

# JEMBATAN MERAH

JURNAL ILMIAH PENGAJARAN BAHASA DAN SASTRA

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The Process Approach to Improve Students' Writing Ability in English Education Departement  
University of PGRI Adibuana Surabaya

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Kelas VIII B SMPN 1 Kudus 2015

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pada Siswa Kelas VI SD

**Irzen Basri**

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Jurnal *Jembatan Merah* terbit enam bulan sekali. Redaksi menerima tulisan ilmiah yang berkaitan dengan wilayah kajian di bidang pengajaran bahasa dan sastra. Pemuatan suatu tulisan tidak berarti bahwa redaksi menyetujui isi artikel tersebut. Setiap artikel dalam jurnal dapat diperbanyak setelah mendapat izin tertulis dari penulis, redaksi, dan penerbit

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**THE PROCESS APPROACH TO IMPROVE STUDENTS'  
WRITING ABILITY IN ENGLISH EDUCATION DEPARTMENT  
UNIVERSITY OF PGRI ADI BUANA SURABAYA**

**Pendekatan Proses untuk Meningkatkan Kemampuan Menulis  
Mahasiswa Jurusan Pendidikan Bahasa Inggris  
Universitas PGRI Adi Buana Surabaya**

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**Abstract:** In English as Foreign Language (EFL) classroom, writing is considered as a challenging subject. Therefore, an effective and appropriate method in teaching writing is needed to improve students' writing skill. The researcher is interested in applying the process writing approach to teach writing especially in teaching descriptive paragraph. This research was aimed at investigating the implementation of the process writing approach in teaching writing to know its impact to the improvement of students' writing skill. The researcher followed the quantitative method. Quasi experimental design was applied in the research. The research subject involved the students of English Education Department, University of PGRI Adi Buana Surabaya, Indonesia. Participants were control and experimental groups. The research procedures were giving the writing test as a pretest to control and experimental group, applying the process writing approach to experimental group, and giving post-test to both groups. The data obtained were analysed by using t-test. As the result of statistical analysis, the researcher found that process writing approach had a significant impact to the improvement of students' writing skill.

**Key words:** teaching writing, process writing approach, descriptive writing

**Abstrak:** Dalam pengajaran Bahasa Inggris bagi penutur asing, menulis dianggap sebagai mata kuliah yang sulit. Sebagian besar mahasiswa mengalami kesulitan untuk menulis paragraf yang benar dalam bahasa Inggris. Oleh karena itu, sebuah

metode yang tepat dan efektif dalam pengajaran menulis dibutuhkan untuk meningkatkan kemampuan menulis mahasiswa. Peneliti tertarik untuk menerapkan pendekatan proses untuk mengajarkan menulis khususnya dalam pengajaran menulis paragraf diskriptif. Penelitian ini bertujuan untuk mengetahui penerapan pendekatan proses dalam pengajaran menulis dan untuk mengetahui pengaruhnya terhadap kemampuan menulis mahasiswa. Peneliti menggunakan metode kuantitatif. Desain penelitian eksperimen kuasi diterapkan dalam penelitian ini. Subjek penelitian adalah mahasiswa jurusan Pendidikan Bahasa Inggris, Universitas PGRI Adi Buana Surabaya, Indonesia. Peserta dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Prosedur penelitian adalah dengan memberikan pre-test berupa tes menulis untuk kelompok eksperimen dan kontrol, menerapkan pendekatan proses kepada kelompok eksperimen, dan memberikan post test kepada kedua kelompok. Data yang diperoleh dianalisa dengan menggunakan t-test. Berdasarkan hasil analisa statistik, peneliti menemukan bahwa pendekatan proses mempunyai dampak yang signifikan terhadap kemampuan menulis mahasiswa.

**Kata-kata kunci:** pengajaran menulis, pendekatan proses, menulis diskriptif.

## **1. INTRODUCTION**

In English as a Foreign Language (EFL) classrooms, writing is considered as a challenging subject. Teaching writing is not just simply asking the students to have speech written down on paper. Raimes (1983: 3) states that there are several reasons why writing is included in EFL syllabus. First, writing can reinforce the students' grammatical structures, idioms and vocabulary. Second, student can have the adventures beyond what they can just say. Third, students can express the idea with the new language involved.

