

## **THE EFFECT OF PROCESS AND PRODUCT APPROACHES ON THE STUDENTS' COMPETENCY IN WRITING DIFFERENT TYPES OF TEXTS**

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### **Abstract**

This study aims at finding the effect of process and product approaches to the eighth grade students of SMP Harapan 1 Denpasar on their competency in writing different types of texts. This is an experimental study with post-test only comparison group design using 2 x 3 factorial design. The results of the study are: 1) there is a significant difference of process and product approach on the students' writing competency, 2) there is a significant difference on the students' competency in writing narrative paragraph between process and product approach group, 3) there is a significant difference on the students' competency in writing recount paragraph between process and product approach group, 4) there is a significant difference on the students' competency in writing descriptive paragraph between process and product approach group, 5) there is an interaction between the writing approaches and types of texts.

Keywords : Process Approach, Product Approach, Types of Texts and Writing Competency.

## INTRODUCTION

In English learning, there are four language skills that need to be mastered by the students namely listening, speaking, reading and writing. According to Miller (1998) as cited in Cahyono and Widiati (2011), among all the language skills, writing has a special status in communication activity. It plays an important role in the processes of language learning. Harmer (1998) points out writing skill as an important skill in language learning. It is viewed as a basic communication skill and a unique asset in the process of learning a second language. Writing is considered as a wing of literacy and plays a very important role in today's world. Through writing, one can communicate a variety of message to a close or distant and to known or unknown reader/s. This is used as a medium to exchange the information around the world. In addition, writing also provides students with opportunity to support other learning experiences, as means of recording, assimilating, and reformulating knowledge, and developing and working through his or her own ideas. In other words, writing can be a means of personal discovery, of creativity and self-expression. Writing is also said as an important learning tool because it helps students to understand ideas and concepts better.

Considering the importance of writing for language learners, it needs to be encouraged and nurtured during the language learner course of study. In this case, teachers should be able to choose the most appropriate writing technique for their students.

English program in Junior High School focuses on developing the four language skills. The syllabus contains standard competency of each of the skills. Based on the competencies the students are expected to be able to write different types of texts (narrative, recount and descriptive) accurately and fluently.

In fact, it is not easy to help the students to achieve these writing competencies. In reality, the eighth grade students of Junior High School Harapan I Denpasar faced many difficulties in writing. From the result of observations, it was

found out that the ability to express ideas in writing with reasonable coherence and accuracy was the major challenge for most of the students. Besides that, in terms of finding ideas, it took them a long time to find ideas for their writing. In addition, once they got ideas for their writing, the students were still struggling in putting these ideas in reasonable coherence and accuracy. Problems still occurred in terms of grammar, vocabularies and punctuation. Moreover, writing had a less attention than other skills where it tends to be cut back or relegated to the end of teaching unit or to homework. This was due to the fact that the teacher did not put too much focus on writing since it would not occur on the test. According to the teacher, the writing techniques or the processes were not really introduced. Most of the time, teacher only asked the students to write certain types of texts at the end of the topic one time. There was no clear guidance from the teacher. The students only had a model of text from the previous meeting and a writing topic. There was no brainstorming or other process that could help the students to produce a good writing. The teacher only focuses on the result of the students' writing without paying too much attention on the process. From this fact, it can be concluded that the teacher prefers to use product oriented approach in writing.

Process in writing is very important for the students. Through the process, the students can maximize their writing potential to produce a good writing. Process approach is an approach to writing, where students focus on the process by which they produce their written products rather than on the products themselves, (Onazawa,2010). In this approach, the students are allowed to manage their own writing by giving them chance to think as they write (Brown, 2001). In this case, students convey their messages through the complex writing process; prewriting, drafting, revising and editing

Brown (2001) claims that the process approach is advantageous to students in language learning because students' intrinsic motivation is valued here where they can focus on the content and message of their writing deeper. Language

skills are best learned when students have their own intrinsic motivation. Process approach is also beneficial for students as a process of discovering new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques. Nunan (1991) also affirms that the process approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.

