

**IMPROVING THE STUDENTS' WRITING COMPETENCE
THROUGH PROCESS ORIENTED APPROACH
(A Classroom Action Research of the Grade 9.2 Students of SMP Negeri 1
Probolinggo in Academic Year of 2009/2010)**

THESIS



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**Thesis submitted to Fulfill One of the Requirements for the Completion
of Graduate Degree in English Education**

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ABSTRACT

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This research is aimed at improving the students' writing competence at SMP Negeri 1 Probolinggo in Academic Year of 2009/2010. It is assumed that the product will be good if the process is also good. In this research, there are two statements of problems: (1) Can process oriented approach improve the students' writing competence of the grade 9.2 of the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010? and (2) How can process oriented approach energize the students in writing process in the classroom of the grade 9.2 of the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010? Related to the statement of problems, the researcher believes that the Process Oriented Approach (POA) is able to solve the problems of students writing competence.

The research was conducted through Classroom Action Research (CAR). The research was conducted in three cycles. Every cycle consisted of: *planning, acting, observing, and reflecting*. Each meeting consisted of three steps: 1) prewriting, 2) writing, and rewriting that were broken down into the activity of *building knowledge of field, modeling of text, outlining, drafting, and editing* as the media to achieve the objectives of learning writing.

The researcher used two techniques in collecting the data – test and non-test. The researcher used subjective test to measure the students writing competence with the rubrics – *content, organization, vocabulary, language and mechanics* created by Tribble (1996: 130 – 131). The result of subjective test was used to know the students' success in writing process quantitatively while non-test used by the researcher was to get the qualitative data were taken through observation, interview, and questionnaires. The qualitative data was taken from three sources namely students, collaborator, and researcher himself to make the valid data. After the data had collected, the researcher and the collaborator analyzed and classified based on the sections. Then, they concluded the data collected as the research report.

Quantitatively, the results of the implementation indicated that POA could improve and enhance the students' writing competence. It could be seen that the grade 9.2 students of SMP Negeri 1 Probolinggo were able to improve their scores significantly. Here are the improvement between the results of cycle 1 to Cycle 3. The mean score in terms of *content* had improved from 14.57 to 16.48, the *organization* had improved from 13.91 to 16.22, the *vocabulary* had improved from 13.87 to 16.00, the *language* had improved from 17.87 to 22.30, and the *mechanics* had improved from 6.48 to 7.83. The mean scores of the students' writing competence had improved significantly from 64.04 to 75.91.

Qualitatively, in joining the learning process, the students could show the motivation and self-esteem in joining the learning process of writing. It could be seen that the students' involvement and motivation in learning process increased significantly. The percentage of teacher's guide to the students in doing the task

decreased significantly. It means that the students can be more independent in doing the tasks in the learning process of writing.

Classically, all the students had been successful in gaining the score of writing competence. The average score was 75.91. It was the fact that POA could really give the positive influence to the students' improvement in English writing.

Individually, however, there were 21 students who had gained the scores of 70 – 94 and there were 2 students who had gained the scores of 65 – 67. It could be concluded that there were about 91.30% of students who had fulfilled the passing grade of 70 but there were 8.70% of students had not. In conclusion, there were twenty students who had been successful in the writing competence while two students had not.

Process oriented approach is one of approaches that is appropriate to improve the writing competence. So, it is necessary to develop and to apply it in the learning process for writing. This approach is flexible to apply in writing skills because everything needs the process before creating the last products. Frankly speaking, if the process can be done effectively and efficiently, the product must indicate the positive influence. If the process cannot be done well, it will be vice versa.

In addition, based on the observation that had been done by the researcher, POA was able to improve the students' motivation and self-esteem. So, it is really able to energize the students in term of learning process of writing. Finally, the students are successful in achieving the passing grade of 70 and even the last scores of students writing competences are 75.91 – pass over the students 'KKM' of 70.

In implementing POA for the teacher should have a lot of competence, especially in preparing the learning materials, in handling the learning process, in mastering the knowledge of writing, and in creating innovative techniques and strategies of learning, and in managing the time. If the teacher is lacks of the teaching and learning competencies, POA cannot run effectively. As the result, it cannot give the positive influences to the developing the students' writing competence.

APPROVAL

**IMPROVING THE STUDENTS' WRITING COMPETENCE
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PRONOUNCEMENT

This is to certify that I myself write the thesis entitled: IMPROVING THE STUDENTS' WRITING COMPETENCE THROUGH PROCESS ORIENTED APPROACH (A Classroom Action Research of the Grade 9.2 Students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010)

It is not a plagiarism or made by other authors. Anything related to others' works are written in quotation, the sources of which are listed on the bibliography.

If later on this pronouncement proved incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of academic degree.

Surakarta, August 13th, 2010

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MOTTO

**“Ing Ngarso Sung Tulodho
Ing Madya Mangun Karsa
Tut Wuri Handayani”**

(Ki Hajar Dewantoro)

In the front, one can give the examples of good performances

In the middle, one can give the spirits and supports

In the last, one can give the big motivation

It means that the wise human beings must know the accurate position. First, as the leader, he must give the examples of how to perform wisely – as his norms stated around. Second, he must give spirits and supports to the followers who are lacks of strength. Third, he must give the big motivation if they miss their power.

DEDICATION

With the deep profound love, this work especially dedicate to:

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CHAPTER I INTRODUCTION

A. Background of the Study

It goes along with the global era; the position of communication plays the most important roles in the world. There are many sophisticated means of communications. However, everything will be useless if there is no language for communication. Everyone knows that language is very important to communicate with others. Talking about language, of course, equals with speaking and writing activities because both of them belong to productive skills. Imagine, if there is no speaking and writing in the world.

Empirically, speaking is easier than writing. When we are speaking there are many situations and contexts that are able to support ones' understanding between speaker and listener. When the author writes something he/she must use the complete sentence in order to avoid making mistakes. In expressing something, the author needs the components of writing that are complicated.

Based on the ideas above, it is the facts that writing needs more competences than speaking. There are many situations that are involved in speaking activities to support the people's understanding in communication but writing needs the complete information and situation to make the readers understand easily what the writer means.

