The Implementation of Process Based Approach in Teaching Writing on The Tenth Grade Students in Senior High School

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Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan Pendekatan Berbasis Proses dan masalah yang dihadapi oleh guru oleh guru bahasa Inggris dalam pengajaran menulis pada siswa kelas sepuluh di SMAN 4 Singaraja. Metode yang digunakan adalah metode penelitian deskriptif yang menggunakan teknik observasi dan wawancara. Hasil dari penelitian ini adalah seorang guru bahasa Inggris menggunakan lima tahap pendekatan berbasis proses dalam mengajar menulis yaitu: pra-menulis, menyusun, merevisi, mengedit, dan menerbitkan. Kemudian, terdapat tiga indikator yaitu: kurangnya pendekatan berbasis proses, kemampuan mengajar, dan kebiasaan mengajar. Pertama, adalah pelaksanaan tahap revisi dan editing yang masih kurang. Kedua, keterbatasan waktu membuat sebagian besar siswa mengalami hambatan. Ketiga, kebiasaan guru dapat mempengaruhi karakter dan kemampuan siswa. Itulah hasil penelitian bahwa masih banyak teknik dan cara untuk menerapkan kelima tahapan tersebut dan juga masih terdapat beberapa kendala dalam penerapan pendekatan tersebut.

Kata kunci: Pendekatan Berbasis Proses, Pengajaran Menulis, Pembelajaran Jarak Jauh

Abstract

In the learning process, language is one of the most important communication tools for humans in conveying messages, feelings, and ideas from every human being (Dutta, 2020). Language also helps a person to form a word, clause, and sentence as the main communication tool. In addition, language can also be divided into four parts which are the basic skills of language, especially English, namely listening, speaking, reading, and writing. This study aims to analyze the implementation of the Process-Based Approach and the problems of it faced by English teachers in teaching writing to tenth grade students. The method used is descriptive research method using observation and interview techniques. The result of this study is that an English teacher uses a five-step process-based approach in teaching writing namely: pre-writing, compiling, revising, editing, and publishing. Then, there are three indicators, namely: lack of a process-based approach, teaching ability, and teaching habits. First, is the implementation of the revision and editing stages are still lacking. Second, time constraints make most students experience obstacles. Third, the teacher's habits can affect the character and abilities of students. That is the result of the research that there are still many techniques and ways to apply the five stages and also there are still some obstacles in the application of the approach.

Keywords: Process Based Approach, Teaching Writing, Distance Learning

1. INTRODUCTION

In the learning process, language is one of the most important communication tools for humans in conveying messages, feelings, and ideas from every human being (Dutta, 2020; Sarfraz et al., 2015; Wei et al., 2018). Language also helps a person to form a word, clause, and sentence as the main communication tool. In addition, language can also be divided into four parts which are the basic skills of language, especially English, namely listening, speaking, reading, and writing (Aydoğan & Akbarov, 2014; Hamed et al., 2022; Zaretsky, 2020). Of the four basic skills, writing is the most important part, it is more complicated and complex to learn (Imelda & Astuti, 2019; Kaya & Ateş, 2016; Winarni et al., 2021). The writing is more complicated to implement because this skill is more complex than other skills (Farahian et al., 2021; Yildirim, 2014). In addition, according to native speakers, writing is a skill that is difficult for most students to apply because there is a

sentence structure in writing (Saputra, 2015; Setyowati & Sukmawan, 2016). From learning to write, students are more trained and structured in terms of creativity and understanding. Writing is an important skill for people, especially students. It can be seen from previous research which states that writing has an important role in the future for students because in the world of higher education, writing is also needed, in the world of work writing is also very necessary (Klimova, 2012; T. Sun & Wang, 2020). Therefore, writing requires many processes to be learned and understood by everyone, especially students.

