**THE IMPLEMENTATION OF PROCESS APPROACH TO TEACHING WRITING AT**

**THE NINTH GRADE OF SMPN 1 PELAIHARI**

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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.

**Key Words**: Process approach, Teaching writing, Learning process

**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 certaintext 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 come 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 will implement a process approach at the ninth grade of SMPN 1 Pelaihari academic year 2015/2916 to teaching writing in certain texts. Hopefully, this approach can givea strong effect and the most positive impacton 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.

**THE DEFINITION OF WRITING**

Writing is a complex process consisting of many constituent parts which have to be considered. According to White and Arndt (2007: 1) the writers are able to express ideas and feelings to persuade and convince other people. Heaton (2001: 127) states that in writing the writers manipulate words in grammatically correct sentences and link those sentences to form a piece of writing which successfully communicates the writers’ thoughts and ideas on a certain topic. In other words, the writers try to express their ideas in written form using grammatically correct sentences for the purpose of communication.

Ghaith (2002: 1) asserts that the writer has to explore thought and ideas and make them visible and concrete. The writer has to try to communicate his/her ideas in the form of a written text from which the reader will eventually understand the ideas and their meaning. The production of the written word that results in the text must be read and comprehended so that the reader can understand the message intended by the writer easily. Thus, the writer is demanded to pay attention to some aspects of the production of the written text which involves the content, organization, vocabularies use, grammatical use, discourse, and mechanical considerations such as spelling and punctuation.

In supporting definitions of writing, Sutanto, et al; (2007: 1) says that writing is a process of expressing ideas or thoughts in words which should be done at our leisure. He says that we cannot do something or express the ideas or feeling in words or in sentences while we are getting some interventions. The conditions of writer which is relaxing and enjoyable will be explorer of a long visible of ideas or feelings and the result of this, the writer can write well, it means he is able to move a pen, or find key words, remember rules of grammar and syntax, place the brain in order to make sense, and think a head to what to write next (Nathan, et al. 2002: 1), ([http://www.pbs.org/wgbh/misuderstood mind/writing basics.html](http://www.pbs.org/wgbh/misuderstood%20mind/writing%20basics.html), accessed: July, 5th 2015).

1. Micro and Macro Skills in Writing

In order to be able to do such things in writing, learners need to acquire micro-skills and macro-skills of writing. Ur (2000: 162) states that writing should maintain between micro aspect and macro aspect. In micro aspect, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in macro aspect, the students emphasize on content and organization. In this case, they express themselves using their own words, state a purpose for writing, and specify an audience. More detail description is given by Brown (2004: 220). He states that micro-skills are related to imitative and intensive types of writing task whereas macro-skills are related to responsive and extensive writing. The descriptions are as follows:

1. Micro-skills
2. Produce graphemes and orthographic patterns of English;
3. Produce writing at an efficient rate of speed to suit the purpose;
4. Produce an acceptable core of words and use appropriate word order patterns;
5. Use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns and rules;
6. Express a particular meaning in different grammatical forms; and
7. Use cohesive devices in written discourse.
8. Macro-skills
   1. Use the rhetorical forms and conventions of written discourse;
   2. Appropriately accomplish the communicative functions of written texts according to form and purpose;
   3. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
   4. Distinguish between literal and implied meanings when writing;
   5. Correctly convey culturally specific references in the context of the written text; and
   6. Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In writing, students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillocks in O’Malley, 2006: 136). It is also supported by Tribble (2001: 43) that in order to understand a specific task in writing, a writer requires the range of knowledge which can be summarized as follows:

1) Content knowledge : knowledge of the concepts involved in the subject area.

2) Context knowledge : knowledge of the context in which the text will be read.

3) Language system knowledge : knowledge of those aspects of the language system necessary for the completion of the task.

4) Writing process knowledge : knowledge of the most appropriate way of preparing for a specific writing task.

Therefore, in order to be able to produce a good written text, a writer should require the range of knowledge. Besides, the writer also focuses on the macro and micro skills of writing. In addition, Nunan (1998: 37) states successful writing involves:

1. Mastering the mechanics of letter formation;
2. Mastering and obeying conventions of spelling punctuations;
3. Using the grammatical system to convey one’s intended meaning;
4. Organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures;
5. Polishing and revising one’s initial efforts; and
6. Selecting an appropriate style for one’s audience.

Based on the definition above, the researcher concludes that writing is a process in which the writer uses some aspects of the production of writing that consists of the content, organization, vocabularies use, grammatical use, and mechanics in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand. It is very important to be considered by the teacher that writing is a complex process. The students need to explore or express their ideas, feeling, and thought in the form of texts that enable them to have a better writing and give them opportunities to see their own progress in writing, that is whether their writings are able to communicate their ideas and can be easily understood by the other people or not.

1. Teaching Writing
2. The Meaning of Teaching Writing

Teaching writing is like swimming; if we learn to swim, we need water in swimming pool and a teacher to teach us how to be a professional swimmer (Brown, 2001: 334). Like swimming, writing is taught if we are a member of a part of language society and there is someone teaching us.