Furthermore, according to Kitao (1996: 2) the components of writing are: (1) grammatical ability – the ability to write English in grammatically correct sentences; (2) lexical ability – the ability to choose words that are correct and used

appropriately; (3) mechanical ability – the ability to correctly use punctuation, spelling, capitalization, etc; (4) stylistic skills – the ability to use sentences and paragraph appropriately; (5) organizational skills – the ability to organize written work according to the convention of English, including the order and selection of materials; and (6) judgments of appropriacy – the ability to make judgment about what appropriate depending on the task, the purpose of writing, and the audience. So that, presenting writing skills for the students must be done as seriously as possible in order to be successful in handling the writing process.

In another way, Ghazi (2002: 1) says that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

The above statement gives the language teachers signals that conducting writing process is not as simple as other language skills – listening – speaking and reading. It needs some skills, such as: (1) using vocabularies in writing; (2) generating the ideas; and (3) using tenses or grammar for writing. After doing at least three skills, the product of writing should be examined, changed, and edited to get the perfect writing. Writing performance is different from other skills because it needs the accurate situation or context, and of course, the structure of every sentence must be complete to avoid misunderstanding.

Tribble (1996: 9) says that current descriptions of language by linguists with an interest in its social functions stress that while in speaking the primary

emphasis is on the building of relationships, in writing the emphasis is on recording things, on completing tasks, or on developing ideas and arguments.

According to Heaton (1988: 135) that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

The American essayist and editor, Russell Lynes noted that, "there is no better way to learn any language than by being continually exposed to it." So, Indonesian teacher of English should not be reluctant to seek any information related to developing the English language in his mind through printed and electronic media. The English teacher should not give up hunting and practicing to use the language as often as possible. Doing the above actions, writing exposure, practice and use of the language can be achieved. But writing is a sadly neglected skill and opportunity to learn within the Indonesian classroom. (**The Jakarta Post**, Jakarta | Sat, 07/19/2003 4:56 PM | Opinion).

The above paragraph gives a warning to the Indonesian teachers of English to struggle continuously in seeking any information related to developing the English language to strengthen their competence in creating the English learning process. So, the learning process is really hoped to become more interesting and more meaningful for the students in term of developing their writing skills.

There may also be a variety of reasons for this -- anything from students finding it difficult and even boring to write through to teachers who do not feel sufficiently competent to handle it or capable to manage the perceived extra workload it may create. That is why they are reluctant to learn English through

writing although it can develop any aspects of language. It can wisely be concluded that the factors of expert teachers in handling learning process will mostly influence the students' spirit in learning writing.

It is, perhaps, a surprising reality for some to recognize that a person may be able to communicate reasonably well orally but experience difficulties when facing the written form of the language. However, it is an observable fact that when a person speaks they can make themselves understood, yet may consistently be making grammatical mistakes. It is the fact that in oral communication there are some mistakes that can be ignored as long as the meaning can be understood each other and even in this way the context used can support very well. While written communication needs accuracy because when the communication is happening there are only the readers involved in it. So, writing skill involves the accuracy of dictions, grammar, spelling and also the special terms which are used to express the opinions. In short, it is possible to state that the English language may often have a different oral grammar that cannot be replicated in written form.

Furthermore, before presenting the writing materials, most language teachers should know the reasons why they teach writing. In this case, Harmer, (1998: 79) says that the reason for teaching writing to the students of English as a foreign language should include reinforcement, language development, learning style, most importantly, writing as a skill in its own right.

Here are the clarifications of three components mentioned. First, reinforcement means that naturally some students acquire languages in a purely oral/aural ways but most of benefit greatly from seeing the language written

down. The visual demonstration of language construction is invaluable of both our understanding of how it all fits together and as an aid to committing the new language to memory.

Second, language development is the actual process of writing that helps us to learn as we go along. The mental activity we have to go through in order to construct proper written text is all part of the ongoing learning experience.

Third, learning style means that different students have the different ways of acquiring the languages so that writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

Let us consider one of the Indonesian teachers of English in a junior high school. Proudly this teacher praised a student as being "'exceptional in English'". However, this teacher was directed to give this student and his classmates a writing assignment. The teacher was shocked, almost horrified, at the results. This "'exceptional'" student, when asked to write a brief letter, surprised his grammatical errors that ran throughout the writing. (**The Jakarta Post**, Jakarta Sat, 07/19/2003 4:56 PM | Opinion).

The above issue gives us indications that writing lesson is often ignored by the English teachers. The writer may give the suggestions that writing skill can be mastered by the students if the teachers often give them practices how to write and the importance of writing. So, as the English teacher in Indonesia, should be more creative and innovative in developing writing in writing instructional.

1. The Ideal Condition

Ideally, as the government issued the *Standard Kompetensi Lulusan* (SKL) – the Graduation Competence Standard as the guides of implementing writing programs is:

Mengungkapkan makna dalam wacana tertulis interpersonal dan transaksional sederhana, bersifat interaktif dan noninteraktif, dalam situasi formal dan informal, dalam bentuk recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs, dan specific functional texts (advertisements, notices, announcements, etc.) dalam konteks kehidupan sehari-hari dan yang terkait dengan matematika, sains, dan teknologi (Depdiknas, 2007: 3).

By understanding the content of SKL, it is hoped that the SKL can be used as a guide and references for the English teachers in creating planning, presenting the materials and selecting the appropriate approaches well. So, all the genres which are stated in SKL can be covered in learning process in details. On the other hand, the students should also know the variety of genres to lead them classifying the genres so that they can scope their topics which are stated in every genre. Finally, in the last destination, they can apply the genres in daily life that relates to mathematics, science and technology.

The SMP students must be able to apply the list of genres stated in the SKL during three years. But, in fact, it is too hard for them to write the genres well. The results of writing task have not fulfilled the KKM's demands. Some of students failed in writing task, especially, in term of grammatical ability and organizational skills.

Actually, this burden is not heavy to do if students have the fixed preparation and good eagerness to follow teaching and learning process and of

course the self-regulated learners as the last destination of learning. Wisely, the English teachers should be able to create joyful atmospheres for learning process and use the appropriate approach to handle the students' instructions in the classroom.

