

PROCESS APPROACH AS SKILL ENHANCER IN WRITING RECOUNT TEXT

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Abstract

The process writing approach treats writing as a process rather than a completed product. Writing studies are conducted as part of the process due to the completion of the written text. In writing classes, this approach tends to focus on the student, and the teacher only acts as a guide. The process writing approach includes actions that occur when a written text is created. This research analyzed the benefits of the process approach as a teachers' approach in order to enhance student writing skills in recount text. The researcher used the literature review and some of the previous research which has been conducted before as the measurements toward the process approach could improve student writing skill in recount text whether they understood the material which given by the teacher or not. As a result of the literature review and the previous research, the researcher found a significant influence of the process writing approach on writing progress and anxiety mainly in recount text. Based on this finding for written language research, the use of a process writing approach is recommended.

Keywords: Teaching Writing, Process approach, Recount text

INTRODUCTION

Writing is a form used to communicate thought or feeling in written form (Harmer, 2001). In English as a Foreign Language (EFL) classroom, writing has been considered a difficult subject facing the students in schools. Therefore, writing is one of the most challenging language skills to learn. Teaching writing has also not been a simple matter for the teacher. Teaching writing is definitely to promote a desire for students to be able to compose a type of writing as a way to express their thoughts and ideas.

Writing text has several types. As one of the types, recount text is a type of text which tells the readers about something happened in the past in ordered events. It consists of three parts of the generic structure which are orientation, events, and re-orientation. The way to compose this kind of text seems like a complex activity for students. Students have to think about the content, organization, vocabulary and grammatical structure. Most of students still confused about those aspects to create and arrange a single recount text correctly. To solve this problem, teachers need to guide the student in order to compose a recount text step by step. As a result, it is necessary to use an effective approach for teaching writing to students. The researcher is interested to use a process approach in teaching writing, especially in writing recount text.

In process approaches, the teacher essentially facilitates the learners' writing, and providing input or stimulus which considered to be less important (Badger and White: 2000). For many years ago, research and studies dealing with process approaches have been carried out. The process approach is beneficial for teachers to teach writing skills and students who

want to compose writing. The process approach is not as a finished product, but as a system or process. As stated by Badger and White (2000) that process approaches focuses on writing primarily as the exercise of linguistic abilities for students and writing development as a senseless process which conducted when teachers facilitate the exercise of writing skills.

Based on the explanation above, the researcher is going to analyze the benefits of the process approach as an approach for teachers in order to enhance student writing skills in recount text. The researcher is using the literature review and some of previous research which has been conducted before as the measurements toward the process approach could improve student writing skill in recount text whether they understood the material which given by the teacher or not.

LITERATURE REVIEW

1. APPROACHES IN TEACHING WRITING

Teaching writing is definitely to promote a desire for students to be able to compose a type of writing as a way to express their thoughts and ideas. Not only the idea, in the curriculum of Indonesia stated that students must able to compose different genre texts in English. According to Barreto (2011), writing is not only good in grammatical structure, but furthermore in how the writer elaborates on their idea. Therefore, Teaching writing is not a simple thing. Thus, the fundamental key in the way to support the students' writing is the teacher's approach when teaching writing.

According to Harmer (2001), there are four approaches to teaching writing. They are a product approach that focuses on the student product of writing, process approach which focuses on the writing process itself, Genre based approach and Process Genre based approach. All of those approaches are applied by the teacher in writing classroom to make the student understand the material and also help students expressing their ideas well organized.

A. Product Approach

Product writing is a method of teaching writing that focuses on the final production of students, the text they are asked to produce. Basically, the purpose of writing in this approach is to strengthen writing in terms of grammatical and syntactic forms in both second or foreign language. Therefore, product approach is focused on the use of appropriate vocabulary, syntax, and cohesivity in writing. This approach provides the students words through teaching vocabulary. Students then use the same type of words and phrases to explain their situation. There is no advantage for students to be innovative in their writing because the quality of the product is more important than the writing process. (Jackson, 2006: 15).

There are four stages in teaching writing using product approach: familiarization, controlled writing, guided writing and free writing. In the first step, familiarization, The teacher informs the students of certain characteristics of a particular text. The teacher then monitors the students learning activity by providing lessons on grammatical patterns and related vocabulary. For the next stage, the students write a text similar to the model text. The final stage is that students write a similar text on their own. (Badger and White, 2000: 153-154).

B. Process Approach

Another approach in teaching writing is called Process approach. The writing process originated in the classroom of the first language (L1), where it was developed in response to traditional types of writing. The writing process is an approach that focuses on the process and smooth writing, rather than the product

and its accuracy (Onozawa, 2010). In this approach, unlike completing work in a limited period of time, is not important or recommended, the author is encouraged to follow a few steps before declaring his work complete. As Harmer (2001) said, this approach requires students to think about the same procedure to produce satisfactory writing.

