

**TEACHING EXPLANATION TEXT WRITING THROUGH
PROCESS ORIENTED APPROACH TO THE ELEVENTH
GRADERS OF SMAN 1 INDRALAYA SELATAN**

A THESIS

by

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**English Education Study Program
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA
2021**

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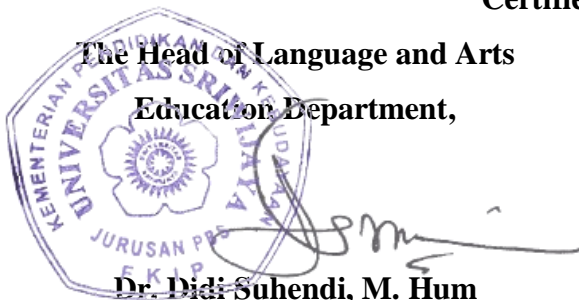


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DEDICATION

This thesis is dedicated to :

My lovely parents, Nazaruddin and Ruslindawati contributed everything and always supported me. I'm lucky to have them that are so precious to me.

Motto :

“Keep on reaching your goal even if you must walk slowly then you will reach it at the end of your journey”

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Indralaya,

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The Writer,



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TEACHING EXPLANATION TEXT WRITING THROUGH PROCESS ORIENTED APPROACH TO THE ELEVENTH GRADERS OF SMAN 1 INDRALAYA SELATAN

ABSTRACT

This study focused on the effect of using process oriented approach in teaching explanation text writing of the eleventh graders of SMAN 1 Indralaya Selatan. Using process oriented approach is beneficial for students in writing a text. This study aimed to find out whether or not there was a significant difference in writing achievement of the students before and after they were taught explanation text writing using process oriented approach and to find out whether or not there was a significant difference in writing achievement between the students who are taught by using process oriented approach and those who were not. The population of this study was all the eleventh graders. The sample consisted of two classes which had the same number of students, and the score of their English achievement were almost at a similar level. Those classes were divided into control and experimental group. The treatment was given to experimental group and the conventional method was given to control group, but the two classes were given the same tests such as pre-test and post-test. The writer analyzed t-tests by using SPSS application. The result of paired sample t-test in experimental group showed that the mean score of post-test (90.35) was higher than the pre-test (55.85). Next, the result of paired sample t-test in control group showed that the mean score of post-test (79.80) was higher than the pre-test (64.45). The result of p -value was 0.000. In short, process oriented approach to the eleventh graders of SMAN 1 Indralaya Selatan was effective in improving students' writing achievement.

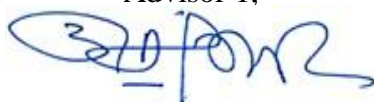
Keywords: Writing Achievement, Explanation Text Writing, Process Oriented Approach, and Teaching.

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

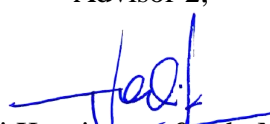
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CHAPTER I

INTRODUCTION

This chapter discussed about background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1. Background

In a study conducted by Sreena and Ilankumaran (2018), language skills are divided into two categories, receptive and productive skills. Listening and reading skills are called receptive skills whereas speaking and writing skills are called productive skills. They are also known as passive skills and active skills. Passive skills focus on reading and listening then speaking and writing are active skills, and these skills cannot be separated because they are associated with each other.

Among the four language skills, writing skill is very significant for students as it is the activity they do more during their studies in university and after graduation from university. Ratnaningsih (2016) further adds that writing is a skill that is part of productive skills and it needs to be learned by students. Ratnaningsih (2016) adds that students learn writing skills as an important component that is not only for their practice in academics but also professional life and students will have a suitable background for knowledge about writing. Therefore, writing is one of ways of communicating that is one of essential skills and an indicator of the success of students in learning English and their professional career in the future.