To support the above ideas, it is necessary for the teachers and the students to understand the SKL, besides understanding the *Standard Kompetensi* – Competence Standard and *Kompetensi Dasar* – Basic Competence. The content of Competence Standard for writing skill is:

6. Mengungkapkan makna dalam teks fungsional tulis, dan esei pendek sederhana berbentuk procedure, report dan explanation untuk berkomunikasi dalam konteks kehidupan sehari-hari dan/atau akademik.

The content of Basic Competence is:

6.1 Mengungkapkan informasi dalam teks fungsional tulis pendek sederhana secara akurat, runtut dan berterima untuk berkomunikasi dalam konteks kehidupan sehari-hari dan/atau akademik.

6.2 Mengungkapkan makna dalam esei pendek sederhana berbentuk procedure, report dan explanation secara akurat, runtut dan berterima untuk berkomunikasi dalam konteks kehidupan sehari-hari dan/atau akademik. (Depdiknas, 2007: 17)

Competence Standard and Basic Competence Standard give a guide and underlying to develop main materials, the instructional activities, and the indicators of competence achievement for evaluation. In designing the instructional activities and evaluations need to consider the process standard and evaluation standard.

Knowing the ideal condition above, it is important to expose the real condition of the students' competence to consider which approaches are more

appropriate for them. The appropriateness of approaches, methods, strategies or techniques very much influences the success of learning process in the classroom.

2. The Factual Condition

SMP Negeri 1 Probolinggo is located at Jalan Imam Bonjol No. 49 Probolinggo, East Java. The location is strategic because it lies in the central of the government of Probolinggo Municipality. It is easy to reach from the bus station because there are a lot of public transports passing by.

It is also one of the most favorite schools in Probolinggo because it always gets the best result of 'Ujian Nasional' every year. So, there are a lot of elementary students who are interested in enrolling into it. There are about 400 elementary students enrolling to this school every year but the capacity of the new classes is only 168 students. Physically SMP Negeri 1 Probolinggo has three levels namely class seven, class eight, and class nine.

This school has been decided to be 'Rintisan Sekolah Bertaraf Internasional' (The Pioneering of International School) by Education General Directorate Jakarta since academic year 2007/2008. However, it has two different school programs – they are 'Sekolah Standar Nasional (SSN)' and 'Rintisan Sekolah Bertaraf Internasional (RSBI)'. There are seven classes of RSBI students – class seven consists of class 7.1, 7.2 and 7.3 while class eight consists of class 8.1 and 8.2 and class nine consists of class 9.1 and 9.2. However, the SSN consists of eleven classes. They are two classes of class seven: class 7A, and 7B, three classes of class eight: class 8A, 8B and 8C, and three classes of class nine: class 9A, 9B, and 9C.

It is necessary to know that most of the students come from the middle to the high economic level so that it is very easy to develop the school program because the students' parents are able to support a lot of funds more easily. However, the school also cares about the students who come from the lowest economic level. For this, they are free of charge but the student parents who are at high class share their more funds for their needs. That is why the relationship among the students is very conducive.

In education service, there are 40 teachers who can serve about 500 students. All of the teachers have had the appropriate background and competence in serving teaching and learning in the classroom with many kinds of methodologies and approaches applied, especially contextual teaching and learning, joyful learning, cooperative learning, and other approaches that are appropriate with the subjects. The school has also been completed with electronic media such as: LCD projectors, computers which have been connected with internet that are supplied in each room so that the teachers' competence in using the electronic media can be the demand. Thus, all teachers and administrators have the duty to join the program of house training of IT twice a week.

Besides implementing the education service, the school has also applied the systems of "moving classes" so that the students have to move to the certain classes based on their schedules. Therefore, the classes must be completed with electronic media that can be applied in creating the instructions that need them to develop the material of learning process. It is very useful because, hopefully, the

students can increase the learning achievement to fulfill the demands of the global era.

Related to conducting the classroom action research, the subjects of research were the students of class 9.2 of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010. They consisted of 9 male students and 14 female students. The researcher, as an English teacher, took this class as the subjects of the research. The researcher knew that all classes were classified based on the students' mark randomly. So, there were no exclusive classes at SMP Negeri 1 Probolinggo.

Before conducting the research, it was necessary to hold the pretest to know the students' problems and their prior knowledge so that the researcher could give the appropriate solution to the problems they had. After giving the pretest, the results could be described as the mean score of writing components that they got as follows: (1) the mean score was 13.78 – 68.9% with the maximum score of 20 in content; (2) the mean score was 13.43 – 67.1% with the maximum score of 20 in organization; (3) the mean score was 13.61 – 68.05% with the maximum score of 20 in vocabulary; (4) the mean score was 16.83 – 56.1% with the maximum score of 30 in language; and (5) the mean score was 6.09 – 60.9% with the maximum score of 10 in mechanics.

Dealing with the results of pretest above, it can be indicated if the students have mastered the components of writing about 70%, they have been successful in achieving the writing competence. However, if they have mastered the components of writing less than 70%, they are lacks of competence. It means that

they have not succeeded in writing competence yet. Based on the facts of pretest, the components of writing and the learning process become the main problems of writing because they are still needed to treat in order to achieve the rubrics of writing competence made by Tribble and to fulfill the students' 'KKM' of 70.

The above problems are possibly caused by: (1) the writing instructions are just merely presented as the continual activity of post reading; (2) the teacher never implements the specific teaching writing in the exclusive time; (3) the portion of teaching writing is less than other language skills, (4) teaching writing is difficult to present because it needs the mastery of writing components, (5) it is difficult for the teacher to design the materials of writing instructions; and (6) it takes a long time to present writing instruction.

3. Proposed Solution

Knowing the students' problems and the causes of problems of writing competence above, the researcher has the big efforts to offer the possible solution of the writing problems. In this case, the researcher believes that *the process oriented approach* is able to improve the students' writing competence to the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010.

Tribble (1996: 160) defines the 'process approach' as 'an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models'. Thus, the focus shifts from the final product itself to the different stages the writer goes through in order to create this product by breaking

down the task as a whole into its constituent parts writing can seem greatly less daunting and more manageable to the EFL student.