Writing in process approaches is seen to be primarily related to linguistic skills, such as planning, drafting, and linguistic knowledge, including grammar understanding and the structure of text, is much less emphasized (Badger and White, 2000). For Caudery (1997), this approach suggests that writing is usually done by making a sequence of several text drafts. The process approach describes four steps of pre-writing, drafting, revising, and editing. These stages are recursive, occurring in the course of composing many times. This approach emphasizes revision as well as input from others, and students can produce a lot of drafts with a lot of phrasing and flipping through pages. Correcting spelling and punctuation in the early stages is not of central importance. Caudery (1997) marks out that for teachers and students alike, the process approach is potentially extremely motivating in many instances. Most often, fresh and exciting educational opportunities require students. For example, peer feedback is what students show their writing to each other and get comments on it.

Hayes (1996) further expanded this approach, introducing a unit called working memory. During the writing process, the psychological and affective qualities of the author are discussed. It is also assumed that the act of writing is a result of the social environment.

2. PROCESS APPROACH IN WRITING

Process approach in writing as the domination for teaching writing in English as a Foreign Language (EFL) classroom. Nunan (1991) says that the process approach in writing focuses on the steps involved in composing a piece of work. He also stated that no text can be perfect in writing, but the writer will get easier to success by writing, reviewing, analyzing and reworking a continual draft. In the process approach, the teacher just only as a reference or facilitator and focuses on preparing lessons for the students. The writing process approaches involving students with some constructive activities are expected to address the problem of teaching and learning writing in the classroom. The process of writing includes actions that take place during the creation of a written text.

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a. Pre-writing

Pre writing is any activity of writing before students atarts writing. In this stage, student has to choose what topic they want to develop. There are two activities in pre-writing. Teachers should guide them to make an outline of their topic have

been chosen and brainstorming their idea to elaborate on their ideas dealing with the topic.

- b. Drafting
After doing the pre-writing activity, the student begins to making a draft of their writing. In this stage, student have to develop their ideas into a good paragraph. After that, teachers give the comment and feedback about that.
- c. Revising
By following the teacher's feedback, students try to revise their draft based on the comment. The revising stage deals with the content and the organization of the text itself. Therefore, in this stage student do not need to write again, but they just re-think and organize their writing.
- d. Editing
The next stage is editing. Here absolutely student work is editing the writing in grammatical dan mechanics term.
- e. Publishing
After the student's writing are revised and edited, it can be submitted to the teacher or perform it as a presentation to other students.

Good writing is not only considered by good grammatical, spelling, and punctuation but also it should behave a suitable vocabulary and well organization. Based on the English curriculum in Indonesia, the student must be able to compose some texts in English. One of the texts that should be produced is a recount text. According to Ken Hyland (2006), recount text is a text that tells the readers about past experience in the ordered events.

3. PROCESS APPROACH IN TEACHING WRITING RECOUNT TEXT

For many years ago, research and studies dealing with process approach in writing a recount text have been conducted. A study conducted by Riza (2017) concluded that applying the process approach in teaching writing recount text proved that students had positive development. Most of them are able to make a well-organized outline. In the end, they could fix their mistakes related to the teacher's feedback deal with the good component of writing especially in grammatical and content. The students felt it was easier to write when the teacher using the process approach They had more time to come up with the idea and refine it. The students liked the role of the teacher during the process approach implementation. Not only did the teacher ask them to do the work, but they were also directed to do the work. Feedback from the teacher was very important for their ability to write. Feedback from the teacher could help them to learn and correct their mistakes. The students would not then want to repeat the same mistakes.

4. THE IMPLEMENTATION OF PROCESS APPROACH

Here is the sample of using Process Approach in writing recount text.

Topic: Recount text about holiday

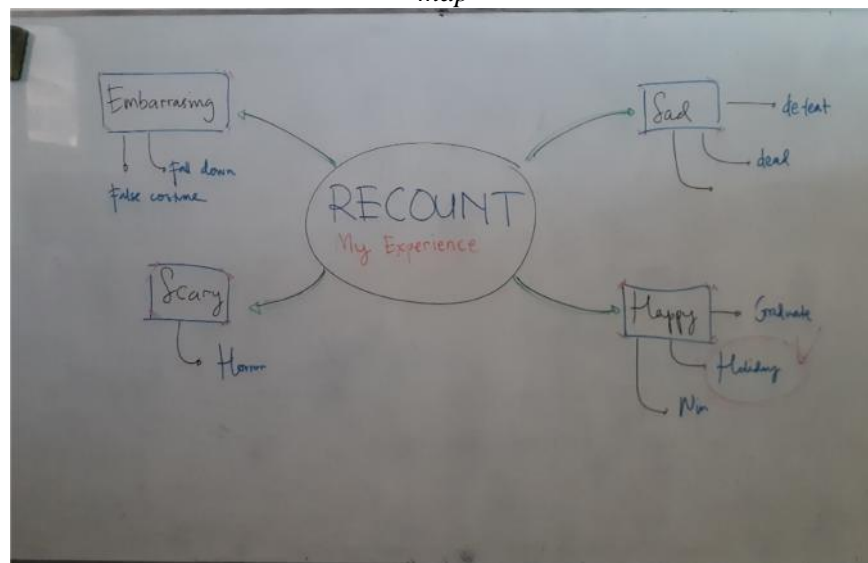
Procedures:

a. Prewriting (planning and organizing)

In the first procedure, the teacher focused on the pre-writing activities which explaining the theory of recount text. After the students understand about the theory, they start to decide which topic they choose for the outline on the next step of writing a recount text. For choosing the topic, students are given multiple choice activities to decide their favorite topic which one is unique, interesting, and supportable for them and to identify the good and bad topics. In order to guide the students to find a topic, teachers are able to use such techniques as brainstorming, clustering, free writing, and asking question.



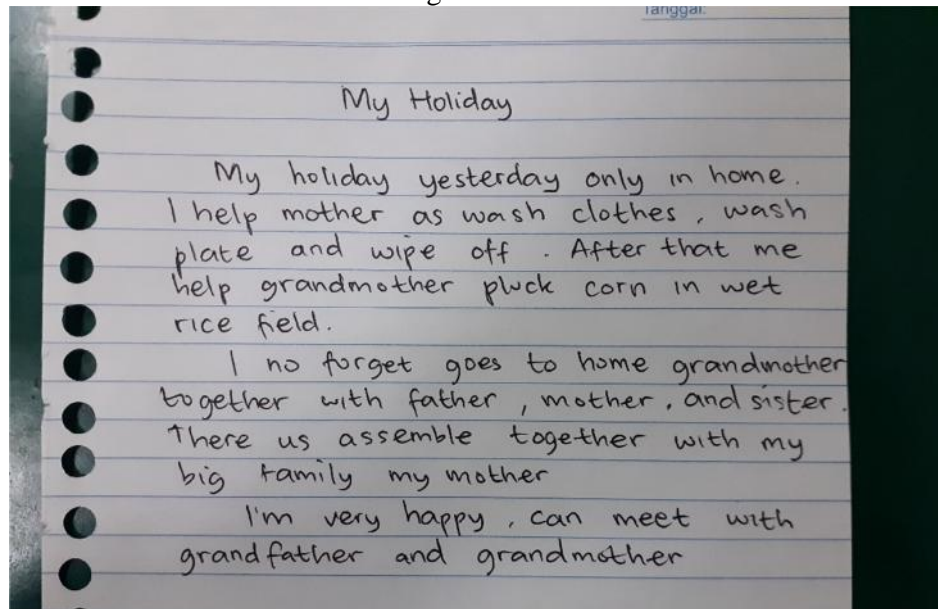
Picture 4a1 Teacher is brainstorming student's idea to decide a topic using mind map



Picture 4a2 Teacher's mind mapping

b. Drafting

At the drafting stage, teachers let the students to start writing their temporary first drafts without trying to edit or revise. In other word, student only emphasize on the content of recount text not in the grammatical structure.



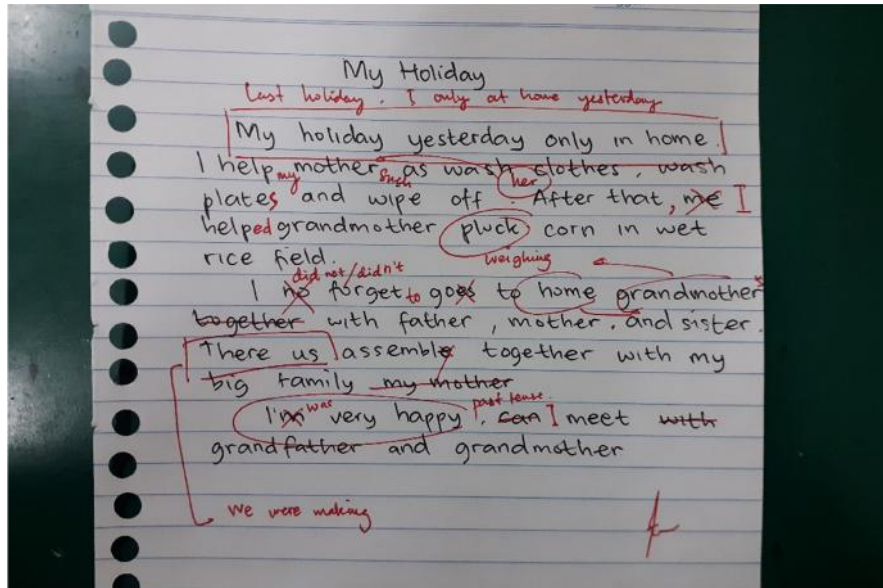
Picture 4b Student's text draft

c. Revising

The students' draft can change a great deal during this stage. In the revising time, student could share their recount writing with teacher and peers and discuss it well. After that, teachers give feedbacks for the students' recount draft and student have to change the substance.



