

**USING PROCESS WRITING APPROACH STRATEGY
TO IMPROVE STUDENTS' WRITING ABILITY
AT SMPN 3 AMUNTAI SELATAN**

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Abstract:

Artikel ini mendiskusikan tentang cara meningkatkan kemampuan menulis bahasa Inggris siswa melalui strategi pendekatan menulis berproses. Pengertian menulis. Konsep strategi pendekatan menulis berproses. Pengajaran menulis di SMP. Keuntungan menggunakan strategi pendekatan menulis berproses. Disimpulkan dengan beberapa saran bagi guru–guru dan kelas yang memiliki masalah yang sama di tingkat sekolah menengah pertama. Penelitian ini menggunakan metode penelitian tindakan kelas. Dan hasilnya menunjukkan bahwa terjadi peningkatan pada kemampuan menulis siswa.

Key Words:

Kemampuan menulis, Strategi Pendekatan Menulis Berproses

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A. Introduction

The teaching of English in Indonesia is intended to enable students to use English for communication.¹ This statement is parallel with the objective of teaching English in Indonesia as stated in the decree of the Minister of Education No. 22, 2006 that the objectives of the teaching of English at SMP/MTs are targeted at: (1) developing the students' oral and written communicative competence, (2) making the students have awareness toward the nature and the importance of English to increase the nation competitiveness in the global society, and (3) improving students' understanding about the relationship between language and culture.²

The curriculum is designed to develop students' language skills for both oral and written communication since learning a second language means learning to communicate with other people, understand them, talk to them, read what they have written, and write to them.³ By communication, the students can express their ideas, thought, or feelings to others in an oral or written form. In oral communication, the students use verbal and non-verbal language to express their ideas, thought, and feelings through direct communication. In written communication, on the other hand, the students use graphic symbols to express themselves through indirect communication.

In teaching and learning process, writing places the last of the four skills. It is said in Standard of Content that the students are

¹ Ali Saukah, "The Teaching of Writing and Grammar in English", ***Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni dan Pengajarannya***, 28, 2, 2000. h. 191-199.

² Depdiknas, ***School Based Curriculum for SMP/MTs***, (Jakarta: PT. Binatama Raya, 2006).

³ Ann Raimes, ***Techniques in Teaching Writing***, (New York: Oxford University Press, 1983). p. 3.

expected to listen, speak, read, and write in a literary stage.⁴ Still Standard of Content goes on stating that teaching English at SMP/MTs targets toward the students being able to achieve a functional level, that is, to communicate both written and spoken forms deal with daily matters.

However, in fact, teaching the writing skill in the Junior High School has not been properly emphasized much because of the following reasons. First, in practice, the teaching of the English skills is presented in an integrated manner in which the reading skill is mostly emphasized, whereas writing is given a minor proportion. Second, in the Graduate Standard Competence (*Standar Kompetensi Kelulusan* or *SKL*) of the National Examination year **2008**, as writing skills the students are only required to arrange jumbled sentences and to complete incomplete paragraphs.⁵ Therefore, both the English teachers and students consider the writing skill is not as important as the reading skill, which is much emphasized in the National Examination, and thus it can be neglected. Third, most English teachers avoid teaching writing skills because teaching this language skill as a classroom activity scoring students' writings consume much time whereas the time allocated for the teaching of English is very limited that is four hours in a week.⁶

The teaching of writing is targeted at developing written communicative competence as well as spoken one. Moreover, the scope of teaching writing is that the students are expected to be able to create functional short texts, monolog texts, and essay texts in the forms of descriptive, narrative, recount, procedure, and report covered within three years. A student is expected to be able to write various kinds of written texts communicatively.

⁴ Depdiknas, ***Panduan Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama***, (Jakarta: Direktorat Pembinaan Sekolah Menengah Pertama, 2006), h. 64.

⁵ ***Ibid.***

⁶ Nur Mukminatien, "Making A Writing Class Interesting", ***TEFLIN Journal: An EFL Journal in Indonesia***, Vol. 4 Number 2, October 1991.