Based on the explanation of the writing ability above, it is also influenced by the English teacher. English teachers have an important role in teaching writing (Nartiningrum & Nugroho, 2021; Setyowati & Sukmawan, 2016). It can be seen from the characteristics of complex writing skills, this skill requires an appropriate teaching method that is able to provide the right stages. Process based approach is one approach that focuses on the learning process, especially writing (Imelda & Astuti, 2019; Onozawa, 2010). This approach provides space for students to express feelings and ideas in written form. From this approach, there are five stages based on writing skills (Mehr, 2017; Rusinovci, 2015) namely: pre-writing, drafting, revising, editing, and publishing. In pre-writing, the teacher provides knowledge about the material provided through brainstorming which aims to strengthen and expand students' ideas. In drafting, the teacher uses a mind mapping technique that aims to help students describe and describe their ideas. In revising, the teacher helps students in revising through guidelines and proofreading with their friends. In editing, the teacher provides opportunities for students to improve their own writing. Finally, in publishing, students are asked to publish through social media. These five stages are part of teaching writing for students in writing learning which can provide a process that starts with the basics in writing until the end of the writing.

English teachers in teaching writing usually use a teacher-focused approach followed by the materials delivered, which is commonly called the traditional approach (Dimitrios et al., 2013; Noge, 2019; Syawaluddin & Iswari, 2015). This approach is not the same as the results of preliminary observations that have been carried out at SMAN 4 Singaraja. The approach found is a student-focused approach using a process based approach. In addition, learning is currently implementing distance learning due to the spread of COVID-19 which makes learning also focused on students (Argaheni, 2020; Dong et al., 2020; Suputra, 2021). This is aimed at preventing the current spread of the virus, turning face-to-face learning into distance learning, and reaching students in various regions based on government regulations (Dhawan, 2020; Fitria, 2020; Shodiq & Zainiyati, 2020). However, before the pandemic and this rule, English teachers also used a process based approach as a method of teaching writing because students also still need a process to explore and master writing skills. However, the English teacher also continued to use this approach in situations like this because the current situation requires a lot of time to learn writing in a process.

Distance learning applied by English teachers made the application of a process based approach not conducive. Although writing learning focuses on students, students also need gradual guidance from the teacher (Imelda & Astuti, 2019; Karaca & Uysal, 2021; T. Sun & Wang, 2020). That was because when there is no distance learning, the teachers needed a lot of time in applying the five stages of the process based approach. However, after distance learning, implementation is still carried out but implementation time is often limited. This creates a lack of material and practice in teaching writing to students. This also results in a lack of feedback from the teacher because there is limited time during the teaching process through distance learning. Therefore, students have difficulty in managing writing learning independently.

Process based approach has positive impact on students' writing competency (Asriati & Maharida, 2013; Sukanaya, 2020). In this study, students were able to apply each stage in

a process based approach, starting from pre-writing, drafting, revising, editing, and publishing to improve their writing skills mechanically. With this approach, students can explore to choose ideas related to the material. On the other hand, their abilities can increase because they are free to express themselves in writing learning because this approach provides a free atmosphere in expressing their ideas (Imelda & Astuti, 2019; Lai et al., 2019). This is done by using brainstorming as a technique for developing students' ideas. This technique is also able to expand students' knowledge in determining ideas in writing. Therefore, the process based approach can improve students' writing skills and students' confidence in writing because of the freedom in learning writing (Cheng, 2021; B. Sun & Fan, 2022). The findings of previous studies also state that a process-based approach can help students in learning (Gafur, 2020; Imelda & Astuti, 2019; Irawan, 2017).

The researcher chose an English teacher at the school because he used a process based approach as a method of teaching writing before and now. Previously, during face-to-face learning, English teachers did apply a process-based approach to teaching writing because this approach can provide learning writing in a process. However, currently learning is carried out by communicating online, in other words applying distance learning. From this, it certainly gives rise to a different learning than before. Based on the problem and applying a process-based approach at SMAN 4 Singaraja, this research aims to apply a process-based approach to writing learning in distance learning. From that, the next goal is to find out what problems English teachers face when using a process-based method to tenth graders in teaching writing.