Various headings have been given to the different stages in the writing process, possibly the most exhaustive being White and Arndt's 'generating ideas, focusing, structuring, drafting, evaluating and re-viewing'. (White and Arndt, 1991, p 4. See also Tribble, 1996, p 59). These stages generally involve different forms of brainstorming, selecting and ordering ideas, planning, drafting, redrafting and revising and editing. Furthermore, as quoted in Tribble, 1996, p59), as, in Tribble's words, 'at any point in the preparation of a text, writers can loop backwards or forwards to whichever of the activities involved in text composition they may find useful'. (Tribble, 1996, p 59). This not only provides the student writer and the teacher with a practical and manageable framework within which to work through the writing process, but also allows for great flexibility, depending on each individual task and the personality and preferences of each individual writer.

The more a writing activity can engage the learner as a person, the more it will capture his/her imagination and spark his/her motivation. This involves a consideration of what our students might need to write outside the classroom and of what they are interested in, as highlighted by White and Arndt (1991, p 49).

Based on the linguists' opinions above that the 'process oriented approach' (POA) as 'an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models.

So, the advantages of implementing POA in writing process can be stated as follow: (1) POA can engage the learner as a person to capture his/her imagination and spark his/her motivation; (2) .the activity of POA consists of: building knowledge of field, modeling of text, outlining, drafting, editing that are important as the modal of writing; (3) the students will be more creative in writing because the steps of writing is able to influence them in breaking down the tasks effectively; (4) the students can develop their writing practices independently so that it will produce the regulated learners (independent students); and (5) a text is not assessed on a single dimension but is viewed as being the result of a complex of different skills and knowledge.

However, the disadvantages of POA can be stated as follow: (1) the students should be well-prepared in joining the learning process; (2) it takes a long time to implement POA because creating the products must do it by breaking down the task as a whole into its constituent parts writing; and (3) the teacher should be able to create the materials design more innovative to facilitate the students and to avoid their boredom, and (4) the teacher should be creative in splitting the atmosphere if the process is not effective.

It is assumed that POA is able to solve the problems of: (1) grammatical ability; (2) lexical ability; (3) mechanical ability; (4) stylistic skills; and (5) the organizational skills if the teacher can create the learning process based on Process Oriented Approach correctly.

4. Target of the Study

After implementing POA, it is targeted that the students should master the materials of writing components that cover: content, organization, vocabulary, language, and mechanics at least 70%. By gaining 70% of mastering them, it is hoped that the students can develop the writing of report text into the printed materials that can be understood by the readers easily. Finally, the students will be accustomed to express their thoughts or ideas freely through writing as the implementation of communicative writing in their daily lives. Thus, this study will give a lot of benefits for the students to develop their writing skills in the future.

B. The Statement of Problem

Based on the background of the study, there are some problems which the students face as follows:

1. Can process oriented approach improve the students' writing competence of the grade 9.2 of the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010?.
2. How can process oriented approach energize the students in writing process in the classroom of the grade 9.2 of the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010?

C. Objective of the Study

The objectives of the study are:

1. To prove that the process oriented approach can improve the students' writing competence.

2. To prove that the process oriented approach can energize the students in writing process in the classroom.

D. Benefits of the Study

It is hoped that this study can give some more concrete description of the strength of process orientated approach that can be used to solve the problems of writing competence. The benefits of the study can be useful for:

1. Teachers

The concept of process oriented approach is necessary to be recognized by the English teachers in order to develop teaching and learning writing and make the writing process more interesting. It can also motivate the teachers in making the preparation of different learning writing as reference.

2. Students

By implementing the process oriented approach, the students will be facilitated to write in English well so that writing skills are not difficult anymore to do. In this case, the students are also motivated to express their ideas through writing to communicate their thoughts to the readers.

3. School

The results of the study will give many benefits for school if it is put in the school library as the reference. It is the important collection of the literatures to support the teachers' jobs in improving their instructions, especially in writing. Besides, all readers can use the study to develop and to consider what the teaching writing is.

CHAPTER II

REVIEW OF RELATED LITERATURES, RATIONALE AND HYPOTHESIS

A. Review of Related Literatures

1. The Meaning of Writing

It is necessary to expose the linguists' opinions about writing. This is used to consider what the accurate definition of writing is. Here are their opinions about writing:

Ghazi (2002: 1) says that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

The above statement gives the language teachers signals that conducting writing process is not as simple as other language skills – listening – reading and speaking. It needs some skills, such as: (1) using vocabularies; (2) generating the ideas; and (3) using tenses or grammar for writing. After doing at least three skills, the product of writing should be examined, changed, and edited to get the perfect writing. Writing performance is different from other skills because it needs the accurate situation or context, and of course, the structure of every sentence must be complete to avoid misunderstanding.

Heaton (1988: 135) says that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. There are analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas. They are: (1) *language use* – the ability to write correct and appropriate sentences; (2) *mechanical skills* – the ability to use punctuation and spelling correctly; (3) *treatment of content* – the ability to think creatively and develop thoughts; (4) *stylistic skills* – the ability to manipulate sentences and paragraphs and use language effectively, and (5) *judgment skills* – the ability to write in an appropriate manner for a particular purpose with particular audience in mind, together with an ability to select, organize and order relevant information.

Kathleen et al. (1996: 2) say that the ability to write involves the components of writing. They are: (1) *grammatical ability* – the ability to write English in grammatically correct sentence, (2) *lexical abilities* – the ability to choose words that are correct and used appropriately, (3) *mechanical ability* – the ability to correctly use punctuation-spelling-capitalization etc, (4) *stylistic skills* – the ability to use sentences and paragraphs appropriately, (5) *organizational skills* – the ability to organize written work according to the conventions of English, including the order and selection of materials and (6) *judgment appropriacy* – the ability to make judgment about what appropriate depending on task, the purpose of the writing, and the audience.

