% of the students who were till in poor level. In the editing stage, there were 83% of the subjects attained good at demonsrated competence. They fully understood how to use the editing guidelines.

7) Analysis on the Subjects' Learning Result on the Subjects' product

In the content criteria, 54% of the students were able to achieve good level prescribed for successful writing a recount text (their content presented information with details in parts of the paragraph). There were 79% of the students who reached excellent level (their content presnted information with well-chosen details across the paragraph); nobody or 0% reached fair level (their content presented information with some details) and there wasn't any students got poor level. The result showed the significant improvement compare to their ability in preliminary study in which only 54% of the students that attained very good level prescribed for successful writing a recount text.

In the organization criteria, 29% of the students were able to achieve fair level. There were 83% of the students who reached excellent level (their writing was well organized with strong transition); there wasn't any students or 0% reached good level (their writing was clearly organized but lack in continuity) and; and there wasn't any students got poor level. The result showed the significant improvement compare to their ability in preliminary study in which only 29% of the students that attained minimum level prescribed for successful writing a recount text.

In the vocabulary criteria, 29% of the students were able4 to achieve fair level (their writing presented adequate choice of words but some misuse of words and form). There were 92% of the students who reached excellent level (their writing presented effective choice of words and some misuse of word forms); and there wasn't any students got poor level. The result showed the significant improvement compare to their ability in preliminary study in which only 29% of the students that attained minimum level prescribed for successful writing a recount text.

In the grammar criteria, 38% of the students were able to achieve fair level. There were 0% of the students who reached good level (their writing had errors in grammar, but only few and do not interfere with understanding); and there wasn't any students got poor level. The result showed the significant improvement compare to their ability in preliminary study in which only 38% of the students that reached minimum level prescribed for successful writing a recount text.

In the mechanics criteria, there was 88% of the students who reached excellent level (their writing was good in spelling, punctuation, and capitalization); and 0% reached fair level (their errors in spelling, punctuation, and capitalization are few). The result showed the significant improvement compare to their ability in preliminary study in which only 50% of the students that reached good level prescribed for successful writing a recount text.

8) Reflection

Based on the result of the analysis of both teaching and learning writing process and subjects' learning result in cycle 1, it was concluded that the students' writing ability improved by using process writing approach. This improvement could be checked from some criteria of success achieved: (1) In teaching and learning process, all the students were actively involved and felt happy during the teaching and learning process. It was proved by the result of the students' observation checklist that total point earned 60 out of 64 possible which meant the teaching and learning process was in category very good an most of the students or 93.75% of them were involved actively in teaching learning process, (2) In relation to the subjects' writing products, they already achieved the criteria of success prescribed for successful writing a recount text. More than 80% of the students' final compositions obtain a final score of 72 in the analytic scoring rubric.

C. Discussions

Based on the finding, selecting appropriate and interesting instructional material and media were also very important as it could influence the students' motivation in teaching and learning process. The material selection in this study was deally with choosing of the free topic, a sample of outline and rough draft, and also providing any references. The topic chosen was about the students' experience. This topic in fact could stimulate the students' interest as it is a familiar topic for the students. Furthermore, a sample of outline, a rough draft and references selected were also concerning with the experience. Meanwhile, the instructional media used to conduct this study were whiteboard, revising guidelines, editing guidelines, and dictionary. These media in fact also gave contribution to the learning outcome.

The instructional procedure in this study was designed in four meetings. The first meeting was focused on exploring, selecting, and ordering ideas to make an outline. The second meeting was focused on drafting by having a rough draft. The third meeting focused on revising their draft by having one by one conference between teacher- student. The fourth meeting was focused on editing by having peer- editing activity. The teaching learning process run well as the students were guided step by step from the prewriting stage until the editing stage. Consequently, it gave a possitive effect to the students' achievement.

The question-answer was conducted to explore the students' ideas. It is used as a starter in activiting the students' background knowledge toward the topic discussed. In this strategy, the teacher delivered a number of questions orraly and the students answered it based on their background knowledge. The students' answer must be responded and given some feedback by the teacher. This was done for two reasons. First, by doing this it is expected that the students will not be reluctant in presenting their ideas. Second, responding and feedback is very usefull to elicit the students' ideas as much as possible.

To lead the students in selecting ideas for wriing, the teacher used the clustering (word webbing) strategies. In this strategy, while the teacher was brainstorming the students' ideas by having question-

answer activity; she organized the ideas on the web. This activity was used to provide the students picture of what they had to write about the topic.