2. METHODS

This research used qualitative descriptive research methods that were primarily focused on content problem solving, data presentation, and data completion rather than statistical analysis (Palmer & Bolderston, 2006). Therefore, the researcher used this method to find out how the teacher implemented the process based approach in teaching writing and what the problem of implementing the approach was faced by an English teacher in teaching writing (Huberman & Miles, 2012). In this study, the researcher used two techniques of collecting data, those are: Observation and interview. The researcher also used several instruments to collect the data, namely: researcher, observation sheet, and interview guide. The first instrument is the researcher itself because the researcher is the person who observed and interviewed the subject and the object of this study. In other words, the research is an important instrument where this research is carried out by the researcher himself. The second instrument is observation sheet which is used to answer the first research question that is to find out how the implementation of process-based approach in teaching writing by English teacher. The third instrument is an interview guide which is used to answer the second research question that is to find out the teacher's probem in implementing the process based approach through distance learning.

This study was conducted at the one of favorite school in Singaraja that is SMAN 4 Singaraja. This school is located in Buleleng Regency. In supporting the data, the researcher used a subject and objects to complete the data of this study. In this study, the subject that is used by the researcher is an English teacher at SMAN 4 Singaraja. And the objects of this study are the implementation of process based approach and the problem of implementing process based approach by an English teacher. Those objects referred to the process based approach itself. After collecting the data, the researcher analyzed the data by using qualitative analysis, those are: data reduction, data display, conclusion and verification (Huberman & Miles, 2012). The data that has been obtained and has been analyzed, the researcher checks

with triangulation data to check its validity (Carter et al., 2014). Researchers used two types of triangulation data, namely investigator and theory triangulation.

3.   RESULTS AND DISCUSSION

Results

In this study, researchers have obtained data from three classes, namely MIPA 5, MIPA 6, and IPS 3 based on research questions. Data were obtained through two techniques, namely observation sheet and interview guide. The results of the data obtained using the observation sheet is the first research question, namely how the Process-Based Approach is implemented by the English teachers in teaching writing on the tenth-grade students. Then, the data obtained from the interview guide is the second research question, namely the problems of implementing Process-Based Approach faced by English teachers in teaching writing on the tenth-grade students at SMAN 4 Singaraja. The two data that have been obtained can be seen in the tables below.

Table 1. The Result of Observation Sheet

No	Indicators	Observation Result
1	Pre-writing	Students are given materials about "The Technology in My Life" by the teacher through *brainstroming technique*.
2	Drafting	Teacher gave an explanation about how to generate the ideas, made a draft, and develop the draft into a text through *mind maping*.
3	Revising	Teacher gave a guideline to do proofreading of the text.
4	Editing	Teacher asked students to fix the text.
5	Publishing	The teacher asked students to publish the text in the form of writing, or text compiled into a short video.

Based on the table above, the English teacher uses these five stages to teach writing to grade 10 MIPA 5, MIPA 6, and IPS 3. In the first stage, pre-writing, the teacher gives a material about "The Technology in My Life" in learning. Report Text in the meeting through distance learning. In delivering material to students, the teacher uses a brainstorming technique to expand students' knowledge and thoughts in understanding the given topic. Topics related to technology are described in the material displayed. With this technique, students are able to train their minds to look for ideas related to the specified topic. Then, students were asked to prepare themselves to write based on the material and understanding of the Report Text learning. In the second stage, drafting, the teacher distributes to students several sub-topics related to the material. At that time, students were asked to learn to write a draft of the ideas they got from the sub-topic. At the time of drafting, the teacher monitors students and explains using mind mapping through powerpoint. This mind map aims to help students to process the ideas they have to be poured into their writing. After making the draft, the teacher asked the students to develop it again into a report text. In making report texts, the teacher also continues to guide students to conform to the generic structure of report text. In the third stage, revising, the teacher provides a guide to assist students in revising the report text that has been made. In the guide, there are points concerning the content of the report text according to the material. In the fourth stage, editing, the teacher asks students to revise their report text based on the revision that has been done. Improvements can be made by improving the sentence structure in the content of the text. In the fifth stage, publishing, after the improvement, students were asked to re-check the results of their writing. At the end of the lesson, students publish their report text through social media such as: Youtube or Blog.