Moreover, Arndt (1988: 6) says that in writing process, there are six activities can be done periodically. They are: (1) generating – brainstorming, using questions, making notes, and using visuals and using role play or simulation; (2) focusing – discovering main ideas, considering purpose, considering audience, and considering form; (3) structuring – ordering information, experimenting with arrangements, and relating structure to focal idea; (4) drafting – drafting by the teacher and beginning, adding, ending; (5) evaluating – assessing the drafts, responding, and conferencing; and (6) reviewing – checking the context, checking connections, checking divisions, assessing impact, editing, correcting, and marking, and taking final stock of the product.

In addition, Tribble (1996: 43) states that the range of knowledge that a writer requires when undertaking a specific task can be summarized in the following way: (1) *content knowledge* – knowledge of concepts involved in the subject area; (2) *context knowledge* – knowledge of context in which the text will be read; (3) *language system knowledge* – knowledge of those aspects of the language system necessary for the completion of the task; and (4) *writing process knowledge* – knowledge of the most appropriate way of preparing for a specific writing task.

Furthermore, Tribble (1996: 130) says that in term of the writing assessment, a text is not assessed in a single dimension but is viewed as being the result of a complex of different skills and knowledge, each of which make a significant contribution to the development of the whole. The five major aspects

of a piece of written work (content, organization, vocabulary, language, and mechanics) are evaluated and each of these aspects is accompanied by explicit descriptors of what is meant by band-scale. A range of possible scores is given for each band. These scores can be converted into an overall grade.

Based on the linguists' opinions above, it can be constructed that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. In conclusion, before doing the writing activity, the students must have the ability or prior knowledge in mastering the components of writing to increase their writing ability. The writing components should be mastered by students are: (1) *grammatical ability* – the ability to write English in grammatically correct sentence, (2) *lexical abilities* – the ability to choose words that are correct and used appropriately, (3) *mechanical ability* – the ability to correctly use punctuation-spelling-capitalization etc, (4) *stylistic skills* – the ability to use sentences and paragraphs appropriately, and (5) *organizational skills* – the ability to organize written work according to the conventions of English, including the order and selection of materials. The students should master in writing components before doing the writing process because writing is complex and needs a lot of skills and knowledge. Hopefully, they can give the appropriate solutions in students' writing problems. These above writing components are also similar to the writing components (*content, organization, vocabulary, language, and mechanics*) that are stated by Tribble. As the reason, these components are also more appropriate with the L2 students.

2. Process Oriented Approach (POA)

a) The Meaning of POA

Recently, the teaching of writing has moved away from a concentration on written product to an emphasis on the process of writing. In process approach, students are trained to generate ideas for writing, think of the purpose and audiences, and write multiple drafts in order to present written products that are able to communicate their own ideas. Teachers who use this approach give students opportunity to generate ideas and to give feedback on the content of what they write in their drafts. Consequently, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them.

Montage (1995: 13 – 24) says that the process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing.

b) The Implementation of POA

Process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. It needs the detail steps in terms of mastering the writing ability. So, the process of learning should be conducted appropriately to achieve it. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process oriented approach may include identified stages of the writing process such as: *pre-writing*, *writing* and *re-writing*. Hence, choosing the appropriate approach to support the learning process needs to be considered.

In addition, Hammond (1992: 17) states that genre based approach is officially recommended by the Indonesian English curriculum for Junior High School level. There are four stages in genre approach, namely: (1) Building Knowledge of Field (BKOF); (2) Modeling of Text (MOT); (3) Joint Construction of Text JCOT); and (4) Independent Construction of Text (ICOT). Those stages have the different objectives implementation..

Genre approach is defined as a framework for language instruction based on the examples of a particular genre. Based on the definition and meaning of genre approach, the researcher concludes that genre approach refers to teaching and learning model which places genres or types of text as a reference to developing four language skills such as listening, speaking, reading, and writing as well as understanding language components such as grammar, vocabulary, pronunciation, and spelling.

Based on the process oriented approach and genre approach above, the researcher can construct that the four stages in genre approach can be modified into process oriented approach by breaking down the *pre-writing* is modified in a *building knowledge of field and modeling of text*; the *writing* is modified in *outlining* and *drafting*, while *rewriting* is modified in *editing*. The *joint construction of field* is immersed in *outlining* implicitly while *independent construction of text* immersed in *drafting* and *editing* implicitly, too. The combining approaches can be described as the following explanation:

1) Building Knowledge of Field

The purpose of building knowledge of field is to make sure that the students have enough background knowledge related to content, vocabulary, language, and mechanics. If students have been mastered the components of language, it is easy for them to join and develop the learning process of writing.

2) Modeling of Text

The purpose of modeling of text is to recognize: (1) the generic structures of text; (2) the lay out of text; and (3) the purpose of writing. So, the students will be familiar with the type of text given – report text. This activity is always ended by the classroom discussion.

3) Outlining

The purpose of this stage is to recognize the two activities of outlining; they are guidance-outlining and free outlining. The guidance-outlining is done by giving the students' activity in making outlines in group or in pairs based on the text given while free outlining is making free-outlines based on the students' own

thoughts that is done individually. These two activities refer to Joints Construction of Text that the activities are done in groups or in pairs. This activity is always ended by the classroom discussion.

4) Drafting

The purpose of this stage is to give the students opportunities in making the drafts based on their own outlines. This is done by the students individually. It refers to the aims of Independent Construction of Text that the activity must be done individually. This activity is always ended by the classroom discussion.

5) Editing

The purpose of this stage is to give the students opportunities in being an analyst. They have to analyze others' drafts by underlining the mistakes and errors with red ink or board marker. The activities of drafting covered: (1) interchanging the text among the students; (2) evaluating the students' text; (3) checking language components like: spelling, tense, word order, etc; (4) reducing or adding text; and (5) correcting any mistakes and errors. This activity is always ended by the classroom discussion.

c) The Advantages of POA

The process oriented approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. (<http://www.teachingenglish.org.uk/think/articles/approaches-process-writing>).

It is wise to implement process oriented approach in learning writing because the activities done in this way is to empower the students' competence in creating writing without any intervention but the teacher's capacity is just to motivate and to facilitate students in writing based on their competence and ability. Therefore, students do not feel under the pressure but they feel fun in doing their job. So, the activity of writing will be the task that is challenging to do and the students will create writing as much as possible.

