

**IMPROVING STUDENTS' ABILITY IN WRITING  
PROCEDURE TEXTS THROUGH PROCESS APPROACH  
AT MTSN MOJOSARI MOJOKERTO**

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**Abstract:** The research was planned to improve students' ability in writing procedure texts of first year of *MTsN Mojosari Mojokerto* through process approach. The subject of the study was class VIIA consisting of 32 students in 2015/2016 academic year. The finding of the study revealed that process writing approach was successful in improving the ability of *MTsN Mojosari Mojokerto* students in writing a procedure text. The number of the students who got score  $\geq 60$  increased from 6 students in Cycle 1, up to 28 students Cycle 2. The percentage of the students' participation also increased from 66% in cycle 1, up to 77% in cycle 2. It means that process writing approach was successful in improving the first year students' ability of *MTsN Mojosari Mojokerto* in writing a procedure text.

**Keywords – Writing Ability, Procedure Text, Process Approach**

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**INTRODUCTION**

English as a foreign language in Indonesia is considered to be an important subject to be mastered by the students. Considering this reason, the government of Indonesia has decided that English becomes one of compulsory subjects which must be taught as a foreign language, especially to junior high school students (Huda, 2004). The School Based Curriculum (*Kurikulum Satuan Pendidikan/KTSP*) states that the purpose of teaching English in junior high school (*SMP/MTs*) is that the students must be able to develop their communicative competence both in a written and oral form to achieve functional literacy level (*Depdiknas, 2006*). This means that the teaching English is directed to developing the four skills of English: listening, speaking, reading, and writing.

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Among the four language skills, writing is considered as the most difficult and complicated skill to be learned compared to other language skills. Nunan (1992 : 35) argues that learning to write fluently and meaningfully is considered the most difficult of the macro skills regardless of whether the first, second, or foreign language. In line with Nunan, Richard and Renandya (2002 : 303) state that writing is the most difficult skill for second language (L2) students to master. The difficulty lies not only in organizing and generating ideas, but also in translating ideas into readable texts. The skills involved in writing are highly complex, so L2 students have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

In addition to writing difficulties, Mukminatien (1991) argues that the difficulties are not merely caused by the students themselves but they can be caused by inappropriate techniques or ways of teaching languages. These will result in the students' boredom and lack of motivation in learning it. Unfortunately, writing is not a favorite subject, not only for the students but also for the teachers. Very few of English teachers are interested in teaching writing because the activity needs much time to prepare and to evaluate.

Based on the School-Based Curriculum, as stated in Depdiknas (2006: 287- 290), the competence standard of writing of Junior High School level is to express meaning in functional written texts and simple short essays in the form of descriptive, procedure, narrative, recount, and report to interact with both the closer environment and the context of daily life. It becomes the reason why the teaching of writing is important. Harmer (1998:79) states that some reasons for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style, and writing as a basic language skill. This means that in order to have a writing skill, students should write. In line with Harmer, Raimes (1987) in Widiati and Cahyono (2006:140) highlights that there are six purposes of teaching writing: writing for reinforcement, training, imitation, communication, fluency, and learning. Furthermore, Raimes (1983:3) highlights that teaching writing helps students learn to use language.

Writing is a very complex activity involving many aspects such as content, syntax, grammar, mechanics, organization, word choice, purpose, audience and the writer's process (Raimes, 1983:6). Therefore, a student should work hard to integrate all the aspects in order to produce a piece of a good writing. In this case, the teacher should adopt a proper approach to teaching writing. Principally, two approaches are generally adopted, namely: the product and process one (Brown, 2001:325).

In the product approach, a teacher is just concerned with the final product of writing. He or she asks the students to compose, for example, an essay or a story. The composition is supposed to meet certain standards of prescribed English rhetorical style, to reflect accurate grammar, and to be organized in conformity with what the audience (in this case, the teacher) would consider to be conventional. The final product is then graded in terms of the content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation.

However, the approach is seen not to give advantages to the students, when they are thought of as the creators of language, when they are allowed to focus on the content and message, and when their intrinsic motives are just at the center of learning (Brown, 2001:335). Therefore, at present a process approach to writing instruction is developed.

Hillocks (in O'Malley and Pierce, 1996) states that in composing writing product, the students must process the mastery on knowledge of the content, which refers to the mastery on the subject or topic s/he wants to write, procedural knowledge to organize the content deal with the way the students organize their ideas on the paper coherently, knowledge of the convention related to the students' mastery on spelling, punctuation, and capitalisation, and procedural knowledge required to apply the three other types of knowledge referring to the students' ability in producing a written language as a whole.