The results of publications can be in the form of videos or writings that are in accordance with the text created. The results of the MIPA 5 interview guide are presented in Table 2.

Table 2. The Result of Interview Guide for MIPA 5

No	Indicators	Interview Result
1	The Lack of Process Based Approach	There are weaknesses or deficiencies in applying the process based approach, such as: incomplete understanding of students and student habits in plagiarism. The most difficult stages are drafting and revising.
2	Teaching Ability	There are problems in applying the process based approach, namely, limited time in guiding and obstacles from inside and outside the classroom.
3	Teaching Habits	There are problems related to teaching habits in applying the process based approach, namely: teachers still feel tired in guiding 10% of students who are very less active.

Based on the interview guide table above, in the MIPA 5 class, there were problems related to three indicators. In the first indicator, in the implementation of the five stages, students' understanding of the stages is still weak, such as in the pre-writing stage which requires the ability to understand the material before preparing to process their understanding. Therefore, many students still do plagiarism related to sources that are in accordance with the topic of their material. But besides that, the most difficult implementation of the five stages in MIPA 5 is the drafting and revising stage. In the process of doing drafting, students in this class still have difficulty following in making a draft and developing it again into a text because most students do plagiarism at this stage in developing their ideas. Then, further problems often arise at the revising stage where students do not revise based on the teacher's instructions. Therefore, the teacher must provide good feedback to all students so that they follow the five stages well. The second indicator is the ability to teach which is also experiencing obstacles where the teacher applies the five stages of the process-based approach which requires a lot of time. However, the available time is very little and not enough to implement it to its full potential. This is also caused by distance learning which makes writing teaching unbalanced and maximal. The obstacles found also come from inside and outside the classroom where students often do not focus when learning takes place because there are many distractions from outside the classroom that make students not focus. Constraints from within the classroom are usually students making work or assignments that are outside the topic of learning at that time. The third indicator is the habit of teachers who are still lacking in paying attention to students. The teacher's habit is to feel tired of students who are not at all active in class. There are 10% of students who are not active in the learning process. Therefore, these students often feel bored and are not properly cared for by the teacher. Therefore, teachers must change, provide and guide students well. The results of the MIPA 6 interview guide are presented in Table 3.

Table 3. The Result of Interview Guide for MIPA 6

No	Indicators	Interview Result
1	The Lack of Process Based Approach	Students' understanding is lower than that of MIPA 5 class, more plagiarism acts, and lack of creativity from MIPA 6 class students. The stages that are difficult to apply are also the same, namely drafting and revising.
2	Teaching Ability	Due to obstacles from inside and outside the classroom

No	Indicators	Interview Result
		as well as lack of time in teaching, and boredom in students makes teaching ability in applying the process-based approach not optimal.
3	Teaching Habits	The teacher's lack of attention to students who are categorized as less active in the class.

Based on the table above, MIPA 6 class is not much different from MIPA 5 class. In the first indicator, students also have a lower understanding than MIPA 5 students. Students in this class are still plagiarizing ideas for drafts and report texts. . This makes learning not run well. They also cannot be creative in developing the idea and in publishing their final text. Difficult stages are also found in drafting and revising. These two stages do require more extra explanation and guidance to students where at the drafting stage the teacher focuses more on mind mapping techniques so that students are able to make drafts according to the exemplified technique. At the revising stage, the teacher can use the guidelines that have been prepared and explain in detail to students. In addition, the obstacle also comes from the time allocation which has always been an obstacle in this process-based approach. And also obstacles from outside the classroom such as loud noises that make students unfocused. Time allocation is also an internal obstacle that makes students not optimal in learning. The third indicator is the teacher's ability to teach based on teaching habits. This stems from the teacher's lack of attention to students who have a lack of student ability to be active in the classroom. The results of the IPS 3 Interview Guide are presented in Table 4.

Table 4. The Result of Interview Guide for IPS 3

No	Indicators	Interview Result
1	The Lack of Process Based Approach	The imbalance in carrying out the five stages, the lack of seriousness and very poor understanding of students.
2	Teaching Ability	There are obstacles from the students themselves that affect the course of the writing lesson.
3	Teaching Habits	The teacher's habit is the lack of attention to students who rarely speak in class.