The advantages of process oriented approach can be described as follows: 1) the students have well-prepared in improving the prior knowledge related to content, vocabulary, language, and mechanics; 2) the students know the purpose of writing text; (3) the students are accustomed to make outlines before writing; (4) the students can develop the drafts based on their thoughts; and (5) the students can be the critical and creative thinker. Based on the advantages above, it is necessary for the researcher to continue the study because process oriented approach has many benefits in developing writing skill.

d) The Disadvantages of POA

The disadvantages of the process oriented approach are: (1) it needs a long time to conduct it; (2) the students must have the good prior knowledge before joining the learning process; (3) each step must be done completely because it is the qualification before continuing the next step; (4) it is difficult for the teacher to prepare the learning materials; (5) the teacher should master the steps of writing well; and (6) it is difficult to handle the classroom, especially in the steps of drafting and editing.

B. Review of Related Studies

The purpose of this review of related studies is to expose the other studies which are similar to my subject of the study in order to get the significant development and improvement done by other researchers. It is also used to improve ones' studies that needed to revise and to develop. These are the studies conducted by the other researchers that have the benefits to support my study so that it will give positive input to fulfill my study. The researchers' study will be exposed as follows:

According to Nicole Montague's study (New York State Association for Bilingual Education Journal v10 p13-24, Summer 1995) entitled: *The Process Oriented Approach to Teaching Writing to Second Language Learners* says that the process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing. (Murray, 1972) (<http://202.204.128.82/forum/viewthread.php?>).

The study [above](#) gives the benefits of conducting process oriented approach in empowering the peers to polish the drafts in order to make the drafts accurate based on the English standard. It means that the product of composing

will be better if the process can be done periodically and accurately. This study focuses on process oriented approach because there are a lot of benefits to improve writing competence.

The other study was conducted by Bos (1988) in his journal article – *Exceptional Children*, Vol. 54 entitled *Process Oriented Writing: Instructional Implication for Mildly Handicapped Students*. He stated that he had the opportunity to observe and collaborate with several special education resource teachers and their learning disabled and emotionally handicapped students, as they changed their writing curriculum from one of practicing specific skills focusing primarily on grammar, spelling, and handwriting, to one that highlights the process of composing and the importance of sharing the message with an audience. This paradigm shift, in many ways, is reflective of the shift that is evident in the field of writing (Hairston, 1982). It stresses a student-centered instructional approach, emphasizes an interactive model of composing, relies on descriptive analyses of the composing process in conjunction with the generated products, and places value on establishing "authentic" purposes for learning and writing.

Based on Bos (1988) that conducting writing study through process oriented approach includes: (1) planning; (2) drafting; (3) revising and editing; and (4) sharing and publication.

During planning, writers appear to engage in cognitive activities that allow them to select topics, consider purposes and goals for writing, identify their audience, decide upon voice, and generate provisional frameworks for their

pieces. These provisional plans can be informal in that little is written to reflect the occurrence of these activities. For some writers and in some instances, however, the planning stage is relatively formalized by the use of written outlines or frames, lists of ideas, and themes or topic sentences. Instructional implications for this stage of the composing process include the importance of providing students time to plan, modeling the cognitive processes involved in planning, and establishing writing activities that have genuine purposes.

The second stage, drafting, involves the process of "putting ideas into visible language" (Flower & Hayes, 1981, p. 373). Drafting, however, does not preclude continued planning and revising of plans. Most expert writers engage in extensive revision of their plans as they write. During drafting, authors juggle numerous demands, including continued planning and constructing of meaning; selecting vocabulary to express meaning; using conventions of grammar, punctuation, and spelling; and executing motor tasks of writing or typing. To the degree that conventions of writing and motor tasks are at an automatic level, authors have more attention to devote to the constructive processes involved in writing (Scardamalia & Bereiter, 1986). Instructionally, teachers can assist writers by encouraging them during first drafts to focus on writing their ideas and reducing their attention to writing conventions. Teachers can also provide adequate time and support for students to revise and edit after drafting.

The third stage, revising and editing, deals with readying the text to share with an audience. Emphasis should be placed first on revising the ideas to make the piece more coherent and clear. Then, editing for writing conventions should

follow (Calkins, 1986; Graves, 1983). In the revision process, sharing the written piece with others is important because it assists the author in realizing the readers' understanding of the piece. During this stage, it is not uncommon to teach grammar and spelling concepts, but this instruction tends to be more effective if taught in the context of the author's actual text and purposes for writing (Kean, 1983). The tacit implication for instruction is that editing for writing conventions represents only one part of the writing process. Yet writing curricula in special education classes tend to make instruction in these writing conventions the major if not exclusive focus of instruction.

The last stage in the composing process is sharing and publication. It gives value and worth to the entire process. It also provides students the opportunity to receive feedback and to perceive themselves as authors responding to an audience (Graves & Hansen, 1983). (<http://www.questia.com/google Scholar>).

Bos' study stresses a student-centered instructional approach, emphasizes an interactive model of composing, relies on descriptive analyses of the composing process in conjunction with the generated products, and places value on establishing "authentic" purposes for learning and writing. The benefit of his study is to empower students competence dealt with process oriented approach.

Other study that conducted by Nicola Holmes entitled "*The use of a process-oriented approach to facilitate the planning and production stages of writing for adult students of English as a Foreign or Second Language*" says that for various reasons, as far as students (and teachers!) are concerned, writing

usually appears an extremely daunting task. First of all, the main focus when a writing task is assigned has traditionally been on the final product. The need to produce a coherent, well-written text can be a great source of stress to the writer if the intervening stages in the process of creating this text are overlooked. Few native speaker writers, let alone EFL student writers, can be expected to produce a highly structured text without first going through various pre-writing and drafting stages. However, this has not always been made clear to students of English as a Foreign Language, who are still often assigned writing tasks with little advice or support on the processes involved in completing them. (cf Tribble, 1996, p 75).