Based on the personal experience of the researcher when he taught at the school, it is found that the ability of the students in four language skills especially writing skill is still far from the curriculum target. The ability of the students to express and to organize their ideas into the correct arrangement of the sentences to become a good paragraph is still low. It is also shown in the result of the preliminary study. The student's average score in writing is 4.50 while the achievement learning standard is 60.

The researcher is interested in to apply process approach as a solution for the students' problem in writing. This approach is chosen on the basis of its effectiveness in involving the students fully in the process of producing their piece of writing right from the start until finish. It enables the students to complete their writing step by step until they come to the final draft through four stages namely: prewriting, drafting, revising, and editing (Seow, 2002).

Based on the facts, the researcher applied the process approach in improving the students' ability in writing. The process approach is chosen as the strategy since there are many advantages that the students might get. Brown (2001), states that in this approach the students are seen as the creator of the language. It is possible to happen since the students

need to be involved on the steps in creating a piece of written product. Other facts that support advantages of having process approach to solve the student's problems in writing.

Finally, the researcher applied the process approach in the first graders *MTsN Mojokerto-Mojokerto-East Java* to improve the students' ability in writing procedure texts so that their works can be more comprehensible. The researcher will create a balance between product writing and process learning since it is impossible to find out the students' improvement without knowing their product. By the end of the implementing of this study, it is hoped that through process approach, the students are to improve their proficiency in writing procedure texts.

To be specific, this study is focused on the procedure texts. Procedure text is a significant lesson in the first year, as stated in the content standard 2006. It states that the writing competence standard of second semester of the first year of Junior High School is expressing the meaning of functional written text and short essay in form of descriptive and procedure to interact in the daily life context (*Depdiknas: 2006*).

### **The Process Approach**

The process approach which gives more attention to the process a writer experiences in the process of text making rather than to the final product comprises several stages. However, many writers propose several ideas of the stages themselves. According to Gebhard (2000), Tompkins and Hoskisson (1995), and Smalley, Ruetten, and Kozyrev (2001), there are four stages involved in the process approach of the text making. They are prewriting, drafting, revising, and editing. Christenson (2002) offers another scheme. According to Christenson, the process approach comprises five stages, i.e., prewriting, drafting, revising, editing and publishing. Another idea is provided by Calderonello and Edwards (1986). They propose that there are five stages in process approach, namely inventing, planning, drafting, revising, and editing.

Taking into account the schemes of stages in the process of writing propose by some writers above, it is apparent that basically the process of writing consist of four stages that is prewriting, drafting, revising, and editing. Consequently, in connection with this study, the stages used are prewriting, drafting, revising, and editing. In details, the four stages are presented below.

The first stage in the process approach is prewriting. *Prewriting* is a way to get started to write. Abi Samra (2003 : 35) states that there are some technique in the prewriting activity such as : free-writing, brainstorming, clustering, and outlining. Free-writing means writing down everything that comes to mind on the topic, without stopping

to consider whether an idea is worthwhile. Brainstorming is similar to free-writing in which the students call out as many associations as possible to the topic they want to write. Clustering is a prewriting technique which allows students to generate and organize ideas in visual context. This technique is also called mapping or mind mapping. It consists of circles and lines derived from a key word to show the connection between ideas. Outlining means using a visual format by which the students organize the ideas from any important points into supporting points.

According to Seow (2001), at this stage a writer stimulates his/her thoughts to generate ideas and collect information for writing. Seow's (2001) opinion is similar to Christenson's (2002). She states that prewriting activity involves everything the writer does before starting the actual task of writing. This activity includes activating schemata, generating ideas, and making plans for approaching the writing task. Smalley, Ruetten, and Kozyrev (2001) affirm that in this prewriting activity the writer thinks about the topic and generates ideas. In general, prewriting stages has something to do with how the writer generates ideas for his/her writing.

After finishing the process of generating ideas, the writer comes to the next stage of the process approach in writing, namely drafting. *Drafting* refers to time spent composing a rough draft. It is the stage, where the students focus on getting their ideas down on paper and they should not give much attention on correct spelling, grammar, and mechanic. If the correction is done, it will disturb the accumulation of ideas (Johnson, 2014:179). In line with Johnson, Tompkins (1994: 84) states that, during the drafting stage, students focus on getting their ideas down on paper. Brown (2001) calls this stage and also the revising stage as "the core for process writing". Christenson (2002) and Gebhard (2000) state that drafting is the process of writing the ideas down on paper. In writing the first draft, the writer may not be overly concerned with the grammatical correctness; rather, the writer should focus more to get the ideas down on paper (Smalley, et al., 2001).

