

Experimenting the Effect of Process Writing on EFL Students

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ABSTRACT

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The purpose of this study was to find out the effect of process writing as an alternative strategy in teaching English writing in EFL classroom. The process involved pre-writing, drafting, revising, editing, and publishing. 28 out of senior high school students participated in this quasi-experimental research. The experimental group was taught using process writing, while the control one without any process that was by writing product approach. The data were then collected through writing tests about recount texts before and after the treatment and were analyzed using SPSS. The results showed there were significant difference between students' scores. The students who were taught using process writing had higher score on average than students' who were taught without using process writing. This result implied the strategy is effective for teaching writing for EFL students.

I. Introduction

Teaching writing is very challenging for most EFL teachers around the world, especially for those who are in countries that have very low literate level. (Gunawan, 2016) He reported in the Jakarta Post that a study by Central Connecticut State University put Indonesia literacy in the second worst out of 61 literate nations, besting only Botswana. To elevate the Indonesia literacy, all the stakeholders have to make effective literate programs for all level education in Indonesia. Unfortunately, the learning how to write is more challenging than speaking because it required more standard language use, and there is no direct interaction between writer and reader. The interaction in speaking could be a context-embedded that helps the speaker easily understand each other.

Accordance with the study, in a preliminary study at a private senior high school, SMA Muhammadiyah Mataram, writers found the students had difficulties in writing English. They did not how to develop relevant and organize ideas, use appropriate language use. Moreover, they were also not very interested in learning English writing. The teachers moreover could not provide effective strategies solved the problem. He tended to focus on the product of writing instead of the process. To solve the problem, the English teacher had to promote new teaching writing strategy that helped students effectively develop and organize ideas and provide a teacher-student collaboration during the writing process.

an important language skill. There are four skills which should be mastered in the English language, they are listening, speaking, reading and writing. According to Oshima and Hogue (2006: 3), Writing is a process, not a product, it needs to study and practice to develop this skill. In the writing process, we always involve thinking skill and creative skill. The students appeared to have many problems when writing in English. It means writing is difficult skills because the writer needs skills on how to write words correctly, how to put

and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. Moreover, the problems can arise for some students in writing because it is a complex skill involving multiple process and abilities. The writer should do the writing in the step by step. There steps should the writer did before start writing, such as to get an idea, the topic, and the audience.

Based on Bachani, in his book “Teaching writing”, state learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader. Also, Sadler et al, wisely remarked in Westwood’s book that, good writing is not only hard work but also it is an extremely complex and challenging mental task.

Based on the researcher experiences when doing an apprenticeship in SMA Muhammadiyah Mataram, the researcher found that the student’s motivation in writing ability is less. Many students don’t know how to start writing a text and they made any mistake in writing. The teacher just focuses on student writing product, and the process does not become a priority. Based on these reasons, the researcher was try to use process writing in teaching students’ writing skills in the first grade of SMA Muhammadiyah Mataram. Brown (2001, p. 336) states that writing is thinking about the process, a writer produces a final written product based on their thinking after the writer goes through the thinking process.

In making this research, the writers considered some previous study research to support it. *Arya Budi Wibowo* with the title is “improving writing skill by using process writing approach for grade X students of SMA N 1 KasihanBantul Yogyakarta in the academic year of 2012/2013.” The result of this research gives some implication to the researcher that the use of the process writing approach could improve the students writing ability. *PravinaWidiyawati*(2014) with title is “the effect of using process writing on the students’ writing skill at grade VIII of SMP N 3 Sentolo” The researcher came with a finding that there was a significant difference in the students’ writing achievement between the students who were taught by using the writing process and those who were not taught without using the writing process. Moreover, this research implies that the use of the writing process is needed in teaching writing. Students were motivated and relaxed in learning writing when they were taught using the writing process. Therefore, it implies that the use of writing process can keep the students’ interest and help them to explore and share their ideas into the written form so that the students can produce a written descriptive text.

As the conclusion, this study would investigate if there was an effect of process writing approach for teaching writing?’. The process involved some stages such prewriting, drafting, revising, editing, and publishing.

