

DEVELOPING WRITING SKILL OF GRADE X STUDENTS AT SMA ALKHAIRAAT KALUKUBULA THROUGH PROCESS-ORIENTED APPROACH

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Abstrak

Penelitian ini bertujuan untuk mengembangkan keterampilan menulis siswa kelas X pada SMA Alkhairaat Kalukubula melalui pendekatan berorientasi proses. Ada tiga komponen penulisan yang dievaluasi dalam penulisan sebuah deskriptif teks yaitu pengaturan gagasan, penggunaan tata bahasa dan mekanisme penulisan. Penelitian ini menerapkan sebuah rancangan penelitian tindakan kelas yang terdiri atas dua siklus. Kedua siklus tersebut terdiri dari tiga pertemuan yang mana di dalamnya pendekatan proses diterapkan. Dalam setiap pertemuan ada tiga tahapan proses belajar dan mengajar: kegiatan awal, kegiatan inti dan kegiatan penutup. Ada 25 siswa sebagai subjek studi ini. Untuk mengukur apakah keterampilan menulis siswa sudah meningkat, tes individu dilaksanakan setelah tiga pertemuan di setiap siklus. Hasil tes individu pada siklus 1 menunjukkan bahwa hanya 11 siswa (44%) yang mencapai kriteria kesuksesan. Itu berarti bahwa hasil siklus 1 belum berhasil; siklus 2 lebih meningkat daripada siklus 1. Hanya 4 siswa (16%) yang menunjukkan bahwa tulisan mereka rendah. Itu berarti bahwa 21 siswa (84%) telah memenuhi kriteria ketuntasan. Itu menunjukkan bahwa siswa dapat menghasilkan sebuah teks deskriptif dengan menggunakan pendekatan proses. Mereka bisa menyusun gagasan-gagasan mereka ke dalam paragraf identifikasi dan paragraf deskripsi. Mereka juga bisa menulis kalimat-kalimat dengan mengikuti pola simple present tense dan copula Be present. Mereka pun mampu mengurangi kesalahan mereka dalam mekanisme penulisan. Ini membuktikan bahwa pendekatan ini efektif dalam pengajaran keterampilan penulisan.

Kata kunci: *Mengembangkan, Keterampilan Menulis, Pendekatan Berorientasi Proses*

English as a foreign language consists of four basics language skills, they are listening, reading, writing and speaking. The students have to acquire these skills in learning language process. The language teacher should develop equally the students' ability in these four language skills. If the students have a good mastery in these language skills, they will be able to use English in communication, whether in oral or in written form.

One of the language skills that students have to pay attention more is writing skill. Concerning a need of developing writing skill, School Based Curriculum (KTSP) presents a syllabus for grade X at Senior High School that mandates some indicators of successful teaching writing. The students

must be able to express their thought in a text. The students are expected to produce a text that follows the generic organization of the text. Talking about a text, (SBC) the School Based Curriculum involves the genre approach as a tool in English teaching. That's why, the materials that teacher uses in the classroom related to the contextual language. For senior high school, the curriculum recommends some types of text. They are recount, narrative, procedure, descriptive, and news item.

Based on the researcher's observation in the classroom, there were some problems found. When the researcher taught the writing skill especially in the descriptive text, most of the students found some difficulties. They got difficulty in organization of their ideas,

mechanics, and grammatical use. In organization of their ideas they got confused to arrange their ideas due to the generic structure of descriptive text. In mechanics, they always wrote the words like how they pronounced them or wrote the words in wrong spelling, they also sometimes wrote a text without paying attention to the punctuation and capitalization. For grammatical use, simple present tense is one of the language features of descriptive text, here, the students were sometimes confused when the researcher asked them to make the sentences of simple present tense. Their problem was the using –*es* or –*s* of the verbs after subject *she*, *he*, and *it*, such as: *the earth go round the sun, she get up at 06.00 o'clock every morning*. Then, they also got problems in using *am*, *is*, *are* as copula BE. Besides, they were lack of vocabulary and they could not identify the parts of speech, so they got difficulty in writing their ideas. Furthermore, they had to use a dictionary to write something.