Drafting is the process of getting ideas down on paper (Christenson, 2002, p. 41). The strategies developed on the drafting stage in this study were modeling and questioning. The modeling was used to show the students a model of a rough draft that they were expected to write. By observing and reading the model draft, they were expected to have an experience to compose a rough draft easily. In line with this, Brown (2007) states that by reading and studying a variety of relevant modes of texts, students can gain important insights both about how they should write and about the subjects matter may become the topic of their writing.

The questioning strategy was used to guide the students in constructing the recount text. Seow (2001) state that although questioning is the oldest teaching technique, it is fundamental to outstanding teaching. The implementation of these two strategies could reach the instructional objective on the drafting stage, i.e. the students were expected to be able to develop an outline to become a rough draft.

The findings of this study recommended that modelling and questioning were the strategies that were able to facilitate the students in developing their outline to become a rough draft.

Another finding of this study is about time allotment. Writing and organized draft is not an easy task for the students. They must have more much time to find the word in dictionary to make it understanable and organizeable draft. Therefore, the teacher asked them to finish their draft at home.

Before coming to the conference activity, the students were supplied with revising guidelines. They were asked to check their draft based n the revising guidelines while they were waiting to have a conference with the teacher. After each student got the revising guidelines, the teacher gave an explanation about it. After that, to have a conference the students come to the teacher one by one. The students took a seat besides the teacher. Here, the teacher asked the content of their draft. She also gave some comments nd suggestions to improve the students' draft.

The findings of this study recommended that by having a conference one by one between teacher-students is effective way to help students revise their drafts. By doing this, the students can express their ideas orally to the teacher. The teacher as a listener as well as facilitator can clarify the unclear ideas written by students by giving suggestion whether it needs to change, delete, or add word/ phrases on their draft.

Another finding is about the focus of this revising stage. Calderonello & Edwards (1986) state that the focus of revising is on the content. This focus, however, is not enough for subjects of this study. The reason of this is that the level of students could not reach this ability. They still need help from the more knowledgable person (teacher) to find the appropriate word (diction) in writing a good sentence.

Before coming to the peer- editing activity, the students were supplied with editing guidelines. They were also provided by the explanation of what to edit and how to edit. The application of this strategy could reach the instructional objective of this stage, i.e. the students were expected to be able to edit their friends' writing in terms of spelling, punctuation, and grammar.

In the teaching and learning process, the process writing approach was optimally conducted. The result of teacher's observation checklist had proved that the teacher did all of the activities that had been planned in all stages of process writing approach well. Hence, the process teaching and learning run smoothly in each stage of the process writing. The result of te students' observation checklist also indicated the

successful of teaching and learning process. It showed the total point earned 60 out of 64 possible in which it meant 93.75% of the students were active involved in the writing process.

The successful of teaching also affects the subjects' improvements, it is shown by all the subjects who reached significant improvements on each stage of process writing. Firstly, most of the subjects or 75% of them were able to explore, select, and order ideas to make a good outline. Secondly, 75% of the students were able to jot down their ideas on the paper which focused on the content ad meaning as a development of their outline. Thirdly, 79% of them were able to revise their draft for content clarity of meaning as the teacher suggested. Fourthly, 83% of them were able to to peer-editing activity. Their ability in proofreading for correctness in terms of spelling, capitalization, and punctuation were increased. It was proved by many of mistakes on their rough draft didn't appear in their final writing. In relation to the subjects' final composition, more than 80% of the students' final compositions obtain a final score of 72 in the analytic scoring rubric.

D. Conclusion and Suggestion

1) Conclusion

Based on the findings and discussions of this study, it can be concluded that the process writing approach could improve the students' ability in writing a recount text. (1) it could lead students to explore, select, and order ideas to make an outline; (2) it could facilitate the students to compose a rough draft as a development of their outline; (3) it could help the students to recognize ideas for content and clarity of meaning by having one by one conference; (4) it could help the students to proofread the draft for correctness in spelling, capitalization, and punctuation through editing guidelines; and (5) it also could improve the students' final product.

The appropriate model of the process writing approach ancompasses four major stages. First, the prewriting stage in which there are three strategies implemented namely, question and answer, clustering, and modeling. Second is the drafting stage. The strategies in the drafting stage are modeling and the discussion about the model of a text. Third is the revising stage. The strategies in the revising stage are by having one by one conference between teacher-student and by giving them revising guidelines. Fourth is the editing stage by giving editing guidelines and doing peer-editing activity.

2) Suggestions

First, it is suggested for the teachers to consider the strategy in the process of writing to be implemented in their class to improve their students' writing ability. Second, before teaching, the teachers need to formulate instructional objectives to be achieved by the students, select the appropriate materials, prepare the instructional media, design instructional procedures, and design the procedures of assessment. Third, the teachers need to guide the sudents step by step fom the prewriting stage until the editing stage.

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