Based on the basic competence in writing above, the students are oriented to be able to produce various types of texts such as descriptive, recount and narrative texts. Teaching various types of texts is very useful in learning English. Students will learn all of the types of texts characteristics where these can enrich the students' knowledge on the language. This fact is supported by Harmer (1998) who states that learning different types of texts can be very useful for all language learners. In order to teach these several types of texts successfully, teachers should be able to choose the most appropriate teaching approach and method. Product approach is widely used in teaching these various types of texts in SMP Harapan 1 Denpasar. From the result of the interview and observation, the teachers preferred to use this approach than others since it is the only approach that they know. In fact, there is another approach which is effective in teaching writing according to some researchers, process approach. However, this approach is not familiar enough to the teachers. Therefore, there is a need to do a research to find out whether this approach is appropriate to be applied in writing all types of texts.

Based on the phenomena above, the researcher decided to conduct a study on investigating the significant effect of the process approach to the students' writing competency especially for eighth grade of Junior High School Harapan I Denpasar. Furthermore, this research also aims at

finding the effectiveness of this writing approach when it is implemented to teach different types of texts (descriptive, narrative and recount).

## METHOD

This was an experimental study by making use of *post-test only comparison group design using 2 x 3 factorial design*. There were 10 classes used as the population and 2 classes used as the sample of the study. One of the classes was assigned as the process approach group and the other one is the product approach. The data were gathered through writing test which was conducted after six meetings of the treatments. The data were analyzed by using Two-Way ANOVA which was assisted by SPSS 15.0.

## FINDINGS AND DISCUSSION

The first Hypothesis testing, there is significant effect of process approach and product approach on students' competency in writing different types of texts. Based on the result of Two-Way ANOVA testing, the count  $F = 82.137$  is higher than the critical table value of  $0.000$   $\alpha = 0.05$  ( $F = 82.137 > F_{\alpha} 0.000 \alpha=0.05$ ). It means the result of this testing,  $H_0$  is rejected and  $H_1$  is received. The second hypothesis, there is a significant difference of students' writing competency in writing narrative paragraph between group of students' taught using process approach and product approach. The students' mean score in writing a narrative paragraph in the process approach is 66.00 and in product approach is 56.46. Therefore, it can be said that the students' narrative writing competency in process approach is higher than in product approach. However in order to find out whether the difference is significant or not statically, t-test is administered. The result of t-test shows that the value of  $t$  is 3.888 and sig value is 0.000. Since the sig value is lower than 0.05, it means that there is a significant effect on the students' narrative writing competency between those who are taught by using process approach and those who are taught by using product approach. The third hypothesis, there is a

significant difference of students' writing competency in writing recount paragraph between group of students' taught using process approach and product approach. The mean score in the process approach is 68.25 and in product approach is 58.17, therefore it can be said that the students' recount writing competency in process approach is higher than in product approach. However, in order to find out whether the difference is significant or not statically, t-test is administered. The result of t-test shows that the value of t is 4.394 and the sig value is 0.000. Since the sig value is lower than 0.05, it means that there is a significant effect on the students' recount writing competency between those who are taught by using process approach and those who are taught by using product approach. The fourth hypothesis, there is a significant difference of students' writing competency in writing descriptive paragraph between group of students who are taught by using process approach and those who are taught by using product approach. The mean score in the process approach is 78.39 and in product approach is 57.20, therefore it can be said that the students' descriptive writing competency in process approach is higher than in product approach. However, in order to find out whether the difference is significant or not in terms of statically, t-test is administered. The result of the t-test shows that the value of t is 10.218 and the sig value is 0.000. Since the sig value is lower than 0.05, it means there is a significant effect on the students' descriptive writing competency between those who are taught by using process approach and those who are taught by using product approach. The fifth hypothesis, there is an interaction between the writing approaches (process approach and product approach) and types of texts (narrative, recount and descriptive) on the students' writing competency. Based on the result of hypothesis testing by Two-Way ANOVA, it is found out that F value is 4.356 higher than critical table value of 0.014,  $\alpha = .05$  ( $F = 4.346 > F_t$ ,  $0.014$ ,  $\alpha = .05$ ). Consequently,  $H_0$  is rejected and  $H_1$  is accepted. It means that there is an interaction between the writing approaches

and type of texts on the students' writing competency.

