

# IMPROVING WRITING EXAMPLE ESSAYS OF THE FIFTH SEMESTER STUDENTS IN THE ENGLISH DEPARTMENT OF FKIP UNLAM THROUGH PROCESS-WRITING TECHNIQUE

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**Abstrak:** Penelitian ini dilakukan untuk memecahkan permasalahan writing mahasiswa dalam melahirkan dan menguraikan ide-ide, yang selanjutnya dapat memperbaiki keahlian menulis mereka. Penelitian ini diselenggarakan kepada mahasiswa jurusan pendidikan Bahasa Inggris semester 5 FKIP Unlam angkatan tahun 2011-2012 dengan jumlah mahasiswa adalah 20 orang. Hasil penelitian menunjukkan bahwa penggunaan teknik process writing adalah efektif dan selanjutnya memperbaiki kemampuan mahasiswa dalam menulis example essay. Perbaikan tersebut ditunjukkan dengan skor penulisan example essay yang diperoleh mahasiswa. Ada 85 persen atau 17 mahasiswa yang mendapatkan skor antara 73-79 dan sisanya 15% atau 3 mahasiswa yang memperoleh skor 80 atau lebih dari itu. Secara rata-rata, skor menulis mahasiswa adalah 75.2. Karena kriteria ketercapaian keberhasilan adalah ketika mahasiswa mencapai skor minimal 70, maka tidak ada mahasiswa yang dikategorikan gagal. Keberhasilan ini juga didasarkan pada hasil kuesiner yang menunjukkan rata-rata 80 persen atau 17 mahasiswa yang memiliki pandangan personal positif terhadap implimentasi teknik process writing. Akhirnya, studi ini menyimpulkan bahwa penggunaan teknik process writing adalah efektif dan berhasil dalam memperbaiki kemampuan mahasiswa dalam menulis.

**ملخص:** أجري هذا البحث لحل مشكلة الكتابة لدى الطلاب الجامعيين في إنشاء وتعبير أفكارهم، ويأتي وراءه تحسين كفاءتهم في الكتابة. وسكان البحث هو طلاب قسم اللغة الإنجليزية المستوى الخامس جامعة " لانبوع مانكورات " المستوى الخامس السنة الدراسية ٢٠١١-٢٠١٢ وعددهم عشرون طالبا. دلت نتائج البحث على أن أسلوب " Process Writing " فعال ويحسن قدرة الطلاب على كتابة الإنشاء الحر. دل على وجود هذا التحسن النتائج التي حصل عليها الطلاب في كتابة هذا النوع من الإنشاء. هناك ٨٥ % أو ١٧ طالبا حصلوا على النتيجة بين ٧٣-٧٩ والباقيون ١٥ % أو ٣ طلاب حصلوا على النتيجة ٨٠ وفوقها.

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وبالمعادلة تكون نتيجة الطلاب في الكتابة ٧٥,٢ ، لأن معيار النجاح هو إذا حصل الطالب على النتيجة ٧٠، بهذا لا يوجد الطالب الفاشل في هذه المادة. وهذا النجاح دل عليه كذلك الاستبيانات حين أن النتيجة منها ٨٠ أو ١٧ طالبا لهم رأى إيجابي تجاه تطبيق الأسلوب " *process writing* » وهو فعّال وناجح في تحسين قدرة الطلاب على الكتابة.

**Keywords:** *Keahlian menulis, example essay, process writing.*

## INTRODUCTION

Writing as one of the four skills in language becomes the main point to be mastered by the students because it has the main objective to help them in actualizing their ideas into words, phrases, sentences, and so forth. Writing also assists the students to train their logic critically. However, writing mastery needs effort to produce meaning through writing.<sup>1</sup> Furthermore, the writing activities involve several components that have to be considered while a learner writes, such as contents, rhetoric, vocabularies, grammatical structure, and writing mechanics.<sup>2</sup>

In learning to write, many factors influence the lack of writing skills, such as the poor strategy of teaching, the awkward communication among the teacher and students, the limited media that cannot facilitate students to learn, the hesitance of students to write, the lack of students' practice to write, etc.<sup>3</sup> The problem is do the students master the language before learning to write? Admittedly or not, learning and mastering the language is the first prerequisite to learning writing skill.<sup>4</sup> By learning the language, the students will get the knowledge of grammar, structure, vocabulary, and so forth.<sup>5</sup>

Proficiency to write in English is one of the basic requirements for those who want to involve themselves in occupational or academic purposes as well as in international life.<sup>6</sup> In the Indonesian context of English language teaching, competence in writing for students at the English Department of the university

<sup>1</sup> Nunan. *Second language teaching & learning*. (US: Heinle & Heinle Publishers, 1999).