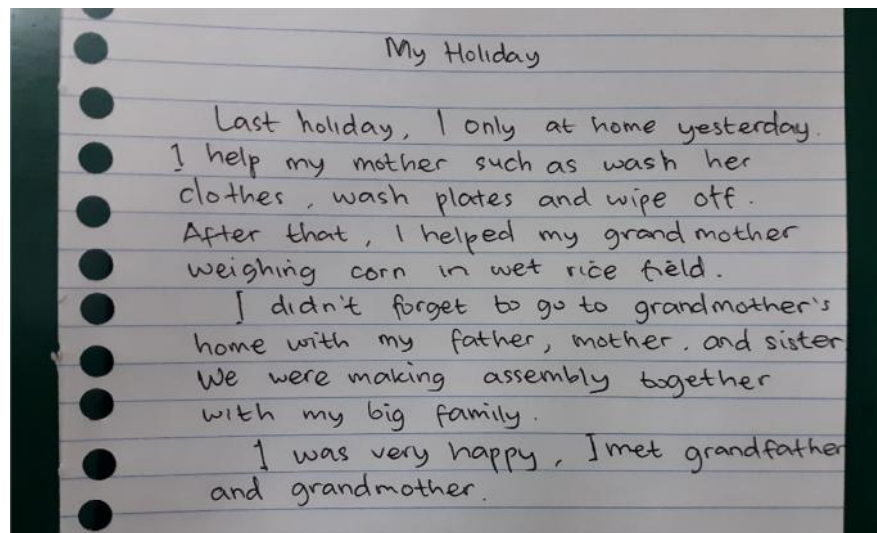
Picture 4c1 Teacher is giving a feedback to the student's writing



Picture 4c2 Teacher's feedback

d. Editing

In this stage, after the student got feedbacks from the teachers dealing with the recount's draft they have to proofread their own work. The students are expected increasingly identify and correct their own errors.



Picture 4d Student's recount text

e. Publishing

Students have their good recount text and share it with class or audience.



Picture 4e1 *Students are presenting their recount text*



Picture 4e2 *Student writing is displayed on the board*

In order to reach the goal of writing recount text or for another text, teachers have to consider with four critical components of an effective writing approach in teaching kind of text; time, ownership, response, and instruction. First, teachers have to realize that student need to write often and regularly. They also need time to meet with their peer and the teacher to discuss their writing. Second, teachers need to allow student to make a decisions about their own work. It is consists of choosing their own topics, emphasizing personal goal, and displaying the work. The third component is response. It means that students should share their work on regular basis. It could be peer revising and editing and teacher-student conference. The last component which is not less important is teacher's instruction. Clear instructions are need in each element of writing in order to arrange learning environment so the student can practice using strategies being used.

CONCLUSION AND SUGGESTION

Conclusion

In accordance to the literature review, writing process approach is beneficial to both teachers and student. During the writing classroom using a process approach, teachers' feedback helps student to acknowledge their mistake especially in grammatical and content. Therefore, students had more time to think and develop their ideas in revising stage in order to fix their mistakes. In addition, revising stage directing students to look not only at the text which they write and read but also at current events from different point of view by discussing with the peers and the teachers.

Implementing process approach is not only there are available textbooks and many teachers who have integrated the approach for writing classes but the process writing approach focuses on the text construction process that several aspects influencing the writing process. Furthermore, in fact, it is not practical to fully implement the process approach in the classroom. The researcher believe that we need to do more to teach our students more and better-learning approaches and allow them to be inspired by what they know in the classroom.

Suggestion

In this paper, the researcher provide some suggestions in order to be successful in teaching writing a recount text to students. Generally, the teachers can implement process approach in teaching writing of all genres of text. The first suggestion dealing with this paper is for the teacher to be innovative in using an appropriate technique in the writing classroom. Second, teachers are recommended to use the brainstorming and mind mapping technique for teaching writing in order to guide the students to choose their favorite topic to write. Third, it is the important thing for the teacher to prepare an effective lesson plan to support the teaching and learning process in the writing classroom. The other suggestion is for the next researchers who can use different research models to conduct a further study of writing skills and process approaches.

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