In proportion to the students' problems in writing, the students of SMPN 3 Amuntai Selatan had also a number of difficulties in writing. First, they made a number of errors in terms of content, organization, language use, and mechanic so that they could not produce good paragraphs. Second, they did not have enough vocabulary, as a result, they could not respond teacher's instruction; they just waited until their teacher translated the instruction into Indonesian. Third, they seldom practiced writing. Fourth, they did not have strong motivation and not interested in learning English. They just kept silent and looked confused when the teacher asked them to do the tasks from the textbook. In addition, most of them said that they did not like writing even in Indonesian because it was very difficult for them. Finally, in the writing process activity, the students never expressed their ideas using systematic stages such as prewriting, drafting, revising, editing, and publishing.

The problems faced by the students above are caused by the following aspects: (1) the teacher does not give a model of writing to write a paragraph that make the students know what to do for writing; (2) the teacher does not provide more portion of time in writing activities compared to the portion of the other skills; (3) the teacher does not use varied and interesting strategies; (4) the teacher does not pay attention to the process of how the students' writings come into being, but he or she just focuses on product oriented; (5) the teacher never holds a conference with the students to discuss the stages they do in producing a piece of writing, which are also able to help them identify the errors and mistakes they make for improvement; and (6) the teacher does not try to find out the appropriate teaching techniques of writing.

Referring to the problems above, the researcher intends to improve the students' ability in writing paragraphs by using the Process Writing Approach. This is based on the fact that the Process Writing Approach can give a positive impact on students' motivation in studying English as well as in developing their writing skill. It means that Process Writing Approach can encourage students to write even in cases where

they may initially be afraid of doing so, for example, fear of making errors. Besides, the approach can also set and increase the students' self-confidence, interest, and self-esteem because they can go through the stages of the process which are not rigid. Students can move back and forth between the stages, perhaps going back to the prewriting stage to add some more material after revising or rewriting a paragraph that they have just drafted.⁷ In addition, the approach can also make the students more involved by actively participating in the learning process that leads to understanding so that they can make sense of the writing activities in their real life and they can be more motivated as well.

B. Discussion

1. The Nature of Writing

To illustrate the explanation of writing, the following definitions can give picture about it. Writing is the complex system people use when transcribing idea into written form.⁸ In other words, writing is putting thoughts and images of the writer into universal symbolism that all readers can understand. In writing, a writer takes a subject idea, or viewpoint, and then molds it to interest readers. That last definition has shown that media is absolutely needed to transfer the idea. In line with definitions of writing, Gebhard proposed things associated with writing; they are word-choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into a coherent and cohesive form.⁹ In addition, writing also includes a focus on audience and purpose, as well as a recursive process of discovering meaning. Based on those preceding

⁷ Regina L. Smalley, et al., ***Refining Composition Skills Rhetoric and Grammar***, (Boston: Heinle & Heinle Thomson Learning, 2001).

⁸ Jeanne M. Stone, ***Cooperative Learning and Language Arts: A Multi-Structural Approach***, (Riverside: Resources for Teachers, Inc, 1990), p. 11.

⁹ Jerry G. Gebhard, ***Teaching English as Foreign or Second Language: A Teacher Self-Development and Methodology Guide***, (Ann Arbor, Michigan: The University of Michigan Press, 2000), p. 221.

definitions, in writer's opinion, writing is a process of putting what the writers think and feeling in order to interest readers read so they can get valuable thing.

2. The Concept of Process Writing Approach

The writing process approach is not really to dissociate writing entirely from written product and to merely lead the students through the various stages of writing process but to construct process-oriented writing instruction that will affect performance. To have an effective performance-oriented teaching programmed would mean that we need to systematically teach students problem-solving skills connected with the writing process that will enable them to realize specific goals at each stage of the composing process.