<sup>2</sup> Axelrod, R.B, and Charles, R.C. *The St. Martin's Guide to Writing*. (New York: St. Martin's Press, 1988).

<sup>3</sup> Byrne, D, *Teaching Writing Skill*, (London: Longman Group UK Limited Company, 1984).

<sup>4</sup> Christenson, T.A., *Supporting Struggling Writers in the Elementary Classroom*, (New York: The International Reading Association, 2002).

<sup>5</sup> James Flood. *Handbook of Research on Teaching the English Language Arts*. (Lawrence Erlbaum Associates, Incorporated, 2003).

<sup>6</sup> Celce-Murcia, M, *Teaching English as a Second or Foreign Language*, (Essex: Heinle and Heinle, 1991).

level particularly is considered as important as competence in other language skills. Writing is one of the four basic skills that has significance for English majors as it represents the main medium they use to do assignments in the different subject area and answer examination questions.<sup>7</sup> Meanwhile, for the non-English department students, proficiency to write is urgently needed to support their academic requirements especially when they have graduated and engaged in the job market. Writing skills are given integrately with other language skills and language components, such as reading, grammar, and vocabulary.<sup>8</sup>

In any case, nowadays the students from both English department and the non-English department at the university level might involve in those purposes. That is why, mastering writing in English should be provided for the students as early as possible since they are in elementary school. However in reality, teaching English especially in writing for the university level get any problems.

Lambung Mangkurat University as one of universities located in Banjarmasin has an English Language Education department that offers the students to master English. It also trains and prepares them to be professional English teachers. During the first four semesters, the students are trained on how to improve their writing skills. The objective of the course is to give learning experiences and skills to the students to be able to write in English (Courses Syllabus FKIP Unlam). The students are encouraged to write in English through various teaching and learning activities, such as beginning with sentence writing in the second semester (Writing I), continued with paragraph writing in the third and fourth semesters (Writing II and III), and ended by academic writing including essay writing in the fifth semester (Writing IV) (Courses Syllabus FKIP Unlam).

In the under graduate program, academic writing including essay writing is presumed to be a solitary activity for students who are already prepared. Essay writing is a compulsory subject. The main objective of this subject is to develop the students' ability to write various types of essay, comprising example, comparison and contrast, cause and effect relation, classification, and process analysis for descriptive and expository types of essay (Course Syllabus FKIP Unlam). In this research, the researcher will focus on how to improve the students' writing ability in producing the example essay through process writing technique due to the consideration that it is an essay early given before starting writing the other types of essay. Moreover, writing essays should be trained much

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<sup>7</sup> H. H. Elachaci, *Development of a Writing Curriculum for Academic Purposes at Tertiary Level: Case of Algerian EFL University Students*, ESP World Journal, 1 (27): 2 (online). <http://esp-world.info>, accessed on May 12, 2012.

<sup>8</sup> Fatt, J.P.T, "Achieving Communicative Competence: The Role of Higher Education", *Higher Education Journal*, 1991, 43-62.

because it facilitates students to enhance their general writing ability and their understanding toward the writing content while producing a final thesis.<sup>9</sup>

## EXAMPLE ESSAY

Smalley et al said<sup>10</sup> that essay means the long sentences that contains two or three paragraphs or 20 or 30 paragraphs. Learning to write a essay means to understand the purpose for and characteristics of the three parts of an essay: introduction, developmental paragraphs, and conclusion. Learning to write an essay also means to identify and to improve thesis statements. Here are the goals to learn in writing an essay: 1) To indentify and evaluate introductory paragraphs, 2) To identify topics for develomental paragraphs and write the appropriate topic sentences, 3) To understand the purpose for and charateristics of conclusion; and, 4) To write an outline to plan essays and/or determine if an essay is well organized.

Based on the above definition, the essay actually relates to long discussion in long sentences. When talking about the essay, it will not go away from the kinds of essay and one of it is example essay. Example essay here means an essay that is developed with the examples to support the thesis statement. The examples that are functioned as the supporting sentences have the main objective to sharpen the explanation of the thesis statement. The examples in the form of sentences give the detail explanation to what happen to thesis statemens. The existence of examples in supporting sentences happen because of the thesis statement. Furthermore, the examples in supporting sentence support the thesis statment thoroughly: Introduction, Body, Conclusion.