Discussion

There are problems from the three indicators faced by English teachers, namely The Lack of Process Based Approach, Teaching Ability, and Teaching Habits. In the first indicator in Social Studies class 3, there is an imbalance in applying the five stages of the process based approach due to the lack of seriousness of students in learning and lower understanding than the previous two classes. Here, the English teacher is more extravagant in teaching and guiding Social Science class 3 students because the number of students who are less active is more than active students. Then, in the second indicator, time allocation is the main problem that makes students in this class not serious and lack of understanding in learning writing. The problems that arise also come from the students themselves which have an impact on the learning process. So, it is the time allocation and the students themselves that make writing learning unbalanced. Therefore, teaching habits become an important role of the teacher to guide students (Alibakhshi et al., 2020; Karaca & Uysal, 2021; Shein, 2012). In this class, the teacher's habits are the same as in other classes who still don't pay attention to students who rarely speak in class. Being a teacher who is an educator plays a critical role in student development (Alibakhshi et al., 2020; Karaca & Uysal, 2021; Lan & Lam, 2020). In addition to acting as a teacher, the teacher also serves as the students' parent.

From the findings that have been obtained, the English teacher uses a process based approach as teaching writing in the tenth grade out of three classes, namely MIPA 5, MIPA 6, and IPS 3. Writing teaching is also carried out based on the five stages in the approach. In pre-writing, the teacher uses a brainstorming technique that expands students' knowledge of the material. Brainstorming is a method that can solve various problems and generate as many new ideas as possible quickly (Khaulani et al., 2019; Utami, 2015). In drafting, the teacher uses mind mapping techniques to assist students in designing and developing students' ideas related to the specified topic. The brainstorming technique aims to stimulate the brain to think logically, spontaneously, and creatively (Al-Samarraie & Hurmuzan, 2018; Fadlurrohim et al., 2019; Tsai et al., 2020). In revising, the teacher gives students a guideline that is in accordance with the structure of the text of the report. In editing, the teacher informs and gives students the opportunity to re-check the results of the text they have made. Here the teacher acts as a facilitator for students (Başöz & Çubukçu, 2014; Kusumaningtyas & Setyawafi, 2015; Syahputra et al., 2017). In publishing, students publish their texts in the form of writing or videos to social media.

Then, the results of research based on interviews, the teacher found three indicators that became obstacles in implementing a process based approach such as the lack of process based approach, teaching ability, and teaching habits. In the first indicator, the teacher finds differences in the characteristics of students in terms of knowledge. Teachers need to understand the initial characteristics of students so that students can easily manage everything related to learning (Ayuningtyas et al., 2019; Tondeur et al., 2019; Toropova et al., 2021). This difference affects the application of this approach which makes the teaching process unbalanced. In the second indicator, the teacher finds a problem in the allocation of time that affects student focus in learning and obstacles from outside and inside the classroom. In the third indicator, the teacher finds teaching habits that are not in accordance with the students in the class that make students not noticed. Teachers must also choose management strategies related to how to organize teaching (Bal-Taştan et al., 2018; Jin et al., 2022; Kind, 2019). The abilities they have so that the teaching components can match the characteristics of the students, which in the end, the learning can be more meaningful (Achurra, 2012; Lan & Lam, 2020; Rodríguez et al., 2015).

4. CONCLUSION

Based on the results of applying a process-based approach in learning to write through distance learning, five stages are applied in learning to write for class X students, namely: pre-writing, compiling, revising, editing, and publishing. The problem of applying a Process-Based Approach faced by English teachers in teaching writing to tenth graders is based on three indicators: lack of a process-based approach, teaching ability, and teaching habits. Therefore, students need extra guidance, and teachers must maximize their time. In addition, this research is very good to be applied by teachers because many processes are beneficial for students. So, teachers must be extra and patient with students with different abilities. It is also helpful for future researchers because a process-based approach can train writing and teaching students.

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