Based on the researcher's experience of teaching writing, most of the students get difficulty in writing the paragraph. It may be caused by some reasons. First, students get difficulty to find the ideas and develop them into well organization. Second, students get some mistakes in punctuation, grammar, and sentence structure. Third, lecturer probably does not implement appropriate and effective approaches to teach writing to the students.

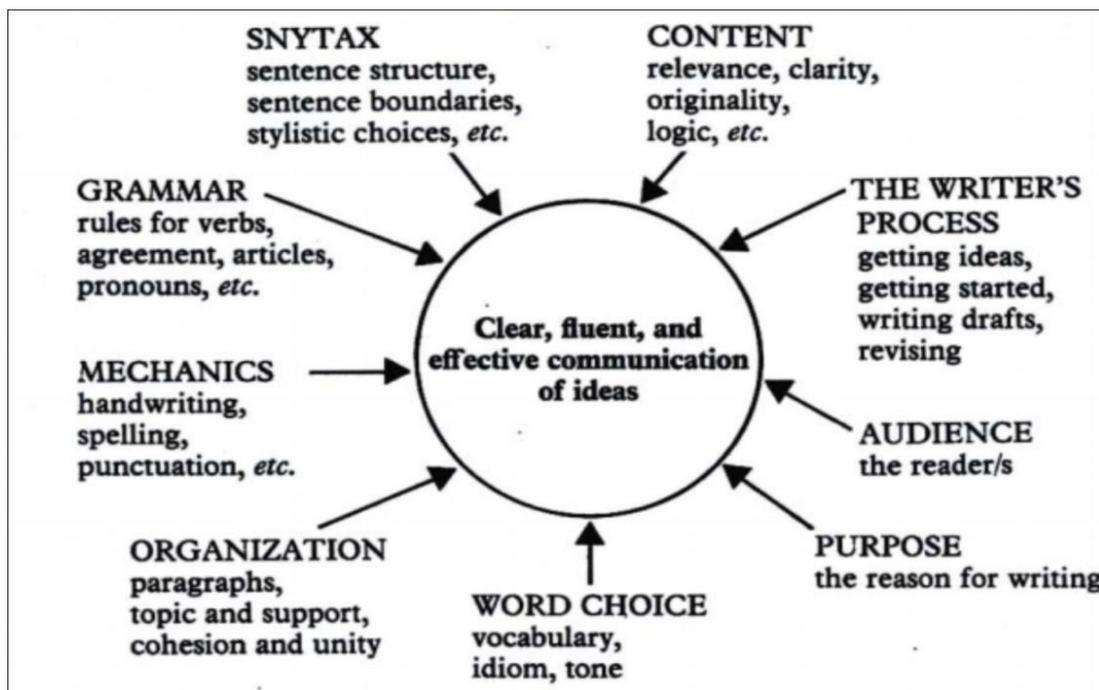
Based on those phenomena, it is significant to solve the problem by using effective approaches in teaching writing to the students. The researcher is interested in using process writing approach to teach writing especially in teaching essay. Coffin et al. (2003 :34) recommend a process approach to constructive writing which consists of pre-writing, planning, drafting, reflecting, peer or tutor reviewing, revising, and editing/proofreading. Process writing approach which involves the students with some constructive activities is expected to bridge the problem in teaching and learning writing in the classroom. To focus on the problem above, this research was aimed at investigating the implementation of the process writing approach in teaching writing to know its impact to the improvement of students' writing skill

## **2. REVIEW OF RELATED LITERATURE**

### **2.1. Teaching Writing**

Writing has some purposes. Coffin et al. (2003: 20) describe writing is as an evaluation process, helping to promote critical thinking, and developing the students' communication and professionalism. Those purposes can be used based on the need of the students in the classroom in related to the different types of the writing, different audiences, and different kind of languages used in the writing. Harmer (2004 :31) writes that teaching writing skill is different from teaching other skills. In addition, he argues that it is because "the nature of the writing process", "the need for accuracy in writing", and "the mental process that a student goes through when writing" (2004:31). Therefore, students who are writing are significantly different from the students who are speaking. Writing needs more time and accuracy.