The teachers of SMA Alkhairaat Kalukubula usually guided the students to write by imitating the model of text. The teacher applied a product approach to teach writing. This approach was primarily concerned with correctness and form of the final product. The teacher only concentrated on the product of the students' work without paying attention to the process of writing itself. This approach failed to recognize that ideas were created and formulated during the process of writing. So, the students still had many problems in organizing their ideas, mechanics, grammar in use, and so on.

There were some factors that made the students get difficulty in writing skill. It could be caused internal and external factors. Internal factors included motivation, interest, and intelligence, while external factors consisted of learning materials and teacher's performance including the teaching method, approach and technique. The teaching method, approach and technique were used by the teacher had often been said to be the cause

of success or failure in language teaching and learning.

Considering those conditions, the researcher chose the Process-Oriented Approach to develop the students' English writing skill because it was believed to set and increase the students' confidence, interest, and motivation. It can also make the students more involved in the learning process that led them to understand the lesson so that they can make sense of the writing activities in their real life.

Process-Oriented Approach is one of the approaches in teaching writing skill that can help the students to overcome their problem in writing a descriptive text. It concerns of how ideas are developed and formulated in writing. This approach consists of some steps that emphasizes on the learning process. The Process-Oriented Approach guided the students from the process of generating idea (process of writing ideas that related to the topic), drafting (process of putting the ideas into some sentences or into some paragraphs), responding (process of giving feedback from the teacher to the students' writing), revising (process of checking the ideas whether they are clear and related each other or not), editing (process of tidying up the text that focus to the grammatical use and mechanics), evaluation (process of evaluating the students' writing), until publishing (process of appreciating the students' work). That's why, Harmer (2002:326) explains that many educators advocate to use a Process-Oriented Approach in teaching writing skill. Because by spending time with pre-writing phases, drafting, revising, editing, and finally producing a finished version of a Process-Oriented Approach that aims to get the heart of the various of writing skill. So, by following the process of the approach, the researcher believed that this approach eased the students' frustration in writing task. Then, they enjoyed in writing an English text.

Writing Objectives

There are three objectives of this writing. First, the writing is made to be a scientific accountability. Second, this writing is made to share knowledge. The last, it is made as one of requirements of study completion.

Writing Skill

Writing is a complex process that allows the writer to explore ideas and make them visible and concrete. Tribble (1996: 160) expresses that writing is defined as a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Besides, Freedman and Pringle (1980: 177) also described that writing is regarded as a creative process that involve perception, linguistic, and cognitive complexity in which meaning are made through the active and continued involvement of the writer with the unfolding text.

Components of Writing Skill

A good writing requires some components that have to be considered well. Those components are organization of ideas, content, grammar in use, vocabulary, and mechanics. Heaton (1989: 135) has analysis attempts to group the many and varied skills necessary for composing a good piece of writing into five components. They are:

- a) Language use: the ability to write correct and appropriate sentences;
- b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling;
- c) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;

- e) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Evaluating Students' Writing Skill

To know the result of the students' task in writing, the teacher must give an evaluation. From the evaluation, the teacher can identify a good writing of their students.

According to Peha (2003), good writing has all of these qualities:

- a) Ideas that are interesting and important: ideas are the heart of the writer's piece – what he is writing about and the information he chooses to write about it.
- b) Organization that is logical and effective: organization refers to the order of the writer's ideas and the way he moves from one idea to the next.
- c) Voice that is individual and appropriate: voice is how the writer's writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved? Voice is the expression of his individual personality through words.
- d) Word choice that is specific and memorable: good writing uses just the right words to say just the right things.
- e) Sentence fluency that is smooth and expressive: fluent sentences are easy to understand and fun to read with expression.
- f) Conventions that are correct and communicative: conventions are the way we all agree to use punctuation, spelling, grammar and other things that make writing consistent and easy to read.

Process Oriented Approach

Process-Oriented Approach is an approach in teaching writing that emphasizes on the stages of writing process than the final product. The Process-Oriented Approach states that writing is a generative process where a writer defines what he/she wants to

say to the readers and determines how she/he is going to present it. (Chen, 1999: 19). Then, Reyes (1991: 291) adds that the process begins with something students feel at heart. Furthermore, process oriented instruction has been used in many classrooms across the country with different types of learners, implemented by different types of interpretations and teaching styles.

