

A Discovery on the Impact of Process Based Approach Towards Collage Students' Ability of Writing English Paragraph

Dira Permana dan Siti Syafi'atul Qomariyah

Program Studi Pendidikan Bahasa Inggris, FPBS IKIP Mataram

Email: dira87permana@gmail.com

Abstrak: Penelitian ini bertujuan untuk (1) mengetahui masalah-masalah menulis paragraf berbahasa Inggris mahasiswa; (2) mengetahui langkah-langkah *Pendekatan Berbasis Proses* dalam menulis paragraf berbahasa Inggris; and (3) mengkaji apakah *Pendekatan Berbasis Proses* berpengaruh positif dan signifikan atau tidak terhadap kemampuan menulis paragraf berbahasa Inggris mahasiswa. Populasi penelitian adalah mahasiswa semester empat yang tengah menempuh matakuliah *Menulis* jurusan pendidikan bahasa Inggris pada Fakultas Pendidikan Bahasa dan Seni IKIP Mataram tahun akademik 2016/2017 yang berjumlah 6 kelas dengan jumlah keseluruhan 174 mahasiswa. Sampel penelitian yaitu kelas IV-E dan IV-F dengan jumlah sampel sebanyak 58 mahasiswa. Penelitian ini merupakan penelitian eksperimen semu menggunakan desain non ekuivalen kelompok kontrol pretest-posttest. Instrumen penelitian menggunakan penulisan paragraf narasi yang telah diuji validitas, reliabilitas, dan keterbacaannya. Data penelitian diperoleh dari hasil uji awal dan uji lanjutan penulisan paragraf narasi. Data penelitian selanjutnya dianalisa menggunakan analisis statistik deskriptif dan inferensial menggunakan uji t dua sampel. Berdasarkan hasil uji statistik, diperoleh bahwa nilai rerata uji awal kelompok eksperimen adalah 58,01 dan nilai uji lanjut mencapai 70,34 sementara nilai rerata uji awal kelompok kontrol yaitu 55,97 dan nilai uji lanjut mencapai 68,79 dengan derajat kebebasan = 56. Hasil uji ^t menunjukkan nilai hitung (0,361) lebih rendah daripada nilai tabel (2,003) pada tingkat signifikansi 0,05 dengan derajat kebebasan =56. Hasil ini dapat diinterpretasikan bahwa penggunaan *Pendekatan berbasis Proses* dalam belajar menulis paragraf berdampak positif terhadap kemampuan menulis paragraf berbahasa Inggris mahasiswa, tetapi tidak signifikan. Dengan demikian, dapat disimpulkan bahwa *Pendekatan Berbasis Proses* berdampak positif namun tidak signifikan terhadap kemampuan menulis paragraf berbahasa Inggris mahasiswa.

Abstract: This research aimed to (1) identify College students' difficulties in writing English paragraph; (2) recognize steps of *Process based Approach* implemented in teaching writing English paragraph; and (3) discover whether or not *Process based Approach* gives a positive and significant impact towards College students' ability of writing English paragraph. The population of the study was the fourth semester students of *Writing* class of English department at Language and Art Education Faculty of IKIP Mataram in the academic year of 2015/2016 consisting of six classes with the entire number of students were 174. Samples of the study were IV-E and IV-F totalling 58 students. This was a queasy experimental research with non equivalent pretest-posttest control group design. Instrument of the research was narration paragraph writing which had been tested its validity, reliability and readability. Data of the research were collected through pre-test and post-test of paragraph writing. Data of the research were analyzed by using descriptive and inferential statistic analysis to test the hypothesis using t-test of two samples. Based on the result of the statistical analysis, it was found that the mean score of pre-test of experimental group was 58.01 and the post-test reached 70.34, while the the mean score of pre-test of control group was 55.97 and the post test reached 68.79 with df= 56. The result of t-test showed that the value of ^t test (0.361) was lower than ^t table (2.003) at the significant level 0.05 with the degree of freedom =56. This result indicated that the use of *Process based Approach* in paragraph writing had given positive impact towards college students' ability of writing English paragraph. Yet, the impact was not significant. Thus, it can be concluded that *Process based Approach* gives positive but not significant impact towards college students' ability of writing English paragraph.

