

PROCESS APPROACH USED BY STUDENTS IN ESSAY WRITING AT ENGLISH DEPARTMENT

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Submit, 25-04-2019 Accepted, 11-06-2019 Publish, 11-06-2019

ABSTRACT

The purpose of this study was to find out the process approach used by students in essay writing at STKIP Abdi Pendidikan Payakumbuh. This study was carried out of descriptive research by employing questionnaire consist of 24 questions to 13 students in the second academic year selected by using purposive sampling technique. The results of this study indicate that students have used all the process approach in essay writing. The most dominant process used by students is brainstorming with scores (111) and the least used by students is feedback with scores (84). From the result, It can be concluded that all students used the process approach in essay writing.

Keywords: process approach, writing, essay writing

INTRODUCTION

Writing English is usually not easily to do, because the writer should put ideas, thoughts, feelings on the paper. Moreover, it needs large amount of skills that have to be mastered by the students in English Department beside listening, speaking and reading. In STKIP Yayasan Abdi Pendidikan Payakumbuh, students learn three subjects of writing. They are paragraph writing, essay writing and scientific writing. In curriculum especially on the second year students, there are subject related to writing namely essay writing. In essay writing, they learn about cause-effect, comparison-contrast, chronological order, and argumentative essay. the students should be able to write since they will write research in the last semester as the requirement in graduation. But, they still have problems in writing. Such as lack of vocabulary, grammar mistake, out of topic, lack of detail information etc. in order to understand and success in writing, they must understand the process of writing by using process approach. This approach is expected to help them in writing.

There are some rules that students need to know in process approach used in writing, as propose by Steele (2004:67), process approach in writing is brainstorming, planning/structuring, mind mapping, writing the first draft, peer feedback, editing, final draft, evaluation and teacher' feedback. Brainstorming is

generate idea by brainstorming and discussion. Planning/structuring is students exchange ideas into note form and judge quality and usefulness of ideas. Mindmapping is students organize ideas into a mind map, spidergram, or linear form, writing the first draft, peer feedback is draft are exchange after peer feedback. Editing is drafts are returned and improvements are made based upon peer feedback, final draft is the finishing in written and last evaluation and teacher' feedback is students' writing are evaluated and teachers provide a feedback on it. So, based on this theory, writer is expected to find the phenomena of process approach used by students in essay writing at English departmant inSTKIP Abdi Pendidikan Payakumbuh.

LITERATURE REVIEW

Writing

Richard and Renandya (2002:309) states that writing consists of many constituent parts and we need to consider which ones will be the most important four a course: content, organization, originally, style, fluency, accuracy, or using appropriate rhetorical from or discourse. It mean there are many parts must be considered in writing. Linse (2005:98) states that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

According to White & Arndt (1991:260) states that writting is not a natural activity. All physically normal people learn to speak a language. Yet all people have to be taught how to write. This is crucial difference between the spoken and witten forms of languge.

Process Approach

Flower and Hayes (1981:89) note that the process approach depends on four point. The first of these key point is that the act of writing is a series of distinctive thingking processes are interconnected. The third is that the act of composing is goal-directed thingking process guide by the writer's developing network of goals, and the fourt is that the process involves producing sub-goals, and changing main goals at times. These four points are implemented by each writer to a certain extent within the writing process.

Furthermore Steele (2004:45) states that process Approach Model comprises of eight stages, they are brainstorming, planning/structuring, mind mapping, writing the first draft, peer feedback, editing, and final draft. However the students must know and use this step in writing proposal and essay. The process approach to writing model had improve the development of the students' writing abilities. For, furthermore explanation, it can be submit as follows:

Brainstorming

The first step is Brainstorming. In this step students generating ideas with discussion to ideas many students can. Brown (2001:349) explains that Brainstorming is finding ideas quickly and spontaneously. Their intention is to write down as many ideas as possible without worrying whether they will be used or how they will used or whether they are good.