Stages of Process Oriented Approach

In developing writing, the students should be guided through the stages of writing. They need models of good writing skill. Florio-Ruane and Dunn (1987: 50-83) express that some stages of this approach include some amount and type of planning, drafting, revising and editing, and sharing or publication.

Descriptive Text

In descriptive text, the writer is generally required to describe people, animals, place, and things. The description may take a form of a personal impression or purely imaginary. Furaidah et al. (2007: 2.11) explain that descriptive text is a paragraph which consists of three important qualities such as dominant impression, mood, and logical development. It is used to give vivid details of an object either it is a person, place or thing. It includes details that appeal to the five senses: sight, taste, touch, smell, and hearing. In a descriptive text, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader.

The Language Features and Generic Structure of Descriptive Text

Sudarwati and Grace (2007: 133) explain the generic structure, the language features, and the model of descriptive paragraph. The generic structure of descriptive text consists of identification and description.

- 1) Identification: mention the name, occupation, profession, career and special participant.
- 2) Description: mention the physical features, the way he/she dresses, his/her personality and also mention the part, quality, and the characteristics of the subject being described.

The language features of this text are:

- 1) The use of adjectives and the compound adjectives (e.g. *attractive, beautiful, wavy-hair, long-legged*)
- 2) The use of linking verbs (e.g. *She always appears young, she looks beautiful, the milk tastes so sweet*)
- 3) The use of attributive *has* and *have* (e.g. *She has a wavy-hair, they have bald-headed*)
- 4) The use of simple present tense (e.g. *He lives in Palu, She likes grayish-haired, They come from Semarang*)
- 5) The use of degree of comparison (e.g. *She is taller than me, He is more handsome than me*)

Paragraph of Descriptive Text

Debby Putti

Debby Putti is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. She is 17 years old. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng. Debby became a famous model when she won the competition of Teenage Model 2005 and YTV Jrang-Jreng 2004.

Debby is brown-skinned. She is tall and slender. Debby has wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles. She likes wearing a cotton jacket and a T-shirt. She always wants to feel relaxed. She is neat and well dressed. Debby is a cheerful and friendly girl. Everybody likes her because she is humorous and creative girl. She gets on well with other people and she never forces her opinions on others. But sometimes Debby is short-

tempered when she loses her personal things. Her hobbies are cooking Japanese food, shopping and singing. Debby has a beautiful voice and her favorite singer is Nindy.

Teaching Writing Skill through the Process-Oriented Approach

In this approach, the students are taught how to plan a writing, draft, revise, edit, and publish. Graham, S., and Perin, D. (2007: 19) describe that the process-oriented approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction. The overall effect of the process writing approach was small to moderate, but significant.

Classroom Implementation

In conducting the learning and teaching process of implementation POA, the teacher has to follow the stages of POA. There is a more complete description that proposed Richards and Renandya (2002: 316-319). Process-Oriented Approach as a classroom activity incorporates the four basic writing stages - planning, drafting (writing), revising (redrafting) and editing—and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.

The Advantage and Disadvantage of Process-Oriented Approach

Before choosing and applying a kind of approach, a teacher should know well about the approach. It is better for the teacher to

evaluate the advantages and disadvantages of the approach. There are some advantages of the process-oriented approach stated by Xiaochun (2007: 99):

- 1) It will help the students to improve writing proficiency ;
- 2) It will be very flexible and help the students to develop their divergent thinking;
- 3) It will help the students to develop their other abilities, like how to give favorable comment, how to analyze a composition and how to find out mistakes.

Meanwhile, there are also the disadvantages of process approach. They are that first, they often regard all writing as being produced by the same set of processes; second, they give insufficient importance to the kind of texts writers produce and why such texts are produced; and third, they offer learners insufficient input, particularly, in terms of linguistic knowledge, to write successfully (Badger and White, 2000: 153).

METHOD

Research Design

This study was based on the problem found in a particular classroom. It was conducted in the classroom. That's why, the researcher conducted a (CAR) classroom action research.

Setting and Time of the Research

The research was conducted at SMA Alkhairaat Kalukubula. It is located on jalan Guru Tua, Desa Kalukubula, Kec. Sigi Biromaru, Kab. Sigi, Sulawesi Tengah. The subjects of this study was grade ten students in academic year 2012/2013, class tenth B. The time of this study was started from 21 January, 2013 to 12 February, 2013.