II. Research Method

This research is used in quasi-experimental research since there was no chance to randomly select the samples. This study was conducted at SMA Muhammadiyah Mataram. 28 out of the first grade students participated during this research. They were divided into two groups, experimental group and control group. The experimental class was taught using the process writing, while the control one was taught without using process writing.

The data were collected through writing tests to measure their ability before and after the treatment. The students were assigned to write recounts texts. The pre-test assigned experimental and control group to write their past experience about their last week activity, while the post-test was about their holiday. Their writings were scored using scoring rubric which was adopted from Hyland (2003). The data were then analyzed through statistical computation on SPSS program.

In analyzing the data, the procedure was going through some stages. The data were firstly described in terms of the amount of data, maximum score, minimum score, average score and others. Then, the normality distribution of the data would be tested as the requirement before doing parametric statistical analysis. If the data were distributed normally, the paired test was required. If they were not, the Wixocon test would be needed. After testing their normality distribution, the data would be tested using homogeneity test in order to determine whether a data variant of two or more groups is homogeneous or heterogeneous. If the

data were homogeneous, the independent t-test would be required. If they were not, the Mann Whitney test would be needed.

III. Research Finding And Discussion

A. Finding

The research findings were numerical data which were analyzed statistically using SPSS program. The data were obtained by tests which assigned the experimental group and control group to write recount text in the pre-test and post-test. The data would be described and be tested to answers the research problem that is ‘ Does the use of process writing has an effect on students’ writing achievement, and how significant the results compared to the control group.

Descriptive Statistics

	N	Mini mum	Maxim um	Mean	Std. Deviation
pre-test experimental	14	25	55	39.43	10.181
post-test experimental	14	30	65	47.86	9.726
pre-test control	14	23	45	33.43	7.997
post-test control	14	27	50	38.14	7.294
Valid N (listwise)	14				

Based on the table 4.5 describes that in the pre-test experimental N Variable showed the number of students as many as 14 students, the minimum value is 25, maximum value 60, the mean value is 39,43 and the Std. Deviation is 10.181, in the post-test, the minimum value is 30, the maximum value is 65, the mean is 47,86 and the Std. Deviation is 9.726, in the pre-test control N Variable shows the number of students as many as 14 students, the minimum value is 23, the maximum value is 48, the mean is 33,43 and the Std, Deviation is 7.997, in the post-test, the minimum value is 27, maximum value is 50, the mean is 38.14 and the Std. Deviation 7.294

Tests of Normality

kela s		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
hasilbela jarsiswa	1	.115	14	.200	.957	14	.666
	2	.120	14	.200	.980	14	.974
	3	.146	14	.200	.941	14	.431
	4	.167	14	.200	.948	14	.529

Based on the above output there is a significance value (Sig.) for all data both in the Kolmogorov-Smirnov test and the Shapiro-regional test of 0.05, it can be concluded that the research data is Normal 2 distributed. Then we can test using parametric statistics (test paired samples of independent sample t-test) to analyze the research data.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pre-test experimental - post-test experimental	-8.429	2.441	.652	-9.838	-7.019	-12.922	13	.000
Pair 2	pre-test control - post-test control	-4.714	4.428	1.183	-7.271	-2.158	-3.984	13	.002

Based on Pair 1 output obtained score Sig. (2-tailed) of $0,000 < 0,05$, it can be concluded that there are differences in the students average learning outcomes for the Pre-test experimental class with the experimental post-test class

Based on the output of Pair 2, it is obtained score Sig. (2-tailed) of $0,002 < 0,05$, it can be concluded that there are differences in the average student learning outcomes for the pre-test control class with the control class Post-test (Conventional models). Based on the discussion of Pair 1 output, it can be concluded that the use of process writing has an effect in teaching students' writing skill at the first grade of SMA Muhammadiyah Mataram.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil belajar siswa	Based on Mean	.994	1	26	.328
	Based on Median	1.000	1	26	.327
	Based on Median and with adjusted df	1.000	1	25.028	.327
	Based on trimmed mean	.999	1	26	.327

Based on the above output it is known the value of Significance (Sig.) Based on Mean is equal to $0.328 > 0.05$, so it can be concluded that the variance of the post-test experimental class and Post-test data of the control class is the same or Homogen. Thus, one of the (not absolute) conditions of the independent sample t-test has been fulfilled.