More clearly, Cooper elaborated that process writing was developed as a major procedure for helping students learn to construct meaning through writing.¹⁰ The Process Writing Approach becomes the foundation for writing instruction today. It is a multistep process through which students gather and organize ideas, write rough drafts, and refine and polish their writing before publishing it. In a process approach to writing, students learn a variety of writing strategies, including ways to gather and organize ideas about a topic, develop introductions or leads that grab the readers' attention, read a rough draft critically, make revisions, and proofread to identify mechanical errors.¹¹

Furthermore, Brown maintains the process approach as an attempt to take advantage of the nature of the writing code to give students a chance to think as they write.¹² He then stated that in a

¹⁰ Sheila Cooper & Rosemary Patton, ***Writing Logically, Thinking Critically***, (New York: Pearson Longman, 2004).

¹¹ Gail E. Tompkins, ***Teaching Writing: Balancing Process and Product***, (New York: Macmillan Publishing Company, 1994).

¹² H. Douglas Brown, ***Teaching by Principles: An Integrative Approach to Language Pedagogy*** (2ndEd.), (New York: Addison Wesley Longman, Inc., 2001).

process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction. Several strategies and skills applied to the drafting/revising process in writing namely getting started (adapting the prewriting technique), "optimal" monitoring of one's writing (without premature editing and diverted attention to wording, grammar, etc), peer reviewing for content (accepting/using classmates' comments), using the instructors' feedback, editing for grammatical errors, "read aloud" technique (in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow of ideas, etc), and proofreading.

Adapted from Shih, Brown wrote that the writers began to develop writing process to writing instruction by employing most of the following:

- a. focus on the process of writing that leads to the final written product;
- b. help students to understand their own composing process;
- c. help them to build repertoires of strategies of prewriting, drafting, and rewriting;
- d. give students time to write and rewrite;
- e. place central importance on the process of revision;
- f. let students discover what they want to say as they write;
- g. give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. encourage feedback from both the instructor and peers;
- i. include individual conferences between teacher and student during the process of composition.¹³

Those statements are relevant to Celce-Murcia that teachers who use the process approach give their students two crucial supports: *time* for the students to try out ideas, and *feedback* on the content of

¹³ ***Ibid.***

what they write in their drafts.¹⁴

According to some experts' opinions in writing, Process Writing Approach comprises some stages. Gebhard divided Process Writing Approach into four stages: prewriting, drafting, revising, and editing.¹⁵ Then, O' Malley and Pierce classified Process Writing Approach into three stages that is prewriting, writing, and post-writing.¹⁶ Furthermore, Tompkins grouped Process Writing Approach in five stages: prewriting, drafting, revising, editing, and publishing.¹⁷ And finally, Vacca & Vacca included Process Writing Approach into four stages, namely prewriting, writing, rewriting, and post-writing.¹⁸

However, all of the opinions above contain similar ideas toward the stages that they are recursive stages, meaning that when students are producing a piece of writing, they can go through between these stages back and forth recursively as they make revisions for the improvement of their compositions. Through these stages, students' skills in writing are generated, built, shaped and developed. By going through these stages, students learn that in producing an acceptable piece of writing needs time and feedback from other people to get it right.

In relation with this study, the process writing stages used are prewriting, writing (drafting), rewriting, and post-writing. In details, the four stages are elaborated as follow.

a. Prewriting

¹⁴ Marianne Celce-Murcia & Elite Olshtain, ***Discourse and Context in Language Teaching: A Guide for Language Teachers***, (Cambridge: Cambridge University Press, 2000).

¹⁵ Jerry G. Gebhard, *loc. cit.*

¹⁶ J. Michael O'Malley & Lorraine Valdez Pierce, ***Authentic Assessment for English Language Learners. Practical Approaches for Teachers***, (Massachusetts: Addison-Wesley Publishing Company, Inc., 1996).

¹⁷ Gail E. Tompkins, *loc. cit.*

¹⁸ Richard T. Vacca & Jo Anne L. Vacca, ***Content Area Reading: Literacy and Learning Across the Curriculum*** (6th ed.), (New York: Addison-Wesley Educational Publishers, 1998).