Based on the result of descriptive analysis, it is found out that mean scores of the students taught by using process approach for all types of texts is higher than those who are taught by using product approach. It indicates that there is a significant effect of process approach on the students competency in writing three types of texts (narrative, recount and descriptive). The mean score for narrative writing is 66.00 while the mean score of the students who are taught by using product approach is 56.46. The result indicates that process approach is better than product approach in helping the students to write a narrative text. For recount writing it is found out that the mean scores of the students taught by using process approach is 68.25, on the other hand the mean scores of the students taught by using product approach is 56.46. It can be stated that process approach is better than product approach in helping the students to improve their ability in writing a recount text. Additionally, for the descriptive writing, it is found out that the mean scores of students who are taught by using process approach is 78.38 and the mean scores of students taught by using product approach is 57.20. This result shows that process approach is also better than product approach in helping the students to write a descriptive text.

From all of the average mean scores above, it is very clear that process approach is consistently better than the product approach. In addition, the result of inferential analysis shows that the difference between the two approaches is significant where the students' mean scores in process approach consistently has better results in all types of texts than in product approach.

The mean scores of process approach group are consistently higher than the product approach because from the application we can see that firstly, process approach gave more opportunities for the students to write. Brown (2001) states one of the advantages of the process approach

is it gives the students chance to think as they write. This thinking process enriches the students' knowledge and ideas. When they have fresh and a lot of ideas, there is a possibility they could produce an original writing which has fruitful ideas. There will be no limitation to put the ideas into the writing. Moreover, the students were also able to delete and add the ideas to make it better. Secondly, in process approach the students' ideas were appreciated. They were encouraged to produce their own ideas without worrying of any mistakes. It can be seen in the drafting process. Brown (2001) explains the students are the creators of language, they need to focus on content and message and the students' ideas are highly valued. This situation make the students feel comfortable where it could lead them to produce any kind of text maximally. Thirdly, from the activity above process approach used a collaborative writing during revision and edition step. According to Nunan (1991), collaborative activity can enhance motivation and developing positive attitudes toward writing. In the activity above, on the peer evaluation on other's work, such as giving comments and responses, the students were motivated and created a better work since they wanted to satisfy their readers. Therefore, a good piece of writing was produced. The last one, in the process approach the students could go back to any stage when they found there was a need to do some corrections and revisions for a better writing. Process approach focuses on the content or ideas, therefore there was a proof that they had high score in writing. Based on Marhaeni's (2005) analytical scoring rubric the content and mechanic have different weight of scoring where the content weight is 7 and the mechanic weight is 3. It shows that ideas is more important than the mechanic. Since, the process approach group has been trained to produce original and fruitful ideas they could gain higher scores in the post-test.

The findings of this study support the related previous studies conducted by other researchers. Belinda Ho (2006) conducted a study on the effectiveness of using the process approach to teach writing

in six Hong Kong primary classrooms. The study found out that process approach brought positive results across all classes and in both the upper and lower levels, though the results in each classroom differed slightly. Foo (2007) did a study on the effect of process approach to writing instruction on the expository essays of ESL students in a Malaysian secondary school. The result of the study revealed that the students who received process oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product centered instruction.