The next stage is revising. *Revising* is the heart of the writing process. It deals with a process of rethinking to evaluate the students' first drafts (Johnson:2014). At this revising stage, the writer takes a second look especially of the content and organization of his/her ideas in his/her drafts to make the writer's intent clearer to the reader (Christenson 2002, Gebhard, 2000 and Seow, 2001). At this stage, the writer may add sentences to connect the ideas, to change the order of the sentences or paragraphs, to substitute another way of saying something or even to throw away the ideas that are not relevant to the topic or that are repetitive (Calderonello& Edwards, 1986 and Smalley, et.al, 2001). In doing revising, Seow(2001) suggests that the writer may work in pairs and read each other's draft. By

listening attentively to his/her own draft, the writer will be more conscious of what he/she written.

The final stage of process writing approach is editing. *Editing* refers to a process of tidying up the students' writing as they prepare for a final product. The students focus on editing in the areas of language use such as grammar, spelling, punctuation, and capitalization (Gebhard, 1996:230; Seow, 2002:318). A simple checklist may be used to help the writer to do self/peer revision. Seow (2001) provides some examples of the questions that can be utilized to check grammar. The examples are "*Have you used your verbs in the correct tense?*", "*Have you checked for subject-verb agreement?*", and "*Have you used all your pronouns correctly?*" Then, to check the mechanics, the writer can employ questions such as "*Have you capitalize all first letter in each sentence?*", "*Have you spelled all words correctly?*", and "*Have all sentences been given correct punctuations?*" Editing usually comes after revising part (Seow, 2002; Smalley, 2001, Oshima, 1999). In this stage, the writers usually deal with rephrase or editing the sentences within the paragraphs. During this stage, the writers should check the sentence to make sure they are grammatically and mechanically correct.

In brief, the process approach in writing consists of four stages, i.e., prewriting, drafting, revising, and editing. Besides, in the process of text creation the writer deals with different activities at each stage before he/she finishes his/her piece of writing. The most important thing to keep in mind is that "process is not the end; it is a means to the end" (Brown, 2001). The writing process may be broadly seen as comprising four main stages, they are prewriting, drafting,

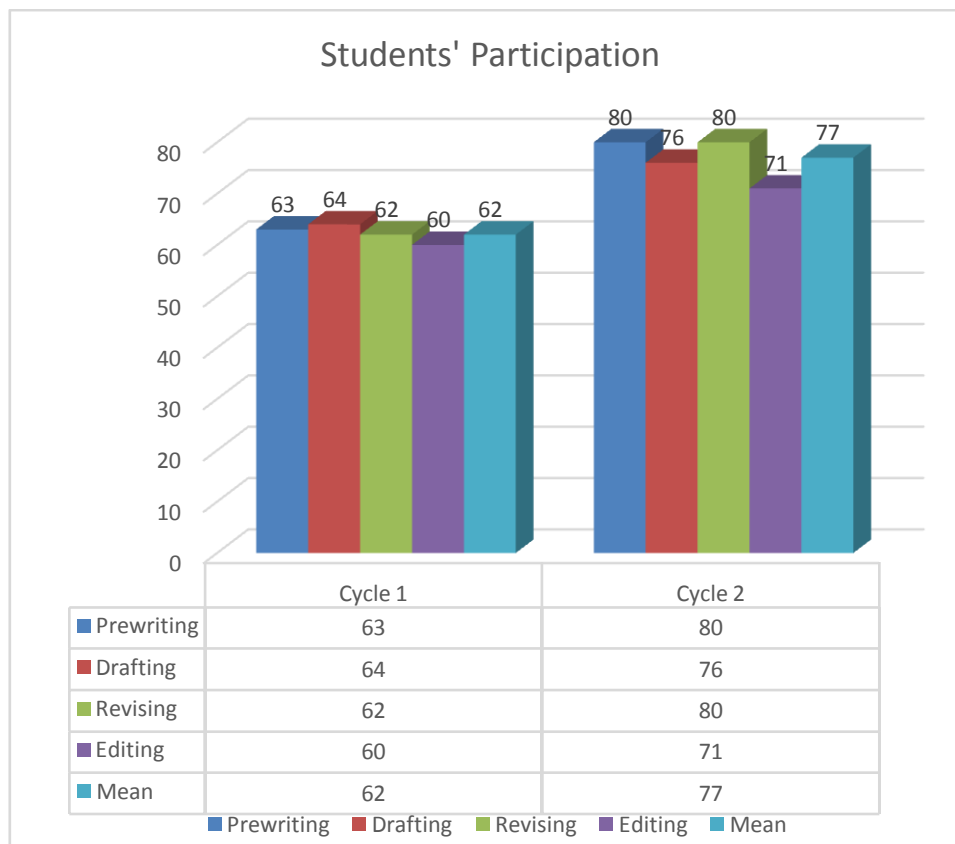
## **METHOD**

This study was preceded by a preliminary study which was then followed by cycles comprising several procedures. The procedure (see Figure 3.1) which was adapted from a model proposed by Kemmis and Mc Taggart (2000, cited in Koshy, 2007) include planning the action, implementing the action, observing the action, and analyzing and reflection on the action.