Prewriting is the getting ready-to-write stage. Thus the time for the writer to decide on the topic and to gather and organize his/her idea.¹⁹ In the authoring cycle, pre writing begins with the children's lives, their reading, and events in the daily life of the classroom. Similar to Tompkins, Gere describes that prewriting is writing and other generative activities which precedes a first draft and describes the strategies such as getting ideas and developing materials which are done in the early stage of writing.²⁰

According to Huckins, prewriting or invention is the stage of generating ideas about the topic in which before someone writes, he or she needs to think about what he or she knows and wants to say.²¹

Ghaith stated that pre-writing, the first stage in the writing process, begins long before the writer puts thoughts into writing.²² The experiences, observations, and interactions that students have prior to entering the classroom have an impact upon what they will write and how they will write it. Within the classroom, pre-writing prompts and activities can be integrated into the writing process as scaffolds by teachers to help students generate ideas for their writing and to practice the thinking skills inherent in the activity.

To initiate thinking and generate possible writing topics, it is important for students to explore ideas for writing topics using a

¹⁹ Gail E. Tompkins, *loc. cit.*

²⁰ Anne Ruggles Gere, ***Writing and Learning***, (New York: Macmillan Publishing Company, 1992).

²¹ Thomas N. Huckins, ***Technical Writing and Professional Communication for Nonnative Speakers of English***, (Singapore: McGraw-Hill, 1991).

²² Ghaitzh, G. February 2002. *Writing: The Nature of Writing Process, Approaches, and Models and Process Writing Activities*, (on line), <http://ghaith.tsx.org>, downloaded on March 22nd, 2012.

variety of pre-writing strategies, such as brainstorming, clustering, and drawing or doodling. Brainstorming is one popular activity in prewriting stage. Gebhard explains brainstorming as an activity in which a topic is introduced by the teacher or students, after which the students call out ideas associated with the topic while the teacher (or a student or two) write the ideas on the board.²³ This can also be done in small groups first, then as a whole class. Raimes described brainstorming as an activity to produce words, phrases, ideas as rapidly as possible without concern for appropriateness, order or accuracy.²⁴ In conclusion, prewriting is an activity in which students produce words, phrases, ideas associated with the topic being discussed as rapidly as possible.

Similar to brainstorming, clustering (or word mapping) is also a popular prewriting activity. Buscemi described clustering as a good way to turn a broad subject into a limited and more manageable topic for a short writing.²⁵ Then Goffman and Berkowitz described clustering as drawing a map of what students have in their thought, using circles, lines, arrows, and words.²⁶ It is a technique aimed at pulling as many different related thoughts out of mind as possible, and as quickly as possible. This activity is more interesting as it allows students to think more creatively in making new associations.

In clustering, it uses free association. To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word or phrase that expresses the broad subject you want to

²³ Jerry G. Gebhard, *loc. cit.*

²⁴ Ann Raimes, *loc. cit.*

²⁵ Santi V. Buscemi, ***A Reader for Developing Writers***, (New York: McGraw-Hill Higher Education, 2002).

²⁶ Linda Watkins-Goffman & Diana G. Berkowitz, ***Thinking to Write: A Composing Process Approach to Writing***, (New York: International Publishing Group, 1990).

write about. Drawing or doodling is another technique of generating ideas. Making pictures, designs, sketches, or cartoons is an excellent way to begin organizing thoughts about a new topic. This is an activity to help tap the "idea part", the right side, of the brain. This activity is often helpful for writers who find themselves blocked that is, experiencing difficulty getting started putting pen to paper.²⁷ All of those techniques can be used in prewriting activities for the students of Junior High School as they are not as difficult as free writing or writing a journal which can create new problems for the students to start with.

b. Drafting

In the drafting stage, according to Harp and Brewer, students invite and refine their compositions which focus on the meaning rather than on the mechanics.²⁸ Here, they create and communicate the meaning, while spelling, punctuation capitalization, and sentence structure should not be emphasized. With the similar statements, Smalley et al., said that while writing their first draft, the students focus on getting meaning down on paper; do not be overly concerned with grammatical correctness.²⁹ In this stage, the students are also given a chance to reread and revise their draft. As they write, they can reread, review, and make revisions on content.