This is further supported by Raimes who states that "learning to write is not just a "natural" extension of learning to speak" (1983:3). Writing has more complexities than speaking. Students learn to speak in natural way, whereas students have to be taught at school to learn writing. The following diagram shows what to deal with as students produce a piece of writing :



## 2.2. Approaches of Teaching Writing

There are many approaches in teaching writing. Raimes (1983: 6-10) describes variety of approaches to teaching writing. They are the controlled-to-free writing approach, the free writing approach, the paragraph-pattern approach, the grammar-syntax-organization approach, the communicative approach, and the process approach. Supporting this idea, Brown (2001: 335) simplifies the teaching writing approaches into product and process approach.

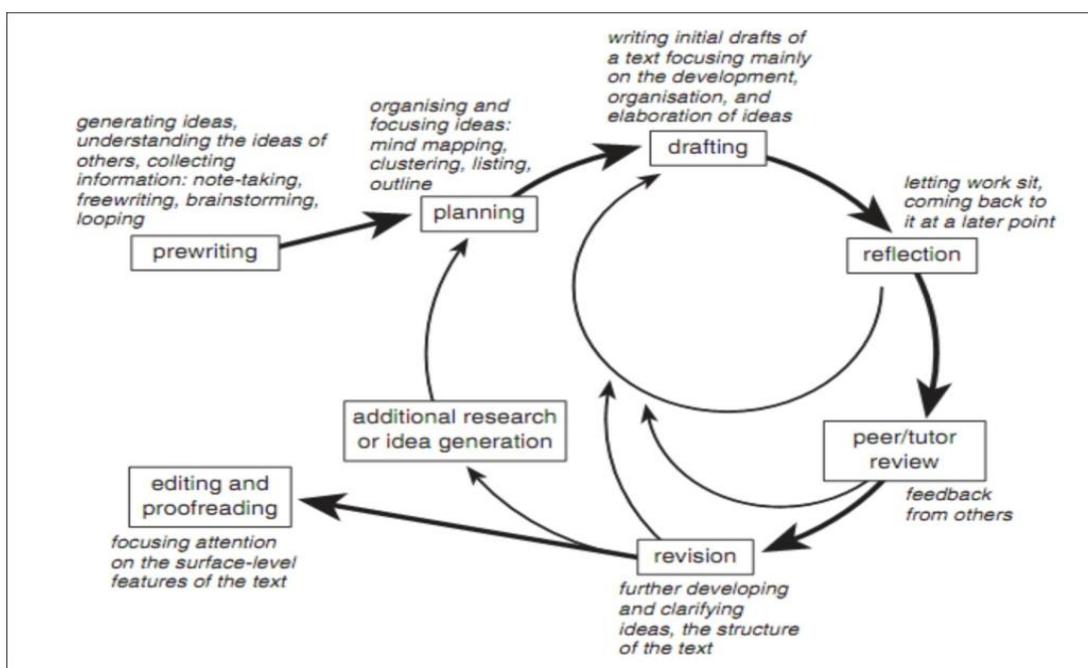
A product approach is an approach which suggests students to imitate the writing model given by teachers (Gabrielatos, 2002: 5, cited by Hasan and Akhnan, 2010: 77). The teachers give the model of writing text to the students, and the students have to imitate based on the model given. Therefore, the product of writing should be same as the model. In addition, Brown (2001: 335) explains that writing should follow the English standard style and have grammatical accuracy as well as good organization.

In addition, Kroll (2001, cited by Hasan and Akhnan, 2010: 79) process approach is defined as writing activities which involve some stages including drafting, getting

feedback from the students' partner or from their teacher, and finally revising. Overlapping can happen to all the approaches mentioned above. It is possible that the teachers use only one approach or combine those approaches in teaching writing. It depends on the creativity of the teachers in teaching writing. Raimes claims (1983: 11) that "there is no one way to teach writing, but many ways".