From the short explanation above, an example essay actually is one of the types of essay in which we divide the topic into several paragraphs consisting of some examples to reinforce the topic given. It is written about one topic, just as a paragraph is. The example essay has three main parts. They are an introductory paragraph, a body or developmental paragraph consisting of two or more paragraphs, and a concluding paragraph<sup>11</sup>.

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<sup>9</sup> Kelly, M. 2011. *Writing Across the Curriculum. The Importance of Integrating Writing in All Subjects* (online). <http://712educators.about.com/cs/writingresources/a/writing.htm>, accessed on May 12, 2012.

<sup>10</sup> Smalley, Ruetten, and Kozyrev, *Refining Composition Skill*, (New York: Macmillan Publishing Company, 2001), 103.

<sup>11</sup> Oshima, A., and Hogue, A. *Introduction to Acedemic Writing*, (New York: Addison Wesley Longman, 1999), 101.

First of all, an introductory paragraph of the example essay consists of two parts: a few general statements about our subject to attract the reader's attention and give background information about the topic of the essay, and a thesis statement to state the specific topic of the essay. The thesis statement is the most important sentence in introduction. It is the central idea that states the specific topic and often lists the major subtopics that will be discussed in the body of the essay. Furthermore, it may indicate the method of organization such as chronological order or order of importance.<sup>12</sup>

Secondly, the body or developmental paragraph of the example essay consists of one or more paragraphs. Each paragraph discusses a new point and begins with a clear topic sentence that introduces example of something to be talked. It is followed by several supporting sentences that clearly describe the details of example stated. Each body or developmental paragraph supports the thesis statement. In supporting the thesis statement, we need to select examples and use these examples to describe the topic clearly. There are two kinds of example to be used in the body paragraph. They are brief examples and extended examples. Those examples need to be used to effectively support a thesis statement. The brief example is used frequently within essays, and are usually concrete, accessible, straightforward ideas, and not too complex, while the extended examples are longer and more detailed. Concrete illustrations of ideas are required to support ideas that are more complex than those required for brief examples.<sup>13</sup>

Finally, a concluding paragraph in the example essay, like the concluding sentence in a paragraph, is a summary by review of the main points discussed on the body. It has three purposes. They are: to signal the end of the essay, to remind the reader of our main points, and to leave the reader with our final thoughts on the topic. The first part of the concluding paragraph in the example essay summarizes the main points or repeats the thesis statement in different words. It may require one or more sentence. In the second part, we may add a final comment. This is the place to express our opinion, make a judgment, or give a recommendation.<sup>14</sup>

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<sup>12</sup> Ibid., 150.

<sup>13</sup> Ibid., 127.

<sup>14</sup> Ibid., 101.

## FINDINGS AND DISCUSSION

### Findings of Meeting 1

The first meeting of example essay writing class was held on September 17, 2012. The data in this meeting were taken by using field notes. The researcher acted as the lecturer by himself. The first meeting was used to introduce the lecturer himself to the students since the lecturer was not their regular lecturer. After that, the lecturer announced what he was going to do in their class. The lecturer told that the focus of this meeting up to the future meetings would be writing an example essay.

In the opening activity, the lecturer began the lesson by made brief discussion to activate and to dig students' background knowledge related to the material would be explained. It needed to be done since the students got this new material in this semester.

In this first meeting, the lecturer's activity was dominant as main activities done by the lecturer. He asked students to read the text "How Unwritten Rules Circumscribes Our Lives" silently and individually, discussed within the whole class, gave explanation to the class (lecturing) about the overview of example essay by displaying the material through LCD projector, and provided them with relevant examples. There were more lecturing here since the material delivered was a new subtopic from overall topics planned in one semester. The lecturer gave the explanation to the students as an introduction of basic general overview of the material. The whole class discussion was carried out deeply.

After the whole class discussion finished, the lecturer asked the students to think, to imagine, and to decide one interesting topic as their ideas to be written as example essays. In order to focus on their thinking, the lecturer then asked them to arrange and write a thesis statement of their topics. The students worked seriously. The lecturer checked the students' works by going to their seats one by one to make sure that they accomplished the lecturer's instruction. After that, the students asked them to continue develop their thesis statements into an introductory paragraph.

The observation and recording was carried out by the collaborator but the lecturer himself also wrote down the field notes. Besides, the collaborator also helped the lecturer to guide the students to control and supervise the students' activities while observing and taking note of students' reactions and responds during the teaching learning process.

The field notes reported that almost all students in the class engaged actively toward the teaching learning process. They read the material seriously,

made discussion with their classmates actively, and write what the lecturer asked them to write. Everything were well-done in this meeting. The pre-writing and drafting activities were well done without any problem.