In contrast, the researcher suggested that in writing process needs to involve the students in writing process which covers pre-writing, guidance and free outlining, drafting, and editing and revising. Empirically, by implementing the steps of writing process the EFL students would be accustomed to compose writing accurately and fluently. Http//: [www.developingteachers.com/ articlestch training/processw1nicola.htm](http://www.developingteachers.com/articlestchtraining/processw1nicola.htm).

The other study on classroom action research was conducted by Rizky Khoirunnisa (2007) from Undergraduate Program in English Education, State University of Malang. The title of study is "*Using Process Oriented Approach to Improve the Writing Ability of the 8th Grade Students of SMP Negeri 1 Singosari*". Based on the result of the study, process writing approach conducted by Khoirunnisa focused on the research of the components of content and organization. The study states that the mean in terms of content improved from 1.91 to 2.37 and in terms of organization improved from 1.86 to 2.23. Both were

in the interval score of 1 as the lowest and 4 as the best writing performance. In conclusion, the writing ability has been improved, especially in content and organization through Process Oriented approach.

Based on the study above, the researcher tries to continue the study dealing with improving the students' writing competence through process oriented approach. However, in this study he will involve all components of writing – *content, organization, vocabulary, language, and mechanic* to improve the students' writing competence.

C. Rationale

Teaching writing is difficult and complex. It needs the mastery of some aspects or language components. The aspects consist of: *content, organization, vocabulary, language, and mechanics*. *The aspect of content* is the content that covers the accurate subject, considerable variety of ideas or argument, independent and thorough interpretation of the topic, the content relevant to the topic, and accurate details. *The aspect of organization* covers fluent expression, ideas clearly stated and supported, appropriately organized evident, logically sequenced (coherent), and connectives appropriately used (cohesion). *The aspect of vocabulary* covers the wide range of vocabulary, accurate word/idiom choice and usage, and appropriate selection to match register. *The aspect of language* covers confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, and meaning never obscured. And *the aspect of mechanics* covers demonstration full

comment of spelling, punctuation, capitalization, and layout. (Christopher Tribble, 1996: 130 – 131)

According to Kathleen et al. (1996: 2) in implementing writing instructions, there are a lot of stages that must be conducted in order to solve the problems of writing skills. Writing instructions need a lot of components. They are: (1) *grammatical ability* – the ability to write English in grammatically correct sentences; (2) *lexical ability* – the ability to choose words that are correct and used appropriately; (3) *mechanical ability* – the ability to correctly use punctuation, spelling, capitalization, etc; (4) *stylistic skills* – the ability to use sentences and paragraph appropriately; (5) *organizational skills* – the ability to organize written work according to the convention of English, including the order and selection of materials; and (6) *judgments of appropriacy* – the ability to make judgment about what appropriate depending on the task, the purpose of writing, and the audience. So that, presenting writing skills for the students must be done as seriously as possible in order to be successful in handling the writing process.

Parry (1988: 5) says that writing is a process. It refers to a ‘process approach’ that there is the possible inference that it is a particular ‘method of teaching writing’. There is a set procedure or series of steps to follow. When the children write, they are involved in a process whether the teachers recognize it or not. In process oriented approach, one thing that is needed to implement it is the good stages in presenting the topic. To improve the process, there are a lot of stages that should be implemented periodically. They are: (1) *generating*; (2) *focusing*; (3) *structuring*; (4) *drafting*; and (5) *evaluating*.

To fulfill the five steps of writing competence, the researcher has selected an approach – namely **Process Oriented Approach** is one of the alternative approaches that can be used to solve the problems of writing. Everyone knows that good product is also influenced very much by good input and good process. Based on that statement, the researcher tries to implement Process Oriented Approach in developing the learning process of writing. Although process oriented approach needs long duration to implement, it will be useful as the medium to achieve the students' competence in English writing.

Based on the above modified approach in the implementation of POA, the steps consist of: 1) building knowledge of field; 2) modeling of the text; 3) outlining; 4) drafting, and (5) editing. Each stage has its purpose to support one another. Thus, the researcher tries to express the rationale of giving the solution of English writing problems. Rationally, if the students have mastered the aspects of writing as the prior knowledge via modified approach, they are able to write the report text well.

D. Action Hypothesis

Based on the statement of problem, review of related literature and rationale, the researcher can state that:

1. Using Process Oriented Approach is able to improve the students' English writing competence of the grade 9.2 of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010.

2. Using Process Oriented Approach can energize students of the grade 9.2 of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010 in writing process if the teacher can manage classroom management effectively and efficiently.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

1. Time of Research

This research has carried out for three months from October to December 2009. Designing the research proposal was done in March while conducting the proposal seminar was carried out on April 25th 2009. Making the research instruments was done in the end of September. Conducting the classroom action research included doing writing process, giving treatment, collecting data, and other activities were done in October. Analyzing the data collected was executed in December. Finally the writing research report was accomplished in December 2009.

2. Place of Research

The classroom action research is conducted at SMP Negeri 1 Probolinggo East Java. It is located at Jalan Imam Bonjol No. 49 Probolinggo. The location is strategic because it lies in the central of the government of Probolinggo Municipality. It is very easy to reach from the bus station because there are a lot of public transports passing by.

It is also one of the favorite schools in Probolinggo because it always gets the best result of 'Ujian Nasional' every year. So, there are a lot of elementary students who are interested in enrolling into it. There are about 400 elementary students enrolling to this school every year but the capacity of the new classes is only 168 students. Physically SMP Negeri 1 Probolinggo has three levels namely class seven, class eight, and class nine.

This school has been decided to be 'Rintisan Sekolah Bertaraf Internasional' by Education General Directorate Jakarta since academic year 2007/2008. However, it has two different school programs – they are 'Sekolah Standar Nasional (SSN)' and 'Rintisan Sekolah Bertaraf Internasional (RSBI)'. There are seven classes of RSBI students – class seven consists of class 7.1, 7.2 and 7.3 while class eight consists of class 8.1 and 8.2 and class nine consists of class 9.1 and 9.2. Whereas the classes of SSN consist of eleven classes. They are two classes of class seven: class 7A, and 7B, three classes of class eight: class 8A, 8B and 8C, and three classes of class nine: class 9A, 9B, and 9C.