Key Words: *Process based Approach*, Paragraph Writing, Impact

Introduction

The difficulty to write English paragraphs by English college students

during being engaged in writing class within EFL learning process unexceptionally befalls the second semester students of

English department at IKIP Mataram. Based on an observation, it was found that a lot of students still had confusion to write well-organized paragraphs based on the paragraph structures. This incapability of writing good English paragraphs was established by the majority of the students making such a simple to complex mistakes. The simple mistake which students made during their writing paragraph was that they oftentimes wrote a topic of the paragraph in the form of a complete sentence rather than a phrase. Furthermore, students did not state the topic sentence in a clear statement. The incapability of writing such an appropriate topic sentence was seen from the students' stating the topic sentence which was too general and even too specific statements. Or, students having appropriate topic sentences did not give supporting sentences which functioned to give more information about the topic sentences they stated in the beginning of their paragraphs. And, students also did not state the concluding sentences appropriately to indicate that their paragraphs had come to the end. This was seen from the absence of the main point of the paragraph. In addition, the students' paragraphs were not written based on principles of unity and coherence of the paragraph writing. This could be indicated by the students' inconsistency of developing ideas of the paragraph and inaccuracy of writing sentences which made the students' paragraph illogically organized.

Ideally, a good paragraph is that it considers a topic to be discussed. The paragraph topic directs discussion on what ideas which are going to be further explored in a paragraph. The topic of discussion is

commonly stated in a phrase and not in a complete sentence. Next to them, a good paragraph is composed of three main components; topic sentence, supporting sentence, and the concluding sentence. The topic sentence states the main idea of the paragraph (Oshima, 2006: 3). It should be stated in a complete sentence which has a subject and a verb. In addition, the topic sentence names the topic which functions to name the subject and a controlling idea functioning to limit the area of the discussion in a single paragraph. Another component is supporting sentence. Supporting sentences function to give more information about the topic sentence. Supporting sentences are ought to be written by including supporting facts, such as statistics and quotations, which are usually termed as supporting details. The last component of paragraph is the concluding sentence. The concluding sentence indicates the end of a paragraph. The concluding sentence can be resulted in by making a summary to the main point of the paragraph or restating the topic sentence in different sentences. Unity and coherence of the paragraph (such as the insertion of conjunction, substitute, ellipsis, etc.) are also unavoidably meant to make a well-organized paragraph.

To get over the college students' difficulties mentioned above, the researcher initiates Process based Approach as the strategic approach to teach students in learning to write the English paragraph. Process based Approach is a teaching of process triggering students to create their own ideas step-by-step to result in comprehensive organization and meaning.

Process based Approach is considered not new in the process of English language teaching and learning. However, Widodo (2008: 101) argues that although a process-based approach to writing instruction is not a new concept, its merits in the teaching of EFL are unequivocal. It has been apparent that many EFL teachers, particularly in Indonesia, are still practicing product-oriented teaching of writing in which emphasis is given to grammatical and lexical accuracy in students compositions. Process based approach commits some settled stages which typically occur in four stages known as prewriting, composing/drafting, revising and editing (Badger & White, 2000 in Kim, 2005, p. 34). Final editing and publication can follow if the authors choose to publish their writing (Murray, 1997 in Montague, 1995, p.3).

Seeing the phenomena above, the researcher has in depth interest to research a process approach to teaching writing, particularly to teaching the making of English paragraphs entitled: "A Discovery on the Impact of Process based Approach toward College Students' Ability of Writing English Paragraph" with three research questions: (1) What are College students' difficulties in writing English paragraph?; (2) What are steps of *Process based Approach* applied in teaching writing English paragraph, (3) Does *Process based Approach* give a positive and significant impact towards College students' ability of writing English paragraph?

The use of *Process based Approach* to teach writing in the English learning is theoretically expected to give contribution to the enrichment of knowledge, while

practically can be an optional approach by writing instructors to make students more motivated in learning to write in English, particularly in learning to write English paragraphs. By applying *Process based Approach*, students will be much helped to independently develop their writing ability step-by-step through eliminating their worry of making faults while processing their ideas into a complete composition.

Research Method

This research applies quasi experimental research with non equivalent pretest-posttest control group design, in which samples for experimental and control groups are taken through randomization. Population of the research was the fourth semester students of Writing subject of English Department at IKIP Mataram in the academic year of 2016/2017, consisting of six classes totalling 174 students. The samples of the research were IV-E and IV-F with the entire total number of students were 58 students. IV-F was taken as the experimental group and II-E was as the control group. In this research, the researcher applied simple random sampling technique to take the samples, since the population is assumed homogeneous. In determining the experimental group and the control group, lottery was used. Data of the research were carried through a sequence of techniques which were pre-test and post-test. Instrument of the research was paragraph writing test in the form of a narration paragraph. Before the instrument was used to collect data, it had been assured valid, reliable, and readable. Validity of the instrument was validated through content

validity by an expert, and it was found that instrument had been valid since items of the instruction represented mostly indicators of the paragraph writing. Reliability of the instrument was made by interrater reliability, and the value of reliability based on computation had reached 0.73 meaning that the instrument was reliable. Meanwhile, readability of the instrument was found readable since the percentage of the clarity of the instruction had reached 91.6%.