### 2.3. Process Writing Approach

In English as Foreign Language (EFL) classroom, process writing has dominated the teaching writing. Process writing approaches involve some steps of activities. There are several authors dealing with this approach. Coffin et. Al (203: 33-34) explain that writing process includes eight different stages. They are pre-writing, planning, drafting, reflecting, peer or tutor reviewing, revising, and editing/proofreading. The following diagram shows the stages of process writing approach.



In line with this, Harmer (2004 :4-6) suggests that the process writing has four main elements. They are planning, drafting, editing (reflecting and revising), and final version. Brown (2001: 337) mentions that the process writing always involves prewriting, drafting, and revising, and editing. Johnson (2008:179) also cites the five-

step writing process. They are prewriting, drafting, revising, editing, and publishing. Further, Coffin et. Al (203: 34-34) explain the stages of process writing.

- 1). Prewriting is to find the ideas, collect information, and organize the thoughts. Prewriting strategies include brainstorming, free-writing and journal writing. After that, the next stage is that the students begin to organize by mind mapping, clustering, and branching.
- 2). Drafting. In drafting, students develop the meaning using ideas in pre-writing strategies, narrow down the broad focus, and remove or add information.
- 3). Peer review. In this stage, students seek and respond to others while a text is under development. Peer review can be in the form of oral or written comment by peers using guidelines from the teacher.
- 4). Reflection. It means that letting the piece of writing sit for a while before coming back to it with fresh mind. Reflection time allows the students to see the gaps in the writing task.
- 5). Editing and proofreading. Students should attend with the mechanic of writing, including formatting and language accuracy. The final stages include polishing the text.

#### **2.4. Descriptive Paragraph**

Oshima and Hogue (2006: 61-65) defines that descriptive writing appeals to the sense and describes about the object, place, or a person. A good descriptive paragraph consists of topic sentence and supporting sentences. The topic sentence should state the topic and controlling ideas, while supporting sentences provide the details of the topic sentence, so the writing becomes more interesting. As the important element of good paragraph is unity, descriptive paragraph should also represent unity, all the supporting sentences discuss one idea and have something to do with the topic. The genre of describing is one of the most widely used genre in learning the language, and it involves grammatical features such as present tense, relational verbs, action verbs, mental verbs, adjectives, and adverbs (Knapp and Watkins, 2015: 98-101)

Previous research concerning process writing approach has shown the the effectiveness of process writing approach to the students' writing ability. The reseach conducted by Alodwan & Ibnian (2014) and Belindo (2006) highlighted the importance of process writing approach to the students' writing ability.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The researcher followed the quantitative method in collecting the data. Quasi experimental method was applied in the reseach. Tavakoli (2012: 511) stated that quasi experimental design is an experimental research design in which the researcher cannot assign participants randomly but with the existed group. Participants were divided into control and experimental group. Pretest and post-test were given to control and experimental group.

#### **3.2. Setting and Subject of the Research**

The research was conducted at English Education Department, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya, Indonesia. The university was selected since the researcher is the lecturer of English Education Department and tries to improve the quality of teaching writing technique in writing class. The population of the research was the first semester students of English Department academic year 2015-2016 that consisted of four classes.

**Table 1: Population**

Class	A	B	C	E
Number of Student	37	36	38	36

The sample of the research was class B and E. The researcher used purposive sampling in which the researcher was the lecturer of those two classes. Class B consisting of 36 students served as experimental group, and class E consisting of 36 students served as control group.

**Table 2: Sample**

Class	B (Experimental Group)	E (Control Group)
Number of Student	36	36

### **3.3. Research Procedure**

The research procedures involved some activities. Researcher divided the sample into two groups-the experimental group dan control group, gave the descriptive writing test as a pre-test to control and experimental group, evaluated the result of the pre-test, implemented the process writing approach to the experimental group which was done in several meetings based on the stages in the approach, in the same time also ran the traditional method to control group, gave descriptive writing test as a post-test to both groups, collected the data, analysed the data, and finally discussed the data

### **3.4. Data Collection**

The data were gained from the students' writing test given to both control and experimental groups in both pre-test and post-test as a research instrument. Students' writing test was evaluated based on the standard of writing rubrics or scoring profile. Jacobs et. Al (1981) designed the writing scoring profile (as cited in Weigle, 2002: 116). The writing rubrics include content (score 13-30), organization (score 7-20), vocabulary (score 7-20), languages (score 5-25), and mechanics (score 2-5). This scoring rubric was used by the researcher to evaluate the students' writing.