## FINDINGS AND DISCUSSIONS

### Findings

The results of the research showed that speed-reading technique was effective in increasing the students' participation



The figure above showed that the percentage of the students' involvement in prewriting stage in cycle two was 80%. It increased 17% from cycle one which achieved 63%. The percentage of the students' involvement in drafting stage in cycle two was 76%. It increased 10% from cycle one which achieved 64%. The percentage of the students' involvement in revising stage in cycle two was 80%. It increased 18% from cycle one which achieved 62%. The percentage of the students' participation in editing stage in cycle two was 71%. It increased 11% from cycle one which achieved 60%. It indicated that the number of percentage of the students' involvement in prewriting, drafting, revising, and editing stage in cycle two had achieved the stated criteria of success on the students' participation namely 70%. After implementation of the action the mean students' participation cycle 1 was 62% and it increased to 77% in Cycle 2.

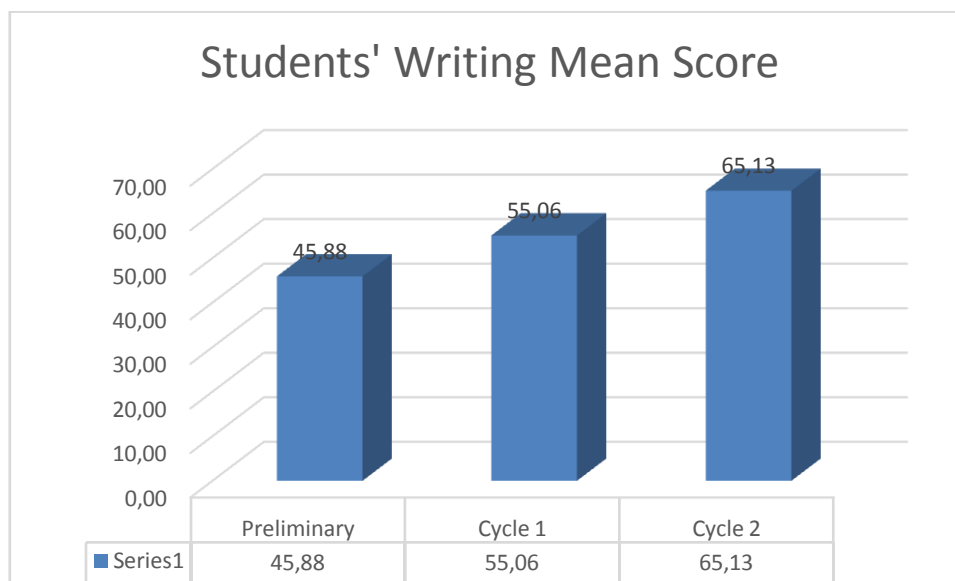
The second criteria coped with the students' score for the final products. The criterion stated that 50% of the students or more should achieve a score of at least 60. The result of the data analysis of the students' product in Cycle I displayed that 19% of the students (6 students out 32) already obtained the determined score and in Cycle 2 up to 88%

(28 students out of 32) already obtained the determined score. There was an improvement of the students' individual scores

NO.	Ranged Scores	Preliminary study		Cycle 1		Cycle 2	
		Number of Students	%	Number of Students	%	Number of Students	%
1.	40 - 49	23 students	72%	2 students	6%	-	0%
2.	50 - 59	9 students	28%	24 students	75%	4 students	12%
3.	60 - 69	-	0%	6 students	19%	21 students	66%
4.	70 - 79	-	0%	-	0%	7 students	22%
5.	80 - 89	-	0%	-	0%	-	0%
6.	90 - 100	-	0%	-	0%	-	0%
Total		32 students	100%	32 students	100%	32 students	100%

So, the writing test in cycle 2 administered on December 9<sup>th</sup>, 2015 had achieved the stated criteria of success on the students' score namely at least 50% of the students' final products obtained a final score of equal to or more than 60 in the analytic scoring rubric

The result of the students' writing also showed the significant improvement both in mean scores and in individual scores. The mean score also increased from 45,88 in preliminary study to 55,06 in Cycle I and up to 65,13 in Cycle II.