Research Procedures

The procedures of the research followed the research design. The design was adapted

from Kemmis and Mc. Taggarts' model, which consisted of planning, implementing, observing, and reflecting.

Planning

A careful preparation was done before doing the action. There were some activities in planning. They were (1) designing the lesson plan, (2) preparing research instruments, and (3) preparing the criteria of success.

Designing the Lesson Plan

The researcher designed a lesson plan for three meetings. The first meeting was for showing the model of descriptive text, idea-generating. Second meeting for drafting, revising and editing. The last meeting for final drafting, evaluation and publishing.

Preparing Research Instruments

The researcher employed some instruments for data collection as follows:

- 1) Observation Sheets
- 2) Field Notes
- 3) Questionnaire
- 4) Evaluation Form

Preparing Criteria of Success

In this research, it used one criteria of success. It was 70% of the students or more were able to write a descriptive text with the score of 70 or more than 70. The students should get minimal 70 as individual score.

Acting

Implementation was stage in which the researcher did the action in the classroom. The action was teaching writing a descriptive text through Process Oriented-Approach which was designed from the lesson plan in the planning stage. The action was implemented to grade ten students of SMA Alkhairaat Kalukubula. The researcher herself acted as the teacher and one of the English teachers of the school observed the

implementation of the teaching and learning process.

Observing

Observation was an activity of collecting data. It was conducted simultaneously with the implementation. While the researcher taught the writing skill by using process-oriented approach, the collaborator observed. The observation was carried out by utilizing the research instruments.

Reflecting

When the criteria of success was achieved, it meant that the action was successful and the next cycle did not need to be carried out. On other hand, when the criteria of success was not achieved yet, the researcher and the collaborator planned the next cycle by doing some revisions and modifications on the action.

Technique of Data Analysis

The data was collected and analyzed qualitatively and quantitatively. It meant that the researcher combined between qualitative and quantitative technique in analyzing the data.

FINDINGS AND DISCUSSIONS

Cycle 1

Planning

Before the teaching and learning activities were conducted in the classroom, some preparations and discussions were carried out. The preparation dealt with the action to be done, which included the preparation of the lesson plan and some instruments to get the data.

The Implementation of the Plan

a) Meeting 1

Meeting 1 was conducted on Monday, January 21st, 2013, at the second and the third periods.

1. Preactivity

The researcher entered the class and greeted the students. The researcher checked the students' attendance to know how many students would follow the lesson and how many students would miss it. Then, the researcher introduced the descriptive text. After that, the researcher explained the instructional objectives and the activity that will be done in the teaching and learning process. After that, the teacher asked the students to sit in groups. Each group consisted of 5 students.

2. While activity

In this activity, the researcher showed a model of descriptive text. Then, the students listened the researcher's explanation about the generic structure and the language features of the descriptive text. After that, the researcher explained the steps of the POA and the components of writing. Then, the students were asked to ask if there was something unclearly. Afterwards, the researcher offered a topic of descriptive text for the students, it was about describing a place. In describing place, they tended to describe some places in their school. Because there were 5 groups, so only 5 places were supported to described, they were mosque, office, library, computer laboratory, and canteen. After finding the topic, the researcher showed how to generate ideas through brainstorming in the whiteboard. Then, the students in every group wrote their ideas in words and phrases that related to their own topic. To make them easy in arranging their ideas into sentences, the researcher gave them some questions

3. Postactivity

Before ending the meeting, the researcher asked the students' problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. At last the researcher suggested the students to answer all of the guided questions at home. They had to answer the questions in sentences.

b) Meeting 2

Meeting 2 was conducted on Tuesday, January 22nd, 2013, at the fifth and sixth periods.

1. Preactivity

The researcher entered the class and greeted the students. The researcher checked the students' attendance to know how many students would follow the lesson and how many students would miss it. Then, the researcher motivated the students by relating what they have learned at the first meeting.

2. While activity

Before drafting the students' ideas into two paragraphs, the students listened to the researcher's explanation about the generic structures and the language features of descriptive text again briefly. In explaining the generic structures, the researcher emphasized that the first paragraph was identification and the second was description. The researcher suggested them to focus first on identification and then move to description. After that, the researcher also reexplained the components of writing and the steps of POA briefly.