In analyzing data, the researcher used descriptive data analysis intended to display the mean, median, mode, standard deviation, polygon, and histogram of the students' writing paragraph scores and inferential analysis by using t-test of two samples used to test hypothesis of the research. Before committing hypothesis testing, the pre-requisite test; normality and homogeneity test were tested. Data of samples were in normal distribution and homogeneous.

Findings and Discussion

College Students' Difficulties of Writing English Paragraph

The result of the study found that college students of English department at IKIP Mataram particularly at the fourth semester found some difficulties in learning to write English paragraphs involving confusion to write well-organized paragraphs based on the paragraph structures; in the very beginning of their paragraphs, students did not state the topic sentence in a clear statement. The students' inability of presenting main idea of the paragraph made their paragraphs become less accurate and would influence the

consistency of discussion in the next idea exploration. Not only having difficult to present the topic sentence of the paragraph, students were also not able to give supporting sentences to the paragraphs they produced showing that the ideas within the paragraphs were not strong. As a result, students' paragraphs were less appropriate and could not reflect academic writings. Furthermore, Students also did not state the concluding sentences appropriately to indicate that their paragraphs had come to the end. The students' inability of presenting the main point of the discussion in the end of their writing made students' paragraphs become not eligible to be a good paragraph.

Unity and coherence of paragraph were difficult to be found within students' paragraph writings. The inconsistency of discussion of ideas from the beginning to the end of paragraphs had made students' paragraphs not interrelated. This inconsistency then produced paragraphs with no unity. Next to that, the students' inability to present in logical and smooth or in well-order ideas from one idea to the next idea had made students' paragraph less coherent. The other difficulties covered the inability of the students to perform good use of grammar, punctuation, spelling, and sentence organization within their paragraphs that made students' paragraph writings are still found far from ideal condition. This difficulty emerged as results of the students' having low knowledge on what paragraph is, what to be written in a paragraph, and how that paragraph is composed.

The Implementation of Steps of Process based Approach in Teaching Paragraph Writing

Based on the result of the implementation within the study, there were four major steps of *Process Based Approach* in teaching to write English paragraph. These four major steps were interrelated to one another. First, *prewriting* in which in phase students begin to gather as many as possible ideas which were going to be used as the core ideas to be written within the paragraph. The ability to do brainstorming helped students did the first step with the aim at specifying paragraph discussion. Second, *composing/drafting* in which in this phase students were supposed to begin writing any ideas which had been initiated in the very beginning phase without paying attention to the mistakes that potentially came over their writing. The main point of this phase was that students' fluency of being able to compose their ideas and resulted in a composition in the form of longer paragraphs. Third, *editing* in which in this phase students were invited to read the other students' writing to seek what missed from the paragraphs written. The students had the chance to check the existence of paragraph components; whether or not the paragraph composed by the students whom they read had fulfilled the requirements of a good paragraph such as the topic, supporting and concluding sentences, and the use of transition signals signalling unity and coherence of paragraph. Besides, the editors did some corrections on the students' writing whether or not the punctuation was used correctly, spelling of the words used was correct, organization of the sentences

was correctly written. If not, the students becoming editors had the rights to give some notes to be revised. Next, *revising* in which in this phase students as their paragraphs had been checked and corrected by other students had a chance to rewrite their paragraph to be better by looking at the result of peer correction. The result of peer correction was used as the feedback to be repaired. The last was *publishing phase*. In this publication phase, students as they had repaired writing their paragraphs shared their writings to public. This publication aimed at making students' writings readable and useful to be used as valuable information by any other readers.

As the sequences of steps above had been implemented within the learning process of writing, students started to result in better performance in their writing, in which they had been able to produce well-written paragraphs as expected. This successful production of good paragraphs could be seen from the students' current paragraphs which had fulfilled any of good paragraph requirements such as the paragraph components involving the existence of topic sentence, supporting sentence, and concluding sentence. Even, students not only used the supporting sentences but they also had been able to use supporting details including facts, quotations, and statistics which functioned to strengthen their ideas within their paragraphs. In order to produce paragraph with unity, students were more bravely to make more paragraphs and tried to use related statements and pay attention to the main ideas they have proposed in the beginning of their paragraphs. Meanwhile,

to create paragraphs with coherence, students initiated to use transition signals as often as possible to keep their ideas going smoothly. The use of pronouns also students utilized to keep writing related ideas in the effort of producing coherent paragraphs. And, paying attention to essential cases such grammar by constructing sentences grammatically, punctuation by putting the punctuation marks appropriately, spelling by repairing any mistyped words within the sentences had made their paragraphs eligible and acceptable as candidates of ideal paragraphs.