Not everyone can be an excellent writer; writing needs a long time and hard work to create words, sentences, and arrange them in a good composition or paragraph. Then, writing as communicative language is not only taught fluently but also accurately and uses contextual and authentic materials in the classroom. Furthermore, motivate the students to learn to write so that the students study writing successfully.

1. Material in Teaching Writing

Teaching materials of the certain texts in the class of Junior High School spread on three levels of classroom. They are presented in themes or topics. The themes or topics in the first grade are family life, school life, and plants, animals or things. In the second grade, the themes or topics are flora and fauna, travelling, recreation, and seasons. And in the third grade, the themes or topics are nature, art, and public service (Depdiknas 2005: 179-190).

**THE PROCESS APPROACH**

Process writing is a process approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. 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 addition, Oshima and Hogue (1999) indicated that writing is a thinking process which demands intellectual effort that has to be sustained over a period of time. They viewed the process approach to writing as an enabling approach in which the writer engages in the creative process of shaping their raw materials into coherent message and work towards an acceptable and appropriate form. Kroll (2000) also quotes Applebee (2006) as saying that the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)” (p. 96).

The process approach takes the stance that language teaching should be concerned more with what the learner wants to say. The learner's interaction or purpose becomes of paramount importance. Thus, the learner is seen to have a role as initiator, not a mere responder or a mimicker of other people's intentions and expressions. Kirby and Liner (2008) pointed out that the process writing approach helps teachers to understand what writers go through while they are writing, so teachers can help them bring those 'mind texts ' to the page.

Smith (2000) and Wyse and Jones (2001) stated the main features of the process approach as follows:

1. It includes a variety of writing models, expressive as well as expository.
2. It emphasizes writing conferences in which the teacher sits with the students as they are writing and offers advice on how to progress.
3. Writing normally takes place through a series of multiple drafts.
4. Writing should be a cooperative activity; students assist one another composing texts.
5. Errors are considered natural and are corrected in the final stages.
6. Teachers respond to students' drafts with fewer judgment and more questions and suggestions.
7. Grammar is learned in the context of writing for communication.
8. It emphasizes revision as critical to the writing process as teachers give their students opportunities to review, clarify, and re organize what they have written.

Raimes (1999) and Smith (2001) state that the writing process is not linear but recursive; that is, students may plan, revise and edit, and then revise and edit again. Figure below from Coffin et al. (2003) shows how writing process is recursive:



Figure--The Recursiveness of Writing Process – Coffin et al. (2003:34)

**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 Pelaihari 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.

1. 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 asa helper and awriter. 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 belive 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.

1. 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.

1. 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.

1. Reading

In this step the teacher gavechances 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.

1. 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.

1. 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.

1. 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.

1. Implications of process approach to teaching writing
2. 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”.*

1. 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 writingprocess 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.

1. 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.”*

**ANALYSIS AND 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 theywere 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**

Based on the findings of the implementation of process approach in this research, the researcher drew some conclusions as follows:(1) 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. The identification part is the part where the students were able to identify phenomenon to be described. The description part, the students were able to describe logically about parts, qualities, and characteristics about an animal and a tree. Moreover, the students could improve their vocabulary. It means that they were able to choose appropriate words and use them in making sentences. The students were able to minimize grammatical errors especially in the use of simple present tense. And the last, they could avoid mechanics (spelling and punctuation) mistakes on their composition. It means they were carefully to use mechanics in their writing. (2) Process approach could improve the students’ behavior and motivation. The students were more actively in asking to the teacher about their problems of writing. When they got difficulty to find the new vocabulary or to apply the correct grammar, they were more confident to ask for to the teacher individually or through discussing in pair. Besides, they felt happy and interested in learning English focusing on writing. In addition, 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. 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. (2) Drafting. This step, 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. (3) Reading. In this step, the teacher gave chances to 15 students as writer to read the rough draft, and the other 15 students as their partner or helper to correct the draft. (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. (5) Copying. In this step the teacher asked the students (writers) to write the best version of the product. And (6) 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.Those steps were carried out by the pair of the students based on their role as a writer and a helper. Their motivation also increased gradually in doing their own writing with his/her partner. **(3)** It could improve the class situation

During teaching and learning process, the class learning situation was alive and better than before. The students were happy and enthusiastic and also to do activities of writing process. Besides, they had high awareness and self-confidence to learn writing. Moreover, this situation also gave effects to the students to pay attention more in the lesson of writing. They became more activeand creative to develop their writing and always answered and asked if they did not understand during the lesson. Moreover, they were not bored anymore in writing as the teaching strategy applying in general was not monotonous anymore. The teacher used the strategy more creative and attractive for the students to write. The teacher gave adequate time, models and practices for the students to write as well. So, through this approach could increase their motivation and behavior towards the writing lesson.

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