c. Re-Writing

Rewriting is commonly referred to as editing or revising. Revising deals with the content of the written piece. In this stage, writers refine and polish what they have written. According to Calderonello & Edwards revising is a stage where students take a fresh look, rethink, add, delete, or change ideas

²⁷ *Ibid.*

²⁸ Bill Harp & Jo Ann Brewer, ***Reading and Writing: Teaching for Connection***, (Fortworth, TX: Harcourt Brace, 1996).

²⁹ Regina L. Smalley, et al., *loc. cit.*

in their composition, make a revision for meaning, and organize for clarity and coherence.³⁰ They added that revising is not the same as proofreading or editing. It is the chance for students to rethink and change the text-introduction on a paragraph. Revising, they said, involves adding new writing, or cutting out writing, or rearranging what is written, or substituting another way of saying something. Goffman and Berkowitz propose four techniques which can help students revise their draft: (1) read the draft aloud to a friend, (2) read the draft backwards, (3) put the draft aside for a while and do something completely different, and (4) read the draft to yourself and ask yourself the revising questions.³¹

Besides, in this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material of supportive textual material such as quotations, examples, and the like.

d. Post-Writing

The last stage is post-writing stage. It continues any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worthwhile.

When they think that everything is fine, they rewrite the final version neatly to be published. Publishing is very important for students as it provides an opportunity for them to share their writing product with real audiences of their classmates, other

³⁰ Alice Heim Calderonello & Bruce L. Edwards, ***Roughdrafts: The Process of Writing***, (Boston: Houghton Mifflin, 1986).

³¹ Linda Watkins-Goffman & Diana G. Berkowitz, ***loc. cit.***

students, parents, and the community. As they share their writing, students come to think of themselves as authors.³² This can give them a great motivation to be more serious in the coming writing activities. Kirby and Liner (in Vacca & Vacca) give four reasons for publishing students' writing products:

- 1) Publishing gives the writer an audience, and the writing task becomes a real effort at communication—not just writing to please the teacher.
- 2) Publishing is the only reason for the writing to be – important enough for the hard work of editing and proofreading.
- 3) Publishing involves the ego, which is the strongest incentive for the student writer to keep writing.
- 4) Publishing is fun.³³

Stone also maintained that post-writing is all the activities that can be done with a finish piece of writing. It provides students with the opportunity to see that writing is not only for the teacher's eyes.³⁴ The writing can be charted, posted, illustrated, mailed, and included in a newspaper or a magazine, or numerous other alternatives. Tompkins also proposed some ways to share children's writing such as read the writing aloud in class, submit the piece of writing to contests, display the writing as a mobile, record the writing on a cassette tape, read it at a school assembly, display it on a bulletin board, or read it to children in other classes.³⁵

Even though this study concentrates on the process of creating a piece of writing, the researcher also considers the students' writing products. Beside for the matter of publication, it will be used to make a decision on whether the students are

³² Gail E. Tompkins, *loc. cit.*

³³ Richard T. Vacca, Jo Anne L. Vacca, *loc. cit.*

³⁴ Jeanne M. Stone, *loc. cit.*

³⁵ Gail E. Tompkins, *loc. cit.*

already successful in the running cycle or not. It will also be collected in portfolio file for the teacher to know the students' progress in learning writing.

3. The Teaching of Writing at SMP/MTs

English is a required subject of junior high school. As early as 1950, policy makers chose English as a foreign language, which is included in the school curriculum nationwide. According to Huda, the policy makers are aware of important role of English as a tool in the development of Indonesia.³⁶ This policy, according to Nur as quoted by Kam and Wong, is reflected in the 1967 Decree of Ministry of Education and Culture concerning the role of English in high schools (senior and junior high), which is to speed up national development in addition to establishing relationship with other nations and to carrying out its national foreign policy.³⁷ Since then, English becomes an important subject to be taught in junior high school level. The objective of English instruction in secondary school is to develop the necessary skills. The decree stated explicitly that writing is one of language skills to be developed.