In the closing activity, the lecturer reinforced the explanation of material given and ended by asking them to improve their topics (if needed), a thesis statement, and an introductory paragraph at home. They are permitted to change their topics if there was something unclear to be written. They are also asked to continue arrange their topics and thesis statements into the draft of developmental paragraph at home as their assignments.

### **Findings of Meeting 2**

The second meeting of example essay writing class was held on September 24, 2012. This meeting was for revising activity. Because this meeting was the continuation of the previous meeting, the lecturer started the lesson by reviewing the previous activities that had already been done. In the opening activity, the lecturer began the lesson by brainstorming the last material to reinforce students' understanding, discussed the problem that might be faced by them, and then introduced the new material.

In the main activities, the lecturer tried to make a balance role between lecturer and students. There were lots of discussions among students. First of all, they discussed the text provided in the textbook together accompanied by the lecturer as a facilitator; then discussed again the material delivered by the lecturer showed in power point slides. Secondly, when the discussions have finished, the lecturer informed the students that they would do revising activity. The lecturer asked them to exchange their assignments (homework) each other to be given comments, correction, and corrective feedback related to the content and organization of their friends' works. Based on the comments given by their classmates, they had to revise and reconstruct their writing drafts to be the second drafts.

According to the field notes recorded, there were some students who had difficulties in correcting their classmates' works. They corrected the content and organization of their classmates' works, but they also noticed grammar and spelling errors. The lecturer then informed them to focus only on content and organization and ignored corrections of grammar and spelling aspects. Upon finishing revise the classmates' works, the students, under the lecturer instruction, returned their friends' works. By this phase, each student held his or her own draft again.

Based on field notes report, the students without the lecturer's instruction began re-writing their second drafts by correcting any mistakes and error found by the peers in terms of content and organization. If it was being necessary that relates to their own writing, they could elaborate and added the things that have been explained by the lecturer before as additional idea and information. The lecturer suggested them to use the time as efficient as possible to construct their second drafts. Moreover, the lecturer also encouraged the students to consider the peers' suggestions and comments whether to change, to add, or to keep the information and content of the former draft.

The lecturer also came to the students' seat one by one to check and made sure that they wrote appropriately. There was still rest of the times, so in the end of main activities, the lecturer asked some of students to perform or present their writing drafts in front of the class. There were two students (a boy and a girl) who came to the front of the class, present the main points of their works orally, and gave additional explanation as sufficient as possible related to their writing drafts.

By the end of the lesson, the lecturer reinforced the material being discussed by repeating some important points of material to the students. They were also given assignments (homework) that they had to continue revise and reconstruct their second drafts at home and still focus on the same material to be continued and discussed deeply in the next meeting.

### **Findings of Meeting 3**

The third meeting of example essay writing class was held on October 1, 2012. Being similar with the previous meeting, in the opening activities the lecturer began the lesson by checking the students' assignments (homework) one by one and gave them signatures. All of students have completed the assignments. There was no somebody who misses the assignments. It showed that the students did not have any difficulties in following the process-writing technique so far. The lecturer brainstormed the material discussed in the last meeting for a while to examine students' mastery and understanding. There was no problem that was encountered by students. They had positive attitude toward the lesson, so the material could be easily understood by them. The students also tried to participate actively by answering some introduction questions given by the lecturer. Most of students raised up their hands to answer the questions. It indicated that they tried to convey their own ideas to the class bravely.

In the main activity, the students were asked to still focus on the last material related to their assignments (their second drafts) done at home. The

lecturer informed them that they would do editing activity. The lecturer asked the students to exchange their second drafts again to each other. They are asked to check their friends' works related to the use of transition signals, grammar, punctuation, language use, and mechanics. Based on the students' activities observed by the lecturer and the collaborator, it can be concluded that the students were already familiar with the activities in this stage. In editing the grammatical structure, some of students shared and discussed each other to get some opinions related to the appropriate use of grammar while the rest relied on their existing knowledges on grammar. For editing the punctuation and mechanics, it seemed that the students did not encounter any problems since the students had a discussion on using punctuations during the writing class in the previous semester.

Finishing editing the peers' second draft, again, the students, under the lecturer instruction, returned the draft to the peers. By this phase, each student held his or her own draft again. After that, the lecturer then asked the students to keep their works in order to do the next classroom activity. The purpose of giving the students other classroom activity was to create students' understanding and to enrich the writing activities of the students.