In learning English, the achievement of the students measured through productive skills, especially writing performance (Kingston et al, 2002 as cited in Larasati, 2015). Urrutia and Gutierrez (2011) explain that writing skills as an important form of expression used to persuade or convince other people as well as to share ideas and feelings and also the ability of writing can be judged by the performance of students both in writing and their response in writing. Thus, the skill of writing is important but in fact, teaching writing is not successful yet because writing is not as easy as putting text on paper for the students. In the same

vein, Puspita (2015) says that writing a text is not an easy task to do. Puspita (2015) adds that most of students still get make some mistakes and errors in writing, and their interests becomes less then less that make them start to create the negative stimuli in learning to write. Therefore, this condition made them think that writing is not easy task.

It is clear that writing skill gives a lot of contributions to the literary world. Brown (2004) states that writing skill has become indispensable and high significance in the global literature. It has been known that the legal documents, business transaction records, political, and military agreements are in writing from those who are experts in their field with knowledge of writing skills. Besides, it is also real that in literate culture nowadays, writing skill has become a prerequisite requirement for the employment.

However, mastering writing skills in learning a foreign language is difficult for students. This statement is supported by Richards and Renandya (2002), who said that writing in a foreign language is the most difficult skill. Additionally, Nuraeni and Suryoputro (2013) represent that writing is still to be the most difficult skill for a lot of students which is including the difficulty of organizing or generating ideas, deciding the theme, making ideas into written form, and limitation of mastering vocabulary knowledge. In brief, writing is not easy because it produces and organizes ideas of our mind, but also it translates our mind into readable text. It seems common that students have difficulties so that some efforts need to be done to improve their writing skills. Besides, the low interest of students and lack of ability to write the ideas with good and correct use of vocabulary, grammar, and punctuation make students prefer to tell ideas verbally rather than in the written form. Therefore, they seem to be proficient and fluent in speaking but they cannot write in English well.

The difficulties of writing are classified into four categories (Brown, 2001). The difficulties are in terms of content, grammar, organization, and vocabulary. The first is difficulty of content. Learners seemed to be unwilling in writing because they had not sufficient ideas on what topic they were going to write and only had few words to write whenever they asked to start composing a

text. In addition, they often questioned the educator what they should write and others wrote a similar story done by a friend sitting next to them, and they are poor of ideas. The second is organization. Learners could not organize their ideas within minds into coherent sentences. Even they could write the sentences, they still did not know how to express into a sequence of sentences, organize into a coherent and chronological paragraph. Most of learners simply wrote the sentences without paying attention to unity of text. Another difficulty is the grammar that is the difficulty of using the correct tense and pronouns. The fact in grammar, they still did not know the appropriate use of grammar in writing a particular text. The last is vocabulary. Learners still wrote meaning of words directly and found them in dictionary without paying attention to whether those words are appropriate with the contexts. In other words, students' knowledge was not sufficient yet.

Still related to students' writing difficulties, it shows that students still face several problems in writing a text. According to Pratiwi (2016), students mostly face the problems of what to be written, the way of writing, and the lack of vocabulary as well as incompetence in structure. Additionally, Pratiwi (2016) states that the basic point of difficulty of writing is students have weaknesses about the use of language aspect or skill in written such as punctuation, spelling, grammatical, vocabulary and so on. Furthermore, Puspita (2015) argues that students also have the problem of lacking specific instructions clearly and controlling includes monitoring from the teacher as long as the process of writing happened that appearing new problems to students. It can be stated that the process of writing is also a problem that impacts students' writing. Besides, writing skill is not only an activity that centered the product of writing but the significant thing is the process of writing (Botifar, 2018).

In relation to the explanation above, all difficulties are the problems in the process of writing. Those difficulties certainly have a relation to what is taught by the teacher which uses several ways to overcome those problems. Therefore, there are some ways to teach writing in English. Intelligent teachers must have many insights and strategies to make students feel interested in learning writing.