Typically, mastering the major skills of language is outcomes of teaching English. Those major skills include listening, speaking, reading, and writing. Writing is also a means of communication, which is urgently taught in *SMP* and *MTs* level. The importance of writing does not lie on its role as a means of communication only but also advantageous for the students.³⁸ Writing activities provide benefits to the students because of several reasons. Raimes (1983) explicitly conveyed that there are three reasons from which people can derive advantageous of writing. First,

³⁶ Nuril Huda, ***Language Learning and Teaching: Issues and Trends***, (Malang: IKIP Malang Publisher, 1999), h. 155.

³⁷ Ho Wah Kam & Ruth Y.L. Wong, ***English Language Teaching in East Asia Today***, (Eastern: Eastern University Press, 2004), p. 179.

³⁸ Bambang Yudi Cahyono & Utami Widiati, "The Teaching of EFL Writing in the Indonesian Context. The State of Art", ***Jurnal Ilmu Pendidikan***, 13 (3): 139-150, 2006, hal. 140.

students apply their knowledge of structures, idioms, and vocabulary while they are writing. Second, they also have an opportunity to explore things with the language. Finally, the students become intensively involved with the new language.³⁹

Based on school-based curriculum (KTSP), mastering writing skill means that students should be able to express meaning of interpersonal and transactional in written form formally or informally. Furthermore, the curriculum has predetermined types of writing texts taught in Junior High School level. They are recount, narrative, procedure, descriptive, and report.⁴⁰

Descriptive and procedure texts are the genre taught in grade seven at junior high school level. Besides being taught in grade seven, descriptive texts are still taught in grade eight of the first semester. Descriptive texts are texts, which list the characteristics of something, and usually deals with the physical appearance of the thing being described.⁴¹ Procedure texts are text types that give the readers instructions for doing something.⁴²

Recount texts are text types that retell past events, usually in the order in which they happened.⁴³ Narrative texts are text types, which aim at constructing a view of the world that entertains or amuse the readers.⁴⁴ Both recount and narrative texts are genre based texts taught in grade eight. Report texts are piece of texts that presents information about a subject.⁴⁵ It usually contains facts about the subject, a description, and information on its parts, behavior, and qualities. This kind of texts is included into genre-based texts given in grade nine of junior high school level.

³⁹ Ann Raimés, *loc. cit.*

⁴⁰ Depdiknas, *op. cit.*, hal.1

⁴¹ Regina L. Smalley, et al., *op. cit.*, p. 61.

⁴² Mark Anderson & Kathy Anderson, *Text Type in English 1*, (South Yarra: Macmillan, 1997), p. 50.

⁴³ *Ibid.*, h. 48.

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*, h. 86.

School based curriculum (*KTSP*) has determined type of texts (genre based) for each grade of junior high school level. However, teachers are not restricted to manage their own schedule in giving the texts type. The curriculum does not strictly tight them. The school-based curriculum allows teachers to exchange type of texts to teach as long as they teach them in the same grade. A teacher, for example, may teach descriptive texts in the second semester of grade eight if they think students are still weak. In short, English teachers have an independency to manage their own class.

4. The Advantages of Using Process Writing Approach

The Process Writing Approach has some strength in teaching-learning writing skill. First, it gives the students an easy way to write a paragraph. Second, it can encourage students to write even in cases where they may initially fear of making errors. Third, it can encourage them to take pride in their writing which as good as they can make it. Fourth, it can provide students with techniques in generating and organizing their ideas and thoughts. Fifth, it requires students to work cooperatively so that they can solve their problem by giving feedback, suggestion, and comment. And finally, it promotes positive, productive teacher feedback rather than judgmental comments.

5. Method

The research design used in this research was Classroom Action Research (CAR) as this research was focused on the teaching and learning activities in the classroom. This Classroom Action Research was intended to improve the students' writing ability by using Process Writing Approach.