Moreover, Scane, Guy & Wenstorm (1991:90) state that brainstorming is activities motivaties students who do not usually want to write by creating a nonthreatening atmosphere. Thus, in ESL environment where students typically struggly with writing tasks, a nonthreatening atsmosphere might assist in the development of their writing skills.

Brainstorm and Group

Brainstorm and group include; 1) start with a topic, 2) generate as many ideas as you can, 3) look for groups or patterns, 4) organize into groups, 5) use groups for sections or paragraphs. So writer can concluded that brainstorming is students exchange ideas into note form and judge quality and usefulness of the idea.

Planning/Structuring

The second step is Planning/Structuring. In this step,students will planning to be written and applied on paper. in this stage Students write on paper. Steele, (2004:45) tate that planning/structuring is Students exchange ideas into note form and judge quality and usefulness of the ideas.According to Richards & Renandya (2002:315) state that planning is before writing the authors what they will be written about. Before starting or changing, they will say what they will say.

So, writer concluded that in planning that in planning the students gather ideas before doing the analysis to find the desired freedom and students gather ideas before into note form and judge quality and usefulness of the ideas.

Mind Mapping

The three step is mind mapping students organize idea into a mind map, spidergram, or linear form. To help make the hierarachical relationship of idea which students the structure of their texts in writing. He added mind mapping has proven useful before, during and after writing. According to McGriff (2007:37) state that Mind mapping is seen as a powerfull tool to help students overcome problems with the organization of task which requires thingking instead of memorizing.

So writer concluded mind mapping helped students to see relationship among ideas and connect known and outline for the writing of a short essay on the topic, or that a segment of the map is used in the writing of a paragraph.

Writing the First Draft

The four step is the first draft. In this step, students will collect their ideas and then choose and describe them to write the first draft. Brown (2001:338) state that first draft is after students exploring ideas, put them into paragraph form,keeping in mind how showing and using facts and statistics makes writing powerfull and convining. Steele (2004:90) state that writing the frist draft is students write the frist draft. This is done in the class frequently in pairs or groups.So writer concluded the first draft the students collect their ideas after they work together or in group and then the students decode what they get in a discussion and they will outline the concepts they write.

Peer Feedback

The five steps is peer feedback. In this step, students need peer feedback in writing. Fill out the compilation writing peer feedback. With this step will be able to motivate students in applying student ideas in the analysis. After getting feedback from teachers and fellow students can also revise their writing for the better. Hyland (2003:78) states that peer feedback encourages student to participate in the classroom activities and make them less passively teacher-dependent.

So, writer conclude in peer feedback friends can motivate students to actively participate and students wiil be able to have a good concept after there are several steps to do in peer feedback such as, friend evaluation, criticism, and editing of friends. And peer feedback for defines what is right and wrong.

Editing

The six step is editing . In this step, students will checking problem in writing like grammar ,spelling, and punctuation error. And then students wiil corecting that problem to writing good. Johnson (2008) states that Editing is the stage where the draft is polished; it is the final step before handing out the final draft. The writer gives attention to mechanics such as punctuation, spelling and grammar. Editing involves the careful checking of the text to ensure that there no errors of spelling, punctuation, word choice and word order.This stage may include the following: 1) checking and correcting spelling, 2) checking and correcting grammar, 3) checking and correcting punctuation. So writer concluded from editing before writing we must have a good draft to plan. In order

to avoid some errors in writing such as spelling, grammar, and punctuation. And student must review the draft for make correction readability.

Final Draft

The step is final draft. In this step, students will submit as students complete paper in writing after editing in writing. Then the final draft is written. In addition, students can also exchange and read each others' work and perhaps even write a response or reply. Furthermore, White & Arndt (1991:17) state that final draft as paragraphs have not been structured nor have the ideas been developed appropriately.

So, writer concluded before doing final draft in writing students have to make sure the concept there is no mistake, from various aspect and doing final drafts students require peer feedback.