Before drafting their ideas, the researcher asked them to focus the organization of ideas. Then, the students did drafting their ideas. Some guided questions were given to the students in previous meeting make them easier to compose the descriptive text. After drafting, the researcher did responding or checked the students' drafts. Afterwards, the students did revising and editing. In revising, the students focused to revise the organization of ideas, how their ideas became clearer for the reader.

3. Postactivity

Before ending the meeting, the researcher asked the students' problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. At last, the

researcher suggested the students to prepare the final draft.

c) Meeting 3

Meeting 3 was conducted on Monday, January 28th, 2013 at the second and the third periods.

1. Preactivity

The researcher entered the class and greeted the students. The researcher checked the students' attendance to know how many students would follow the lesson and how many students would miss the lesson. Then, the researcher motivated the students by reminding them about the previous lesson.

2. While activity

Before asking them to publish their writing's product, the researcher asked them to write the final draft of their own descriptive texts. They rewrote their drafts after getting responding or correction from the researcher.

Then, the researcher collected the students' final drafts to be evaluated. After that, the students were asked to publish their writing by reading it in front of the classroom. The researcher pointed one of the members of each groups. The researcher asked the students to pay attention and listen carefully what their friends presented in front of the classroom.

3. Postactivity

Before ending the meeting, the researcher asked the students' problem during the teaching learning process. Then, the students were asked to conclude the materials. At last the researcher asked the students to practice what they have learned in the teaching and learning process. The

researcher suggested them to prepare themselves to face a test in the next day.

Test

After the students practiced to write a descriptive text for three meetings, the students were tested individually. The individual test was conducted on January 29th 2013. The test was in the form of written test. They had to write two paragraphs of descriptive text. It was about describing their own house. Then, they had to write it by considering the appropriate generic structure and language features of descriptive text.

Results of Test

Based on the data, the average score of all the students was 64.68. It was recognized that there were 11 students (44%) who obtained the score of the assessed components of writing skill (text organization, grammar, and mechanic) that met the criteria of success, 70.00. On the other hand, the rest of 14 students (56%) did not yet obtain the average score of the three assessed components that met the criteria of success, 70.00.

Reflection

Based on the data collection from the observation, field notes and the result of writing assessment, the researcher and her collaborator reflected the action. In the table 4.4, there were 14 students (56%) who obtained scores in written test did not meet the criteria of success yet. The researcher and her collaborator carried out a reflection based on the data and information that had been collected for four meetings. Both of them revised planning that should be implemented in cycle 2.

Cycle 2

Revised Planning

Aspects	Cycle 1	Cycle 2
The way of grouping	The students produced a piece of writing in each group. The students shocked in doing the test individually.	The students produced an individual writing but still sitting in the group. The students had an experience of writing individually when doing the test.

Time management	The teacher did not manage the time well in every meeting	The teacher managed the time well in every meeting
Components of writing	The students ignored the mechanics.	The students were expected to focus to the three components of writing.
Responding stage	The teacher only showed the students' mistakes in their drafts. The teacher did not explain the students' mistakes.	The teacher showed the students' mistakes in their drafts The teacher explained the students' mistakes.
Test	The teacher did not remind and explain the generic structures and language features of descriptive text before doing the test.	The teacher reminded and explained the generic structures and language features of descriptive text before doing the test.
Factors affecting the difficulties in writing.	The teacher ignored the factors.	The teacher tried to overcome and minimize the factors.

Implementation of the Plan

a) Meeting 1

Meeting 1 was conducted on Monday, February 4th, 2013, at the second and the third periods.

1. Preactivity

The researcher entered the class and greeted the students. She checked the students' attendance list. The researcher told to the students briefly about the learning objectives that were going to gain during the action run in the classroom. The researcher then asked to the students to sit in their group.

2. While activity

In this activity, the researcher showed a model of descriptive text. Then, the students listened the researcher's explanation about the generic structure and the language features of the descriptive text. After that, the researcher explained the steps of the POA and the components of writing. Here, the researcher reminded them about how to write a text in a good organizing and a correct mechanics. Afterwards, the researcher offered a topic

for students, it was about describing person. After finding a topic, the students did generating ideas through brainstorming. To make them easy in arranging their ideas into sentences, the researcher gave them some questions.