Beginning the next writing activity, the lecturer divided the students into four groups. Each group consisted of five persons (cooperative learning). The students moved their seats in small circle based on their groups. Then, the lecturer distributed a piece of group discussion sheet to every group. It contained a topic that they had to discuss together. One group was given different topic from the other groups, so there was no the same topic among them. The topics have completed with materials explained in the previous meetings. The students' tasks were they had to discuss the topic and co-operated each other to arrange the paragraphs together based on the topic given.

In the closing activities, the lecturer asked the students to submit the result of the discussion. The result of correction would be returned in the next meeting. Then, the students moved to their original seats or positions. As a reflection, the lecturer gave them questions to what purpose they worked in group. Some students answered that they could share ideas and help each other. Another said that the group discussion would train them to be critical thinking. They could criticize something positively and develop idea largely.

By the end of the lesson, the lecturer still gave students assignment (homework) to continue write their writing drafts individually at home to be shared and discussed deeply in the next meeting. The lecturer asked them to rewrite the second drafts that have been edited by their friends.

### **Findings of Meeting 4**

The fourth meeting of example essay writing class was held on October 8, 2012. In the opening activities, the lecturer began the lesson by returning the group discussion sheet submitted in the last meeting. The lecturer has evaluated the result of the discussion and brainstormed the material in the group discussion for a while to reinforce students' mastery. There was a brief discussion in the whole class and the students did not have difficulties so far. When everything was clear enough, the lecturer introduced the next material.

In the main activities, firstly, the lecturer explained the new material briefly and gave an example of the material showed on a piece of big size paper in the whiteboard. Secondly, he asked students to rewrite or revise their assignments (second drafts) based on the lecturer's explanation. Next, he distributed a piece of paper and colorful marker to the student one by one and asked them to write their second drafts have been revised to that paper using a colorful marker given. When they have finished, they should put it in the whiteboard by using a cellophane tape. While the students worked, the lecturer also asked them to prepare their overall writing drafts to be presented in front of the lecturer directly to be given feedback (teacher-students conference). After that, the lecturer began the teacher-students conference. The students presented their writing drafts one by one in front of the lecturer and asked the other students to go on a piece of paper in the whiteboard by turns and gave the comment, correction, criticism, and other ideas by using marker to their friends' writing drafts. Every student had to give feedback to their two friends' writing drafts.

By the end of the lesson, the lecturer appreciated to what students have done in the class activities. As a reflection of what they have learned, he asked them to type their overall writing drafts and provided it with relevant images to be discussed and submitted in the next meeting. The lecturer informed them that this would be the publishing stage as the last step of process writing technique.

### **Findings of Meeting 5**

The fifth meeting of example essay writing class was held on October 15, 2012. This was also the last meeting for the lecturer in teaching example essay writing. Since this was also closing for example essay writing class, the lecturer focused the teaching learning activities into the reflection of what students have been learned. The material given was only as additional information, but the activities in the classroom would be more in exchanging ideas each other and give criticism among students' writing drafts to produce good writing products. In the opening activities, the lecturer began the lesson by checking

the students' assignment (final work) one by one and gave them signature. All of students have completed the assignments. Then, the lecturer brainstormed the whole material discussed in the previous meeting to reinforce students' mastery. Regarding that there was still an activity that have not finished yet in which some of students were asked to give comment, correction, and feedback to their friends' second drafts put in the whiteboard, the lecturer continued this activity for some minutes.

In the main activities, the lecturer introduced the new material by explaining the general overview of the whole material showed in power point slides using a set of LCD projector and laptop. When there were no questions from the students and everything was clear enough so far, then the lecturer distributed a set of paper sheets one by one consists of some exercises to be completed by them. While they focused on the exercises, the lecturer facilitated them to discuss together. He gave students some of the times to discuss in pair. If there were unclear points, it would be discussed within the whole class. Finally, all of the exercises were well-completed and there were no problems for the students to understand the material.

Continuing the next activity, the lecturer asked students to focus on their assignments (final work). The students are asked to exchange their assignments each other. Actually, this activity has been done many times in the previous meeting as corrective feedback activities. However, in this meeting, to whom the assignments would be exchanged, the lecturer would determine it by calling their names. It must be done in order to avoid repetition of the same student got the same of their friends' writing drafts have been corrected in the previous meeting. If it was occurred (the same student corrected the same writing draft of their friends), the corrective feedback activity would not useful for them. In other words, in this meeting, the corrective feedback was still needed to be done, but the students would get the different of their friends' writing draft from the previous meeting. The lecturer would determine the corrector in this activity. When all students have got their friends' writing drafts, the trainee asked them to do the peer review as an exercise. The peer review here was taken from the textbook.