Evaluation and Teacher' feedback

The last step is evaluation and teacher feedback. in this step, students will evaluation their writing by guiden from teacher feedback.the students writing usually submit to teacher to get feedback. Hyland (2003:11) state that evaluation is its mean teacher describe the process of progress over the teaching material. And addition from Steele, (2004:34) state that evaluation and teachers' provide a feedback on it.According to Brown (2001:357) state that writing evaluation there six categories or aspects, include; 1) content: thesis statement, related ideas, development of ideas throught personal experience, illustration, facts opinions, use of description, cause/effect, comparision/contrast, and consistent focus, 2) organization: effectiveness of introduction, logical sequency of ideas, conclusion, and apporprate leght, 3) discoursr/ chesion: topic sentences, paragraph unity, transitions, discourse makers, chesion, rhetorical conventions, refence, fluency, and variation, 4) syntax, 5) vocabulary: Using meaningful words or phrases, 6) mechanics: Spelling, punctuation, citation of refences.

So the writer concluded evaluation and teachers' feedback is process feedback for evaluation drafts, for producing a good writing method that the concept of organize and planning.

RESEARCH METHOD

The aim of this research is to find out the process approach used by students in English Department. The analysis need to be explained clearly. So,this study is belong to qualitative research as research design. According to gay (2011:7) state the qualitative research is the collection analysis, and interpretation of comprehensive narrative and visual data to gain insights into particular phenomenon of internet.

The participants of this research were the second year students of English Department at STKIP Abdi Pendidikan Payakumbuh selected by using purposive sampling technique. According to Sugiyono (2009:300) purposive sampling is the technique of sampling data source with a certain consideration. They were 13 students as the participants of this research.

Closed-ended questionnaire was the source of data of this research. It consist of eight indicators with 24 items.

Table 1 Indicator Process Approach

Indikator process approach	Sub-Indikator	Number of questionnaire
Brainstorming	1. Start with a topic 2. Generating idea 3. Organize into groups	1-3
Planning/structuring	1. Wh-question 2. Generate content idea 3. Brainstorming for idea	3-6
Mind mapping	1. Using Mind mapping to find a good for essay 2. Main idea or concep 3. Outline in mind mapping	6-9
Writing first draft	1. Peeredting 2. Revising 3. Decession of final schedul	9-12
Peer feedback	1. Peer respond 2. Peer editing 3. Peer evaluation	12-15
Editing	1. Grammar 2. Speeling 3. Sentence structuring	15-18
Final draft	1. Content 2. Format 3. Organize	18-21
Evaluation and teachers' feedback	1. Feed back 2. Editing 3. Revising	21-24

The writer asked students to indicate questionnaire using "Likert scale" by Gay (2000:158) and each respond was scored in number as followed: if the students choose "always" they got 4 , if the student chose "often" they got 3, and

if they choose ‘sometimes’ they got 2, if they chose ‘seldom’ they have got 1, and if they chose ‘never’ so they have got 0. After getting data, the writer analyzed the data by using steps suggested by Gay (2000:240) those are: 1) data Managing. Data managing involves reating and organizing the data managing. The first to organize the data and check it for completeness. The second is to start the writer on the process of analyzing and interpreting the data; 2) reading/ Memoing. Reading the student questionnaire answer sheet get a sense of data; 3) description. The writer examining the data in dept to provide detailed description of the setting, participants and activities; 4) classifying. The writer categorized the data and classified them into theme interpreting. According to Gay (2000:250) data interpretation among the data, especially the identified categories. At this point, the writer interpreted the data collected based on categories in order the data can be understood.

FINDING

After analyzed the data, the writer got the result of eight steps in writing process are Brainstorming, Planning/Structuring, Mind mapping, Writing the first draft, Peer feedback, Editing, Final draft, Evaluation and teacher’ feedback. The percentage of the process it described on the table.