3. Postactivity

Before ending the meeting, the researcher asked the students' problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. The researcher then suggested to the students to learn more about the material given.

b) Meeting 2

Meeting 2 was conducted on Tuesday, February 5th, 2013, at the fifth and the sixth periods.

1. Preactivity

The researcher entered the class and greeted the students. She checked the students' attendance list. The researcher explained to the students briefly about the learning objectives that were going to gain during the action run in the classroom. The

researcher reminded them the materials that given in the last meeting.

2. While activity

In this activity, the students did drafting their ideas into two paragraphs. After drafting, the researcher did responding or checked the students' drafts. Before asking them to revise and edit their first draft, the researcher reexplained about the three components of writing to minimize some mistakes that found in responding. Afterwards, the students did revising and editing. In revising, the students focused to revise the organization of ideas, how their ideas became clearer for the reader and how their ideas related each other. If there were some corrections in responding stage, the students had to rewrite the text in right way. For example, they edited the grammatical use (the use of simple present tense, to be present, etc.) and mechanics (capitalization, punctuation, and spelling). After tidying up their texts, they prepared their writings for final draft.

3. Postactivity

Before ending the meeting, the researcher asked the students' problem during the teaching learning process. Then, the researcher asked the students to conclude the materials. At last, the researcher suggested the students to prepare the final draft.

c) Meeting 3

Meeting 3 was conducted on Monday, February 11th, 2013 at the second and the third periods after having flag ceremony.

1. Preactivity

The researcher entered the class and greeted the students. The researcher checked the students' attendance to know how many students would follow the lesson and how many students would miss the lesson. Then, the researcher motivated the students by reminding them about the previous lesson.

2. While activity

The researcher asked the students to write the final draft of their own descriptive texts. After that, the researcher collected the students' final drafts to be evaluated. In evaluating process, there were three components of writing that had to be evaluated, they were text organization, grammar in use, and mechanics. After evaluating the students' writing, they were asked to publish their writing by reading it in front of the classroom.

3. Postactivity

Before ending the meeting, the researcher asked the students' problem during the teaching learning process. Then, the students were asked to conclude the materials. At last the researcher asked the students to practice what they have learned in the teaching and learning process. The researcher suggested them to prepare themselves to face a test in the next day.

Test

After giving treatment for 3 meetings, the students were tested individually. The individual test was conducted on February 12th, 2013. The test was in the form of written test. They had to write two paragraphs of descriptive text. It was about describing their mother. After that, they had to write it by considering the appropriate generic structure and language features of descriptive text. In addition, before having a test the researcher explained the generic structures and language features of descriptive text.

Results of Test

The data showed that the students' writing skill were developed. It meant that their mistakes in the three components of writing were decreased. There were 4 students (16%) got the score below the minimum achievement standard. Twenty one students (84%) had fulfilled the criterion of success.

Reflection

Based on the three meetings in cycle 2 the researcher and her collaborator made reflection. Based on the observation sheet and

field notes analysis of implementation of the Process-Oriented Approach in three meetings, the researcher and the collaborator reflected that this approach could be implemented to reduce the students' problem in writing of descriptive text dealing with text organization, grammar in use and mechanics.

As what was stated above, the students' score in individual test of cycle 2 was success. There were 84% of students had fulfilled the criterion of success. Only four students did not meet the criterion of success. The researcher and her collaborator decided to stop the action.

CONCLUSION AND SUGGESTIONS

Conclusion

Process-Oriented Approach is effective to develop the students' writing skill.

Suggestions

1) For the students

The students that they should write a text individually and as a consequence they can produce the text. By doing that, their writing skills are developed.

2) For the teacher

The English teacher should guide the students to do the task in expressing their ideas in written form and should provide the time for students to discuss their difficulties in writing process.

3) For the schools

During conducting the research, the researcher got difficulties in facilities for the learning and teaching process. There was not in-focus media that available in the classroom. So, party of the school should provide the electronic circuits and media that are very useful and needed by the students to make them easier and more interested in joining the lesson.

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