Finishing this activity, then the lecturer asked them to return the result of peer review to the writing's owner and returned the result of feedback in the whiteboard to them. By doing this, the students would know and aware of the errors, mistakes, and weaknesses of their writing draft. Hopefully, they could consider the feedback given by their friends (and also given by the lecturer) in order to produced better final writing products later on. By the end of the

lesson, the lecturer asked students to revise and retype their writing drafts to be completed as their final writing products, provided it with relevant images, and submitted it in the next meeting to be evaluated and given scores. Field notes reported that the lecturer and the students have successful in learning example essay writing. The students followed the lecturer instruction and the lecturer could deliver the material clearly and communicatively.

## THE RESULTS OF STUDENTS' EXAMPLE ESSAY PRODUCTS

Considering the focus of this research was the organization quality of the students' final example essay products, the organization rubrics are used as a primary consideration to judge whether the cycle was successful. The organization component supports the major contribution toward their example essays' total scores. As a result, their scores in the organization component determine their comprehension in producing the example essay. The researcher as rater I together with the collaborator as rater II conducted the evaluation and assessment toward the results of students' final example essay final products in this cycle. The description of the results of students' final example essay products in Cycle 1 can be seen in the Table 1.

Table 1  
The Summary of Overall Students' Scores in Final Example Essay Products in Cycle 1

Level	Score Range	Rater I		Rater II	
		Frequency	%	Frequency	%
Good	70-79	17	85	16	80
Very Good	≥ 80	3	15	4	20

From the table 3.1, there is a finding that can be drawn. There were 100% of students achieved the scores 70 or more. It indicated that the implementation of process writing technique was successful in improving the students' example essay writing. The improvements can be revealed through the criteria of success. Quantitatively, the criteria of success says that when each student can achieve a minimum average score of 70, the cycle is successful. In fact, about 100% of students had accomplished the competences in example essay writing. In other words, totally twenty students' scores have met the criteria of success that is 70.

Furthermore, from the results of the students' final example essay products scores given by both the researcher and the collaborator in Table 3.1, it could

be computed and found the mean score for a whole class given by both the researcher and the collaborator, the final mean score for a whole class, minimum score achieved by the students, and also maximum score achieved by the students as presented in Table 3.2.

Table 2  
The Summary of Students' Mean Scores in Final Example  
Essay Products in Cycle 1

Students' score	Rater I	Rater II
Mean Score	74.8	75.7
Final Mean Score	75.2	
Maximum Score	80	80
Minumum Score	70	70

Based on the description of students' mean scores given by both the researcher and the collaborator in Table 3.2, it can be drawn that there is no significant difference relating to the mean scores given by the researcher as rater I and the collaborator as rater II. It can be concluded that both of those scores are identical that reflect the students' performances in writing. These two scores as a measurement are very close and can be considered identical. In other words, the scores were consistent in reflecting the true performance of the students. Hence, this cycle was successful.

## THE RESULT OF STUDENTS' PERSONAL VIEWS TOWARD THE IMPLEMENTATION OF PROCESS WRITING TECHNIQUE

As mentioned in the previous chapter, there was a need to know the students' responses, opinions, and feelings toward the implementation of the process writing technique. In order to know the students' responses and personal judgments or views, the researcher distributed and employed the questionnaire to the students to know and see their responses, feelings, and opinions about the implementation of the mind mapping technique into their writing after they published the final writing products. The students were asked to answer the questions in the questionnaire and give comments on the implementation of the technique.

Based on the criteria of success qualitatively, the process writing technique is considered helpful for the students to write an example essay if at least seventeen students (85%) out of totally twenty students state that they feel happy to learn

in writing an example essay using the process writing technique, become more active to write, have positive comments toward the use of technique, and consider the technique are practical and easy to be implemented. Those descriptions are derived from the result of questionnaires. Each statement in the questionnaire reflects the students' personal judgment toward the implementation of process writing technique in the example essays writing and its impact toward the students that will be discussed further.

The *first*, there were fifteen students (75%) who stated that they felt happy with their own way of writing so far. It indicates that actually the students were able to write by using their own ways whether those ways were effective or not. They seem no to think about the way to write because the important thing was that the students had to be able to write. As far as they enjoyed writing by using their own ways, they had motivation to write more.

The *second*, there were fifteen students (75%) who stated that they felt happy with the classroom atmosphere in the writing class. It means that the students felt the writing class could facilitate and gave many opportunities for them to made discussion and shared activities toward the problem appearing in learning to write. It showed that the students felt happy and enjoyed the class atmosphere in the writing class since they could cooperate each other if they had problems.