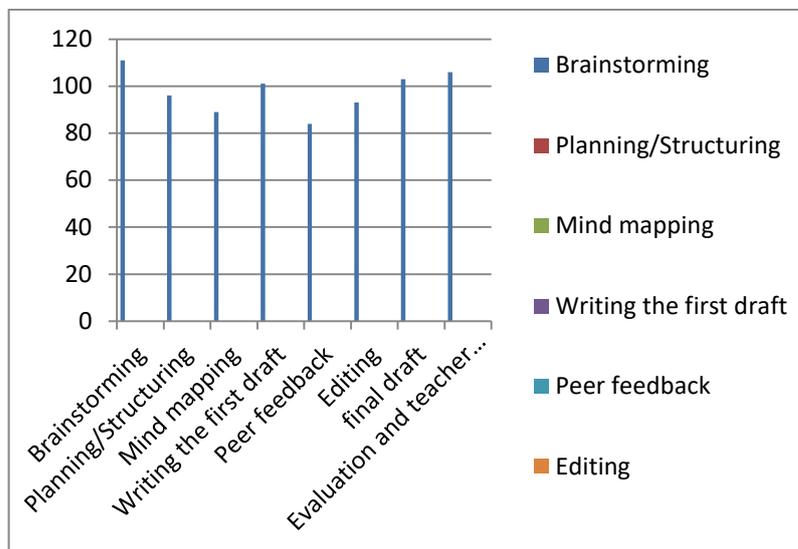
Table 2. Score of Process Approach used by Student s’ writing.

No.	Process Approach	Score
1	Brainstoming	111
2	Plannig /Structuring	96
3	Mind mapping	91
4	Writing first draft	101
5	Peer feedback	84
6	Editing	93
7	Final draft	103
8	Evaluation and teacher’ feedback	106

Based on the table above, it could be seen that the students mostly used Brainstorming in Process Approach of writing. It can be seen from the score, the students used Brainstorming is in highest score. The lowest was Peer feedback because it got lower score than the other.

In detail, the data could be described as follow : the first Brainstorming wit total score 111. The second Planning / Structuring with total score 96. The third Mind mapping with total score 91. The four Writing first draft with total score

101. The five peer feedback with total score 84. The six editing with total score 93. The seven final draft with score 103, and the last evaluation and teacher feedback with total score 106.



Graphic 1 : Chart of Total Score Process Approach Used by Student Writing.

Based explanation the graphic above it can see results from eight step process approach used by students in writing. Brainstorming with score 111, planning/structuring with score 96, mind mapping with score 91, writing first draft with score 101, peer feedback with score 84, editing with score 93, final draft with score 103, and the next evaluation and teacher’ feedback with score 106.

DISCUSSION

Based on the result above, it can be discussed in detail as follows: the highest score was “brainstorming” with the total score 111. It was probably happened because the students are easier in developing their writing by collecting ideas that creat and develop freedomly and directed on the paper. It was supported by Langan (2002:18), he states that brainstorming helps students this about and develop a topic than getting words on the paper.

The lowest was “Peer Feedback” with the total score 84. It was probably happened because only several of students who are familiar with peer feedback and students may prefer feedback from lecturer. It because they assumed that teacher or lecturer is the one who qualified to provide them with useful comments. So, the teacher or lecturer is defined as the only source of authority for giving the suitable comments. It was supported by Tsui & Ng (2000:94) state that peer

feedback was discovered that all students prefer teacher's feedback than peer feedback.

CONCLUSION

This research discussed about Process Approach used by student writing in STKIP Abdi pendidikan Payakumbuh 2017/2018 Academic Year. Based on the research had done by the writer. It could be concluded that the Process Approach divided into eight indicators. They were Brainstorming, Planning / Structuring, Mind mapping, Writing first draft, Peer feedback, Editing, Final the draft, and Evaluation and teacher' feedback. The resulted of this research, dominated by Brainstorming with score were 111, then Planning/Structuring with score were 96, Mind mapping with score were 92, Writing the first draft with score were 101, Peer feedback with score were 84, Editing with score were 93, Final draft with score were 103, and Evaluation and teacher' feedback with score were 106.

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