To measure the reliability of instrument, the researcher used reliability test. Researcher adapted Alpha Cronbach's method by using SPSS 19.0 to calculate the data. The result of pre-test dan post-test of experimental group showed as follows:

**Table 3: Reliability Statistics**

Cronbach's Alpha	N of Items
.931	2

**Table 4: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pretest	76.19	17.304	.923	.
Posttest	62.86	34.409	.923	.

Based on the table of Reliability Statistics (Table 3) above, Cronbach's Alpha was calculated to be 0.931, so the writing test was found to be a sufficiently valid and reliable scale to use in this research. Research instrument is concluded reliable if it has Cronbach's Alpha Coefficient more than 0.6 out of 1. The higher the score, the more significant the reliability (Nugroho 2005, as cited in Sujianto, 2009: 97). The reliability of each test (pre-test with 0.923, and post-test with 0.923) could be considered valid and reliable because the Cronbach's Alpha Coefficient was more than 0.6. The data can be seen from the table of Item-Total Statistics in column of Corrected Item-Total Correlation (Table 4).

### **3.5. Data Analysis**

The data collected from students' written test were analyzed based on the writing assessment theories (writing rubric and scoring guide). Since the research was a quasi experimental research, the data were analysed by using T-Test. Both independent dan paired sample test were used to calculate the result of the test. The hypothesis of the research as follows:

$H_1$  : There is a significant influence of process writing approach to the improvement of students' writing achievement.

$H_0$  : There is no significant influence of process writing approach to the improvement of students' writing achievement.

The T-test formula was used to find out t-count. SPSS (Statistical Package for the Social Science) is used to calculate and analyse the data. SPSS is a software installed in the computer to analyse the statistical data of the research. If the t-count was higher than t-table, the null hypothesis was rejected, and the alternative one was accepted, and vice versa.

#### **4. RESULT AND DISCUSSION**

##### **4.1. Statistical Analysis on the Result of Pre-Test in Experimental Group and Control Group**

Pre-test was given to control and experiment group to see the students' writing ability before the researcher gives the treatment. The researcher took class B as experiment group and class E as control group. In the pre-test, participants were given a task to write a descriptive paragraph with a certain topic. The researcher applied statistical analysis to verify the hypothesis proposed by using SPSS 20 software.

**Table 5: Independent Sample Test**

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
,000	,985	1,088	70	,281	1,528	1,405	-1,274	4,329

Based on the Independent Sample Test (table 5), The t-table was found to be 2.0 (level significance =0,05, df =72-2=70), two tailed of test. T-count was compared to the T-table. T-count was found to be smaller than t-table (1,08<2.0) or Sig. (2-tailed) was found to be higher than 0,05. Therefore,  $H_0$  was accepted and  $H_1$  was rejected. It means that there is no significant difference in pre-test score between experimental group and control group before the treatment using writing process approach.

##### **4.2. Statistical Analysis on the Result of Post-Test in Experimental Group and Control Group**

The post-test was given after the students got treatment in several meetings within one semester. The researcher applied process approach to the experiment group and traditional approach to control group. Both experiment group and control group were given a post-test. In the post-test, students were asked to write a descriptive

paragraph based on the topic given. The post-test was intended to know if there is significant impact to the students after given the treatment using process approach or not. The results of the test were evaluated in some aspects such as content, organization, vocabulary, language use, and mechanic based on writing scoring system. The researcher used SPSS 20 software to analyse the data.

**Table 6: Independent Sample Test**

Levene's Test for Equality of Variances		t-test for Equality of Means							
F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	
,294	,589	8,602	70	,000	8,944	1,040	6,871	11,018	

Based on the Independent Sample Test (table 6), The t-table was found to be 2.0 (level significance =0,05, df =72-2=70), two tailed of test. T-count was compared to the T-table. T-count was found to be higher than t-table (8,6<2.0) or Sig. (2-tailed) was found to be smaller than 0,05. Therefore, H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. It means that there is significant difference in post-test score between experiment group and control group after the treatment using writing process approach. The writing process approach applied to the experiment group was successful.