Based on the improvement of the students' mean score and individual score, the process writing process has been successful to help the students of MTsN Mojosari Mojokerto in writing a procedure text. The students' ability to write procedure text has increased. It was shown from the quality of the procedure text they produced in the end of the action. It concludes that the teaching and learning of writing procedure text through process writing approach has improved the students' ability in writing.



## Discussions

The finding of the study revealed that process writing approach was successful in improving the ability of MTsN Mojokerto students in writing a procedure text. Before the implementation of the action, it seems that the students' writing products were really poor; i.e. all of the students (100%) got scores below *KKM*, no students got  $\geq 60$  in preliminary study. The ability to write well is not a naturally acquired skill; it is usually learned as a set of practices in formal instructional setting in the classroom. Writing skill must be practiced and learned through process. The process approach can facilitate the requirement of good writers. Writing procedure texts involves the composing competences which implies the ability either to tell or retell piece of information in form of sequential events into written text. In producing procedure texts, students must be aware of the piece of features or structures which build the texts and social goals as well

After implementation of the action the mean students' participation cycle 1 was 62 % and it increased to 77% in Cycle 2. The result of the students' writing shows the significant improvement both in mean scores and in individual scores. The result of the data analysis of the students' product in Cycle I displayed that 19% of the students (6 students out 32) already obtained the determined score and in Cycle 2 up to 88 (28 students out 32). The mean score also increased from 45,88 in preliminary study to 55,06 in Cycle I and up to 65,13 in Cycle II.

## CONCLUSION AND SUGGESTION

Based on the research findings and discussions of the study, it could be concluded that the skill of writing procedure texts of the first year students of *MTsN Mojokerto-East Java* could be improved through process approach. The process approach seems to be the most effective way of teaching writing in procedure texts.

Additionally, the process approach is successful in improving the ability in writing procedure texts of the first year students of *MTsN Mojokerto-East Java*. The success has shown by the achievement of the two criteria of success which dealt with the students' participation in the teaching and learning process and the students' scores for their final products.

Concerning the students' participation, it revealed that the process approach could enhance the students' participation in which most of them were actively participated in the teaching and learning activities.

Furthermore, there were many positive factors in the implementation of this approach that result in the students' good achievement in the implementation of this

approach that result in the students good achievement in writing procedure text. Among others were: the students could generate ideas in prewriting activities. They could explore, select, and order ideas for writing, they could compose their rough drafts from the ideas they got in the prewriting activities, they could make the rough drafts better ones because there was a chance for them to do revision in which they could change, add, or delete something in it and they could check the correctness of the grammar and mechanics of the drafts which could be used individually or in pairs.

The guidance given to the students in the whole process of producing their final writing in the form question enabled them to produce a better piece of writing. They could also be involved fully in the teaching and learning process with their classmates and the teacher. In grouping enhance their motivation in learning which resulted in the students' self confidence especially in writing skill. These could be seen from their willingness in participating in doing all teachers' instructions. They tried to do their best to accomplish the entire tasks given.

It can be concluded that process approach successful in improving the students' writing ability of procedure texts. The success was indicated by the attainment of the criteria of success which dealt with the students' participant in the teaching and learning process, the students' score for their final product, and the students' responses to the implementation of process approach.

In accordance with the findings of this study, some suggestions are addressed to the English teachers who encounter the same problems in the teaching of writing.

For the teachers, on the basis of the effectiveness of the implementation of the process approach in the teaching writing, English teachers are suggested to use this as an alternative strategy. However, there are some aspects which should be considered in implementing this approach. First, English teachers should set the time allotment in every stage carefully. A careful arrangement of time can help the students to relax in the entire activities. Second, the teacher should give instructions as clear as possible in every activity so that the students are able to do the task. The teachers are not supposed to use English all the time. They can use Indonesia language for clearance, in order that the students will comprehend well to the teacher's explanations or instructions. Third, the model given to the students should be explained in detail so that the students can follow the model well. Fourth, the teachers always control all the students during their working time. They need to be given intensive guide in every stage because different stage requires different technique. Fifth, the teacher should set a special time for teaching the students in grammar and the mechanics as important aspects in writing, besides they are big problems for most of the

students. Sixth, all the students should be equipped with good dictionaries by seeing the fact that the students have very limited vocabulary. It can save the time for the teacher to answer the students' questions every time they found new word for the dictionary can facilitate the students in finding the meaning of the word.

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