Above it has been explained that there is a significant interactional effect between the writing approaches and the types of texts. In addition, the result of analysis shows that there are both ordinal and disordinal interaction occur between the writing approaches and the types of texts. For recount - descriptive there is a disordinal interaction, for narrative-descriptive and recount - descriptive there is an ordinal interaction. In this case, the students got the lowest scores both in two approaches for narrative. Narrative is a type of texts that can entertain the readers. It contains several imaginary events. There are some generic structures that have to be followed by the writers when creating this text. This text requires imaginative and creative ideas of the writers. Most of the students in this study found it difficult to create a new story which was original and imaginative. Most of them tend to imitate the previous stories. In addition in order to follow the generic structure, the writers needed to write more than the other texts (recount and descriptive). In this case, the students had less motivation when they had to write a long writing text with quite complex generic structures. From the result of the students writing, most of the time they could not describe the events in the stories. This happened due to the lack skills in organizing the ideas and choice of words. However, the students who were taught by using process approach had a better result

than those in product approach for narrative text. This was due to the writing process that they passed. They had more chances to get more creative ideas and could get feedback both from friends and teacher when organizing their ideas.

The students' mean scores in writing a recount text is higher than the mean scores in narrative text. Recount text is a kind of text which presents the past experience in the series of events in detail or it retells the experiences in the past. It does not expose the struggle on how to make them happen. In this case, the writers needed to recall their experiences from their own life. It was much easier than narrative writing since it should be organized in chronological order and the events were facts. All of students had their own experiences either good or bad. Once they knew which experience they had chosen, they knew what to write because the events had passed and they knew the details story. In addition, the focus of the writing most of the time the writer him/herself or others who had been known by the writer, thus writing became much more easier. The students' mean scores in writing a recount text is lower than writing a narrative text in both of the approaches. However, when we compare in detail students' mean scores in process approach is higher compared to the product approach. This is due to the process writing that was done by the students in process approach which gave them more chance to create a better writing.

The students' mean score in writing a descriptive text (78.38) is the highest one compared to narrative (66.0) and recount (68.25) in process approach. On the other hand, the mean score of descriptive (57.20) is higher than narrative (56.46) but slightly lower than recount (58.17). Descriptive text is a type of writing where the writers are intended to create characters of a thing and create atmosphere in a text. Descriptive texts presents an object, feeling, a place or a person in a way that creates a vivid impression in the reader's mind, enabling the reader to readily picture what the writer

is talking about, to gain a rich, comprehensive and detailed sense of what is being described, and to feel that he or she is very much part of the writer's experience, (Cahyono and Widiati, 2011). The students got high mean score in process approach is because in descriptive writing the students already had something to be described, all they needed to do was to find the characteristics in terms of many things depending on the object (size, height, colours, weight, etc). Their job was much easier when they had the thing to be described with them, the pictures or thing they found in the real life. In addition, by following the process approach steps in the students' writing, they had a possibility to create a good descriptive writing.

## CONCLUSION AND SUGGESTIONS

Based on the findings and discussions in the previous section, it can be concluded that :

- 1 There is a significant difference on the students' competency in writing different texts taught by using Process Approach and Product Approach of VIII grade students of SMP Harapan I Denpasar.
- 2 There is a significant difference of students' writing competency in writing narrative paragraph between group of students' taught using process approach and product approach.
- 3 There is a significant difference of students' writing competency in writing recount paragraph between group of students' taught using process approach and product approach.
- 4 There is a significant difference of students' writing competency in writing descriptive paragraph between group of students' taught using process approach and product approach.
- 5 There is an interaction between types of text the writing approaches.
  - a. Since process approach consistently shows a better result in writing

different types of text, it is suggested that teachers can use this approach as one of the alternative approach in their writing class for any type of texts. For the students, process approach can give some benefits for students in their writing competency. It helps the students to brainstorm ideas, organize them in a good piece of writing and help them to create a good final writing. Therefore, students are also expected to use this approach in their writing task since it makes writing much easier. For the researcher, the result of the study provided an empirical evidence of the importance to considered process approach in the teaching of narrative, recount and descriptive types of texts. Further research might need to focus on the issue of other types of texts.

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