Table 1. Test of Homogeneity of Variance

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar siswa	Equal variances assumed	.994	.328	2.990	26	.006	9.714	3.249	3.035	16.393
	Equal variances not assumed			2.990	24.110	.006	9.714	3.249	3.010	16.419

Based on the output above, the Sig value is obtained. (2-tailed) of $0,006 < 0,05$, it can be concluded that there are significant differences in the average students learning outcomes between students who are taught by using process writing than without using process writing.

Based on the Paired Test above the Alternative Hypothesis (H_a) which stated that if score Sig. (2-tailed) of $0,000 < 0,05$, it can be concluded that the use of process writing has an effect in teaching students' writing skill at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019 is accepted, and Null Hypothesis (H_0) is rejected.

Then from Independent Test above if sig. (2-tailed) of $0,006 < 0,05$, it means that the use of process writing has significant differences in students' score between students who are taught using process writing than without process writing at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019 Alternative Hypothesis (H_a) is accepted, and Null Hypothesis (H_0) is rejected.

IV. Discussion

This study was aimed to investigate and to analyze students' ability in writing skill at the first grade of SMA Muhammadiyah Mataram in the academic year of 2018/2019, who taught using Process Writing than without using process writing. Then, to investigate whether there is any significant difference in the writing test achievement between them.

The achievement of their writing could be seen in their pre-test and post-test in Data Descriptive. The result of the average pre-test of the experimental and control class were 39,43 and 33.43. From this result, it was found that the ability of both classes was relatively the same. Furthermore, based on their pre-test scores, we can see that the students have some difficulties in writing recount text. After giving treatment, the students' ability in writing recount text has progress which was proved by the result of the post-test score of experimental class is 47,86 there was an upgrading score from the pre-test. Meanwhile, the control class, the students who were taught without process writing also gained their score into 38,14. Based on the score, it can be seen that the score of the experimental class was higher than the control class.

From the table above, we can see that there is an effect in experimental class writing ability. The treatment that was using process writing has effect on students' writing ability. When the researcher taught by using process writing, the students' writing becomes easier to understand and enjoyed the process. The students are more motivated than before taught by using process writing because in process writing there are some

steps, there is brain-storming, planning, writing the first draft, editing and the final product or publishing. According to the researcher previously, Widiyawati (2014) said that the writing process gives a good effect on the improvement of the students' writing skill. Then another study by Wibowo (2013) said that the students became more active and enjoyable in the teaching and learning process. All of them were able to write in the right steps and they were more enthusiastic in joining the lesson.

Meanwhile in the control class that was taught without using process writing, but the teacher and the material were the same as the experimental class. The students require spending more time exploring their ideas in writing. They were less of motivation in their skill in the writing. In writing the students had limited vocabularies and ideas so that they difficult to produce writing by themselves.

From the explanation above, the researcher can conclude that the use of process writing has an effect and different significant between students who is taught by using process writing than without using process writing in teaching students' writing skills at the first grade of SMA Muhammadiyah Mataram. Then, this research was proven the score of the pre-test and post-test of the experimental class was higher than the control class (see data descriptive). Furthermore, the mean score of the experimental class was higher than the control class.

V. Conclusions And Suggestions

Based on the result and the discussion on the previous study chapter, we can see that the students who were taught using process writing had good writing skills. Before the treatment was given the students' score of the experimental class in the pre-test is 39,43 and after the treatment was given the students' score in the post-test is 47,86 it means the use of process writing has effect because in Paired test table score of Sig.(2 tailed) $0,000 < 0,05$ or The Alternative Hypothesis (H_a) is accepted. Then the students who were not taught using process writing in the control class got the pre-test score 33, 43 and post-test score 38,14. Then the result of the post-test from experimental class 47,86 which was higher than post-test from control class that was 38,14 it means that the students who is taught by using process writing has significant different, because in Independent Test table score of Sig.(2 tailed) $0,006 < 0,05$ or The Null Hypothesis (H_0) is accepted.

Process writing is an alternative strategy in teaching writing recount text. This strategy helps the teacher in teaching writing and correcting the students' writing. they can use process writing as a strategy for teaching writing. This research shows that the strategy gives a contribution in students' writing ability to recount text.

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