The *third*, there were sixteen students (80%) who stated that they felt motivated to write into English with their own ways. It means that the students were comfortable to write into English with their own ways whether those ways were effective enough or not. As far as they could accomplish their writing, they felt motivated to write again using their own ways. The fourth, there were seventeen students (85%) who stated that process writing technique helped them to elaborate their ideas. It indicated that process writing technique could be an alternative way to help the students in elaborating and exploring the idea to be organized in the next writing activities.

The *fifth*, there were eighteen students (90%) who stated that proces writing technique helped them to produce an example essay easier. Writing an example essay is a complex writing form. Process writing technique is helpful to be used by the students to explore and to organize the content and organization of their essays. The sixth, there were fifteen students (75%) who stated that they got some inputs to their writing by having the peer review. It means that whatever comments, suggestions, additional idea, feedback, and input given by the classmates and the lecturer, the students seem to consider it to be included,

to be added, and to be kept to their essays. The peer review also trained the students to be a good corrector.

The *seventh*, there were sixteen students (80%) who stated that they did not have difficulties in utilizing process writing technique to their writing. The last four students (20%) who still had difficulties in utilizing process writing technique said that they were not familiar with the process writing technique yet and this was the first time for them to utilize process writing technique. The *eighth*, there were eighteen students (90%) who stated that in writing an example essay, they did not have difficulties in determining the topic or idea. The students could determine the idea based on the consideration that they knew what kinds of topic they wanted to talk about and the detailed information and knowledge related to the topic.

The *ninth*, there were twelve students (80%) who stated that process writing technique facilitated them to develop and generate their ideas largely. It can be concluded that process writing is used as an alternative technique to help students generate, explore, and develop their ideas to be organized in the next writing activities. Based on positive personal perception toward the usefulness of process writing to the writing of example essay structures above, it indicates that the use of process writing technique in teaching the example essays writing is well-done. By implementing this technique, it shows the positive impact to the students' achievement.

Finally, there were seventeen students (85%) who stated that generally they would consider to use process writing technique in their next writing activities. It indicated that the students had felt the usefulness of process writing so that it could be one of better and helpful strategies to be used as a technique in writing, particularly in writing essays. Considering that the result of questionnaires described above shows that almost the average seventeen students (85%) had positive personal impression or perception toward the implementation of the process writing technique, it can be concluded that the implementation of process writing technique in this cycle is successful.

## DISCUSSION

Based on the findings elaborated in the previous section, the process writing technique successfully improves the ability of the students in writing example essays. Meanwhile, it is easier for the students to gather the information related to the topic being discussed. This is supported by the result of questionnaires where almost the average seventeen students (85%) had positive personal

evaluation on the implementation of the process writing technique and would consider using this technique in their next writing activities.

The result of questionnaires inferred that the the process writing technique helped the students to improve the quality of their example essays. The following is the discussion on how the process writing technique was carried out. In the pre-writing stage, to begin to write is apparently most of the students' problem. It is the matter of what to say and how to say it. One of the solutions to this problem is the students should be guided in doing prewriting activities before coming to the actual writing, aiming at helping the students to produce their ideas on a certain topic in the beginning of writing process. For this purpose, there are two important strategies, namely dialogue and brainstorming. By doing dialogue and brainstorming, the students are stimulated to initiate some sort of thinking process.

Further, in the dialogue activities, the lecturer gives some questions to the students to activate their background knowledge to the material of example essays as well as to lead the students to come the material being discussed. Some of them are to get learners to be active in their learning, to direct attention to the topic being learned, and to stimulate thinking (logical, reflective, or imaginative) to probe deeply into issues. Thus by giving questions, the lecturer involves the students in more meaningful learning writing activities in which the students are able to relate what they have already known with the material they are dealing with.

Secondly, in the drafting stage, the students started writing down ideas that had been produced from the pre-writing activities. In this stage, the process writing technique is still used by the students as a basis or concept to draft and to produce their example essays. Once students had already been familiar with the drafting stage, they can be encouraged to use it as one of useful way and often improves the clarity and organization of their example essays. Guidance and help are necessary in this stage and students are reassured that the first draft (rough draft) will not be perfect.

In the revising stage, it was the time for the students to review and revise their drafts. In the present study, the students applied the peer review (peer revising) activity by exchanging their first drafts with each other, so they become readers of each other's work. This activity allows students to get feedback, suggestions, and possible input. By exchanging their example essays' first draft with each other, the students got possible feedback and input from others, such as: identifying and deleting irrelevant ideas to be organized better in the second draft.