#### **4.3 Statistical Analysis on the Result of Pre-Test and Post-Test in Experimental Group**

The t-test used both independent as well as paired t-test. Paired t-test was to determine if there was significant difference in students' writing achievement prior to and after the treatment to both experimental dan control groups. In experimental group, the reseacher applied process approach to teach descriptive paragraph writing. Paired t-test was used to know whether there is significant difference or not before and after the treatment.

The statistical analysis on the result of pre-test and post-test in the experimental group as follows:

**Table 7: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.86	36	5.866	.978
	Experimental				
	Posttest	76.19	36	4.160	.693
	Experimental				

Based on the Paired Samples Statistics (Table 7), the mean of writing achievement of experimental group in pre-test was 62.86, and the standard deviation was 5.86. The mean of writing achievement of experimental group in post test was 76.19, and the standard deviation was 4.16.

**Table 8: Paired Samples Test**

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Experi mental - Posttest Experi mental	-13.333	2.586	.431	-14.208	-12.458	-30.940	35	.000

As the result, Table Paired Sample Test shows that paired sample different in mean (pre-test and post-test of experimental group) was 13.33 with standard deviation of 2.58. T-obtained was 30.94 at the significant level of 0.05 (95% confidence interval of the difference). The degree of freedom was 35, and the critical value of t-table for two tailed test was 2.0. It can be seen that t-obtained 30,94 was higher than t-table

2.0. It means that the research hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Therefore, it can be concluded that there was significant difference in students's writing achievement of experimental group after applying writing process approach for teaching descriptive paragraph.

#### **4.4. Statistical Analysis on the Result of Pre-Test and Post-Test in Control Group**

Having known the the statistical analysis on the result of pre-test and post-test in the experimental group, the researcher compared with the result of pre-test and post-test in the control group.

**Table 9: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	61.33	36	6.052	1.009
	Control				
	Post-test	67.25	36	4.650	.775
	Control				

Based on the Paired Samples Statistics (Table 9), the mean of writing achievement of control group in pre-test was 61.33, and the standard deviation was 6.05. The mean of writing achievement of control group in post -test was 67.25, and the standard deviation was 4.65.

**Table 10: Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Control	-5.917	2.740	.457	-6.844	-4.990	-11.957	35	.000
	Post-test – Control								

The result of paired sample test shows that paired sample different in mean (pre-test and post-test of control group) was only 5.91 with standard deviation of 2.74. T-obtained was 11.97 at the significant level of 0.05 (95% confidence interval of the difference). The degree of freedom was 35, and the critical value of t-table for two tailed test was 2.0. It can be seen that t-obtained 11.97 was higher than T-table 2.0. It means that the research hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that there is significant difference in students's writing achievement in control group.

#### **4.5. Discussion**

Pre-test was given before treatment to both experimental (Class B) and control group (Class E) to know the level of achievement of both groups. From the data above (Table 7 and 9), the result shows that mean of pre-test in experimental group was 62.86, and in control group was 61.33. It means that there was no significant difference of students' ability of writing between experimental group and control group before treatment. Further more, the data also indicated that the use of process writing approach was more effective to improve students' writing skill. It was proven by the mean of post-test in experimental group was 76.19 with paired difference in mean 13.33, and in control group was 67.25 with paired difference in mean 5.91. The mean of post test in experimental group was found higher than the mean of post-test in control group.

Process writing approach which have been implemented in EFL Classroom contributed to help students to improve their ability in writing descriptive paragraph because it involved some steps activities including prewriting, drafting, revising, editing, and publishing. The detail of each activities were experinced by the students, so students could find their ideas and develop them into good writing paragraph.

#### **5. CONCLUSION**

In accordance to the research finding, student' writing performance was significantly different before and after the treatment using process writing approach. Process writing approach was proven to be effective approach to improve students' writing

skill of descriptive paragraph because it involved all the steps of activities during teaching activities.

After knowing the impact of process writing approach to the students' writing ability, it is recommended that the further research be undertaken in the specific activities of process writing approach such as peer review and proofreading.

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