Teaching writing in English has many ways. One way to teach writing is through a process oriented approach. According to Temizkan and Yalcinkaya (2013) as cited in Ozenc (2016), in a process oriented approach, it is essential after which phases of students' writing process produced written text and students who follow a process-oriented approach can develop topics in more detail and systematically than those who adopt a product-oriented approach. Thus, motivating students to follow authentic structures increases their ability in writing. In addition, because of the complexity of writing in different genres for academic purposes, it requires more time and effort in language planning compared to the current situation (Sarhady, 2015).

The process oriented approach is an approach that can be used for collaboration in the process of writing. Janssen, Kirschner, Erkens, Kirschner, and Paas (2010) argue that in collaborative learning, the process-oriented approach is providing valuable insight into the mechanisms engaged in collaboration. In the development of high technology, collaboration in learning is better if it is conducted online because online collaboration in learning is a way that can make students' writing better.

Kitchen and McDougall's study (1999) as cited in Ku, Lohr, and Cheng (2004) state that some students argue that they were enjoying the convenience and opportunity to conduct the learning in online collaboration. ICT is a learning medium that can be used to assist students and teachers in the formal or informal situation (Inderawati, Petrus, & Jaya, 2019). In addition, Kurniawan, Suganda, and Zuraida (2020) state that the use of ICT (information and communication technology) has large contribution to assist process of non-class collaboration and has been long common in Learning English. There were a lot of ICT that can be used to make learning English will be easier that was the existence of media. It was good for conducting online collaborative learning because it could develop students' interest in better. In this study, the learning media used for doing online collaborative learning was Google Docs.

Concerning an explanation above, there were some studies conducted by the researchers that related to teaching writing through a process oriented

approach. First, the study done by Puengpipattrakul (2014) entitled “A Process Approach to Writing to Develop Thai EFL Students’ Socio-Cognitive Skills”. The results of the study are concluded that the process oriented approach was effective to the changing of the competitive learning atmosphere become more collaborative in learning, encouraging writing performance, enhancing students’ awareness of their process in learning, developing skills of socio-cognitive and students intellectually, emotionally and interactively. Another one is conducted by Ghorbandordinejad and Aref (2016) entitled “The Impact of Collaborative Writing through Wikis and Blogs on Iranian EFL Learners’ writing achievement”. The result of this study showed that wikis and blogs that can make students are helped to fix their writing skills through collaborative discussion of learning context and process-oriented writing. The last study conducted by Pacello (2019) entitled “Cultivating a Process Approach to Writing: Student Experiences in a Developmental Course”. The finding point of this study was to the various ways learners can learn to value and use a process approach when writing a text.

Based on the explanation above, it can be summarized that learning collaboration with a media and using a process oriented approach was beneficial for students in writing a text and also those improve their writing skills. Consequently, the process oriented approach made students’ writing skills better. Therefore, the writer interested to overcome the students’ problem in writing a text through a process oriented approach. The writer conducted a study to investigate the effect of the process oriented approach toward the students’ writing achievement.

1.2. The Problems of the Study

Based on problems of study, the problems of this study are formulated in following questions:

1. Is there any significant difference in writing achievement of the students before and after they are taught using process oriented approach?

2. Is there any significant difference in writing achievement between the students who are taught by using process oriented approach and students who are not taught by using process oriented approach?

1.3. The Objectives of the Study

Based on the problem mentioned above, the objectives of study are:

1. To find out whether or not there is any significant difference in writing achievement of the students before and after they are taught using process oriented approach.
2. To find out whether or not there is any significant difference in writing achievement between the students who are taught by using process oriented approach and students who are not taught by using process oriented approach.

1.4. The Significance of the Study

By doing this study, it was expected that result of this study will be useful for English teachers, students, and researchers. First, teacher especially English teacher could get new information about an alternative method or get knowledge about the way of teaching writing skills using the process oriented approach. Another one is the students could improve their writing skills using the process oriented approach. The last, the researchers also could get new information about this study and knowledge as the reference in conducting research or educational research for those who interested to use this study.

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