The Result of Hypothesis Testing

Based on the result of analysis, it was found that instrument of the research was valid, reliable, and readable. The result of the statistical analysis also found that the mean score of pre-test of experimental group

was 58.01 and the post-test reached 70.34, while the the mean score of pre-test of control group was 55.97 and the post test reached 68.79. These results could be interpreted that the experimental group taught by using Process based Approach had given higher achievemnt compared to those taught by another teaching approach. Nevertheless, the result of t-test of two sample assuming equal variances found that t-test (0.361) was lower than t table (2.003) at the level of significance 0.05 with the degree of freedom (df) =56. This result indicated that there was found a positive impact on the use *Process based Approach* towards collecge students’ ability of writing English Paragraph. Yet, the impact was not significant. For detail, see the following table:

Table 1. t-Test: Two-Sample Assuming Equal Variances

	<i>Variable</i>	
	<i>Variable 1</i>	<i>2</i>
Mean	68.79310345	70.34483
Variance	27.88423645	54.59113
Observations	29	29
Pooled Variance	41.23768473	
Hypothesized Mean Difference	0	
Df	56	
t Stat	-0.920134638	
P(T<=t) one-tail	0.180724595	
t Critical one-tail	1.672522304	
P(T<=t) two-tail	0.361449191	
t Critical two-tail	2.003240704	

This positive finding was in line with what had been resulted by Ho (2006) in which process writing programme had successfully given positive contribution to teach writing

to students of upper and lower primary school level as feasible solution to heightening the students’ writing abilities and confidence.

Conclusion and Suggestion

Based on the elaboration of the findings of the research above, there are some conclusions which can be stated as follows:

- (1) The result of the study found that college students of English department at IKIP Mataram particularly at the fourth semester found some difficulties in learning to write English paragraphs involving confusion to write well-organized paragraphs based on the paragraph structures; in the very beginning of their paragraphs, students did not state the topic sentence in a clear statement. Students also did not state the concluding sentences appropriately to indicate that their paragraphs had come to the end. Coherence and unity of paragraph were difficult to be found within students' paragraph writings. The grammar, punctuation, spelling, and sentence organization in the students' paragraph writings are still unwell-performed.
- (2) There are four major interrelated steps of *Process Based Approach* implemented to teaching to write English paragraph including (a) prewriting in which students begin to gather as many as possible ideas which are going to be written, (b) composing/drafting in which

students draft any ideas gathered into a composition without paying attention to the mistakes, (c) editing in which students check the other students' writing whether or not their paragraph writings have fulfilled the topic, supporting, and concluding sentence, the use of transition signals signaling unity and coherence of paragraph, punctuation, spelling, and the organization, (d) revising in which students rewrite their paragraphs to be better by looking at the result of peer correction as the feedback, and (e) publishing in which students share their writing to public to be read.

- (3) *Process based Approach* gives significant impact towards college students' ability of writing English paragraph.

From the result of the study, in order to achieve more satisfying results towards the students' ability of writing within the teaching and learning process in the classroom, it is expected that lectures of high schools can use any teaching approach which triggers students to more actively interact through written language among students. *Process based Approach* can be optionally applied by teachers and lectures to teach students exploring their ideas in learning write in the classrooms.

Daftar Pustaka

- Belinda, Ho. (2006). *The Effectiveness of Process Approach to Teach Writing in Six Hong Kong Primary Classrooms*. Perspective: Working Papers in English and Communication, 17 (1) spring. City University of Hong Kong.
- Brown, D. (2003). *Language Assessment: Principle and Classroom Practice*. London: Longman
- Grow, Gerald. (1999). *Seven Types of Paragraphs Development*. PhD Division and Journalism A&M University: Florida
- Kim, S., M. (2005). *Genre-Based Approach to Teaching Writing*. *Asian EFL Journal*, 33-40.
- Montague, Nicole. (1995). *The Process Oriented Approach to Teaching Writing to Second Language Learners*, New York State for Bilingual education journal, p. 13-24, summer.
- Onozawa, Chieko. (2010). *A Study of the Writing Process Approach: A Suggestion for an Electric Writing Approach*. Research note, N0.10
- Oshima, A. & Hogue, Ann. (2006). *Writing Academic English*, Fourth Edition. New York: Pearson Education, Inc.
- Rumney, L. (2003). *Paragraph structure*. Nessbitt-Johnston Writing Center Hamilton College Clinton, New York 13323. All rights reserved
- Widodo, Handoyo P. (2008) *Process-Based Academic Essay Writing Instruction in an EFL Context*. Politeknik Negeri Jember, Bahasa dan Seni, Tahun 36, no 1, February 2008.