As the peer revising activity was a collaborative exercise, students were quite excited when they were encouraged to identify and make corrections to classmates' works. As a result, the students can independently revise their irrelevant ideas state in their first draft based on suggestions from other classmates and produce significantly improved second draft. Therefore, students need to realize that what they write initially does not necessarily have to be the final product, but that the form and content can be modified and improved as they go along. Through peer revising activity, the students' self confidence was built. They worked together without depending on the teacher's help and without worrying that the whole class would listen to them.

In the editing stage, the students involved the activities for checking the accuracy of the grammar and sentence structure, punctuations, and mechanics elements. Relating to this study, the lecturer asked the students to exchange their second drafts with each other by peer editing. Peer editing is a useful activity for the students because they can share as Brown states<sup>15</sup> that peer editing is a true sharing process. Through this strategy, the students learn better to be better writers and better readers. Besides, while the students have finished editing and begin producing a final product, the lecturer meets with the students individually and asks questions about the processes they use in writing. This is called lecturer-student conference (conferencing). By conferencing, the students can reflect on how they accomplish the stages of process of example essays writing and focus on how the students select the topic, plan the writing, compose the written pieces, and edit or revise the products afterwards. It is for the reason that conferencing is done in a positive and supportive manner and relies on the student's perception of their works.

Publishing is the last stage in writing process in which the students express their ideas in written form that are fully edited, free of errors, and neat in appearance without assistance and neatly fits into appropriate formats. In this process, the students publish their final example essay products written completed with relevant images and submitted it later on. Concerning the use of the process writing technique, it really helps both the teacher and the students. It facilitates students' learning activity that makes the activity more interesting. It can be seen that the students enjoyed some activities and they were motivated to be involved in the activities during the implementation of the technique. This technique assisted students to stimulate their inspiration, to help them to get involved, and to get information on what they should write.

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<sup>15</sup> Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Reading Association, 2001), 353.

Regarding the process writing technique activities, it is important to consider the students' activities individually. Through individual work, the students can build their independence, self-confidence, and self-esteem as individual learners. Besides, individual work creates a learning atmosphere in which they will be able to dig and to find out as much as information and knowledge without relying on the other people.

## CONCLUSIONS

Based on the findings obtained in this research, it can be concluded that the appropriate model of writing process technique can help to improve the achievement of the students' example essay follow twenty seven steps. *First*, the lecturer or teacher delivers and explains the students about general overview of example essays consisting of general statements, thesis statement, introductory paragraph, developmental paragraphs, and concluding paragraph. *Second*, the lecturer or teacher discusses the three parts of example essays (an introduction, main idea followed by an example and details of example, and a conclusion) with the students. *Third*, the lecturer or teacher gives the students the samples of example essay. *Fourth*, the lecturer or teacher guides the students to identify the structure of example essay consisting of identifying the thesis statement, the examples stated, the details of examples, and the conclusion. *Fifth*, the lecturer or teacher asks students to think and to determine a topics/ideas to begin producing an example essay. *Sixth*, the lecturer or teacher asks students to write their ideas/topics they are exploring in the center of the page in a piece of paper individually.

*Seventh*, the lecturer or teacher asks students to brainstorm the three supporting examples of their topics by writing process technique individually. *Eighth*, the lecturer or teacher asks students to continue writing the thesis statement based on the topic or idea that has been decided individually. *Ninth*, the lecturer or teacher asks students to continue generating three developmental paragraphs of example essay individually. *Tenth*, the lecturer or teacher informs students to make sure that the middle three developmental paragraphs will be each separate branch of ideas. Each paragraph should be a different topic or example. *Eleventh*, the lecturer or teacher asks students to continue in generating a concluding paragraph of example essay. *Twelfth*, the lecturer or teacher informs students to make sure that they summarize everything they talked about. *Thirteenth*, the lecturer or teacher reminds students to use transition signals for example essays in their writing. *Fourteenth*, the lecturer or teacher asks students to observe and to consider their classmates' corrections, comments,

and feedbacks to make revision of their first drafts individually. *Fifteenth*, the lecturer or teacher asks students to revise (if necessary) as a basis to revise their first drafts individually. *Sixteenth*, the lecturer or teacher asks students to begin revising their first drafts to become the second draft individually. *Seventeenth*, the lecturer or teacher exchanges their second drafts with each other one more time. *Eighteenth*, the lecturer or teacher asks the students edit the classmates' second drafts related to the grammatical structure, punctuations, and mechanics. *Nineteenth*, the lecturer or teacher asks the students publish their works in written form by typing the final example essay product and providing it with relevant images or presenting the result of the final example essay product orally in front of the class.

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