6. Research Findings of Cycle 1 and Cycle 2

This study which was action research in nature was intended to improve the seventh graders' ability of writing paragraph at *SMPN 3 Amuntai Selatan* through the process writing approach.

The analysis of the data obtained from the research instruments, namely observation checklist, field notes, portfolio, and questionnaire

showed that on the whole the study already achieved the criteria of success determined. Hence, it can be inferred that the students' ability of writing paragraph was successfully improved.

Concerning the criterion number 1 which dealt with the students' participation in the teaching and learning process, the instruments used were observation checklist and field notes. The result of the data analysis indicated that there were 75% of the students who did at least 9 activities listed in the observation checklist. It means that the criterion was met since it stated that the study was considered successful if there are 75% of the students participate in the teaching and learning process.

The second criterion coped with the students' scores for the final products. The criterion stated that 50% of the students or more should achieve a mean score of at least 65. The result of the data analysis on the students' products in Cycle 1 displayed that the students only obtained the mean score of 60, it means that the criteria is not achieved yet. In the Cycle 2 it found that the mean score is 75. So, the students already obtained the determined score and the study had met the criteria of success.

The last criterion of success which was about the students' responses to the implementation of the process writing approach in their writing class stated that 75% of the students or more should have good response to the implementation of the approach. The instrument used was questionnaire (close- and open-ended). The result of the data analysis demonstrated that the students' responses to each statement were satisfying. It means that the study already met the criterion of success determined. The next figure displays the findings of the study.

C. Conclusions and Suggestions

1. Conclusions

Referring to the findings obtained during the implementation of the Process Writing Approach in two cycles, it can be inferred that the

approach is effective to develop the seventh grade students' ability of SMPN 3 Amuntai Selatan in writing paragraph. The mean score obtained before the approach was implemented was **5.00** and it increased to **7.50** by the end of the second cycle.

The writing ability of the seventh grade students of SMPN 3 Amuntai Selatan developed increasingly from the first cycle to the second cycle. In the prewriting stage, every student actively involved in brainstorming their ideas about the topic they chose. Then, they were also very enthusiastic in organizing their ideas using clustering technique. In the writing stage, they started writing their first draft after the teacher gave a model and explanation. Next, they revised the content and organization of the draft using revising guide questions. In the rewriting stage, the students edited their friends' writing and their own writing. Then, the students were assigned to have a mini-conference with teacher to discuss their problems in writing. In the post writing stage, the students were assigned to write their final writing and then they were asked to read their own final writing or their friends' final writing in the front of the class. This activity was meant to give pleasure for the students in writing activity.

Besides the above advantages, the implementation of Process Writing Approach has given a positive impact on students' interest and motivation in learning English. This can be seen in the post writing stage in which most of the students were very eager to come to the front of the class to read their own final writing and their friends' final writing.

2. Suggestions

Based on the finding of this research, it is suggested for the English teacher of SMPN 3 Amuntai Selatan and the other junior high school English teachers whose students have similar classroom problems, characteristics, and situations with SMPN 3 Amuntai Selatan that the Process Writing Approach could be used as an alternative approach to teach writing skill at MTs/SMP level.

Nevertheless, the English teachers should consider some aspects

in implementing the approach. First, set the time effectively by considering the length of time allotted in every activity. Second, deliver the explanation using clear voice, not too slowly and not too quickly. Third, use Indonesian language if the students find it hard to understand the explanation. Fourth, give a model or an example in every stage so that the students can easily follow the activity. Fifth, provide the students with lists of vocabulary or ask them to always bring dictionary since they still have poor vocabulary. Sixth, distribute high achiever students in each group that they can help their low achiever friends in their group. Seventh, approach and guide students when they work on their tasks. Eighth, in conferencing with students, make the students relaxed and comfortable so that they do not feel to be judged. And finally, be patient since this approach employs a lot of time and activities in every stage of Process Writing Approach.

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