Most of the students come from the middle to the high economic level so that it is very easy to develop the school because students' parents are able to support a lot of funds very easily. However, the school also cares about the students who come from the lowest economic level. For these, they are free of charge but the student parents who are at high class share their funds for their needs. That is why the relationship among the students is very conducive.

B. Research Subject

The subjects of research are the students of class 9.2 of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010. They consist of 9 male and 14 female students. The researcher, as an English teacher, took this class as the subjects of the research. The researcher knows that all classes were classified based on the students' mark randomly. So, there are no exclusive classes at SMP Negeri 1 Probolinggo.

C. Research Method

1. The Meaning of Classroom Action Research

In this research, the researcher wants to improve the students' writing competence through process oriented approach. The researcher uses classroom action research to overcome of students' problems in writing. Empirically, most students of SMP Negeri 1 Probolinggo have the problems in writing skills, especially in developing a topic sentence into paragraphs and in implementing tenses in sentences. For those reasons, the researcher tries to solve the problems by implementing classroom action research in the learning process. Hopefully, it can solve the students' problems in writing.

Most experts say that action research is known by many other names, including *participatory research*, *collaborative inquiry*, *emancipatory research*, *action learning*, and *contextual action research*, but all are variations on a theme. Put simply, action research is "learning by doing" - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other

key attributes of action research that differentiate it from common problem-solving activities.

O'Brien (2001) states that action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.

According to Dick (1999) that as the name suggests, action research is a methodology which has the dual aims of action and research. Action means to bring about change in some community or organization or program while research means to increase understanding on the part of the researcher or the client, or both (and often some wider community). There are in fact action research methods whose main emphasis is on action, with research as a fringe benefit. At the extreme, the "research" may take the form of increased understanding on the part of those most directly involved. For this form of action research the outcomes are change, and learning for those who take part. This is the form which I most often use.

Action research is a [reflective process](#) of progressive [problem solving](#) led by individuals working with others in teams or as part of a "[community of practice](#)" to improve the way they address issues and solve problems. Action

research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice. As designers and stakeholders, researchers work with others to propose a new course of action to help their community improve its work practices (http://en.wikipedia.org/wiki/Action_research).

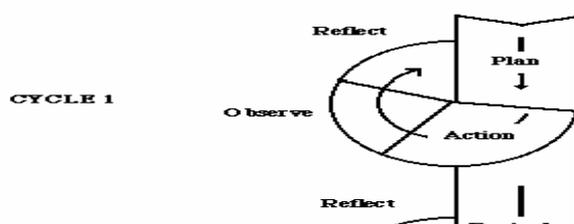
From the definitions above, it can be summarized that classroom action research is a reflective process of progressive problem solving led by individuals working with others in teams (practitioners or teachers, or collaboration of teachers and researchers) to propose a new course of action to help their community improve its work practices.

In this study, the classroom action research is conducted as the efforts to improve the students' writing competence. It is done by collaborator and English teacher. The practical action is the implementation of process oriented approach to improve the students' writing competence and the reflection upon the efforts can be observed while the approach is being presented whether it can improve the writing competence or not.

2. The Model of Action Research

Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: plan, act, observe, and reflect.

Figure 1 Simple Action Research Model
(from MacIsaac, 1995)



According to the simple action research model, there are four main stages for every cycle. They are planning, acting, observing and reflecting. However, the stages can be extended into six stages, namely:

(1) Identifying

It is necessary to identify the students' problems related to process of writing. The activity of identifying the problems is done before conducting the action research. Hopefully, it can be the process of taking the students' need analysis that can be used to serve the students wisely.

(2) Planning

The activity is needed to consider in making a plan is the students' needs, ages, and interests besides applying technique, strategy, and approach. They also influence very much in designing the instructional. Planning is a half of implementing the materials. So, it is wise to consider some aspects to make learning becomes success.

(3) Acting

Teaching is art. In presenting the materials, it needs some techniques and strategies to help the students in learning. There are a lot of methods that can be selected to use. Teacher can split the technique planned in lesson plan if the situation does not support. To make the learning dynamic is more useful than

forcing the use of the method stated in lesson plan. Good classroom management can influence the students' success.

(4) Observing

Observing is done when the teacher and the students are in the process of learning. In this case, a collaborator begins to work in getting the data. Students should be given opportunity to observe their teacher. The teacher himself gets the field notes to complete the data. The data gotten is called data triangulation because the data come from the three resources. These data are to make the research sharper and more accurate.

(5) Reflecting

Collaborator and teacher try to investigate the weaknesses and the strengths of the method applied by asking the students questions. They list them in order to find the suitable method for the next meeting and to revise the stages that are deviated.

(6) Revised Planning

Revision should be done after learning process has been over. Negative findings should be listed and try to improve to be the better. The previous meeting can be used as the references of coming revision. It is hoped that the result of learning process increases step by step.

D. Research Procedures

Ghaith (2002: 1) says that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

It is necessary to clarify that the activities had been done for every cycle involved: 1) building knowledge of field; 2) giving models of text; 3) outlining; and 4) drafting. These activities are packed in every cycle of classroom action research in implementing POA to examine the power of approach.

Classroom action research was conducted in three cycles. Every cycle consists of four stages – planning, acting, observing and reflecting. The first cycle was designed based on the results of observation and the first reflection of the students' condition.

There are some activities that can be done in the first cycle. They are pretest, interview, questionnaire, interview and designing treatment (instructional design).

1) Pretest

Doing a pretest is very important to know the further information or knowledge that the students have got besides knowing the students' mastery in a certain topic. The purpose of conducting a pretest is not only to know the students' mastery in a certain topic but also to determine the topic that is going to be presented by the English teacher. Pretests are given to students before a lesson or unit to assess what they do in fact already know ([Melissa Kelly 2009](#)). Pretests

allow teachers to see if what is being covered in the lesson or unit is already mastered. To know the students' master in a certain topic is by using the standard of scoring. To make the standard of scoring based on the students' intake, complexity of the materials and the facilities used in the classroom or out of classroom (KTSP SMP Negeri 1 Probolinggo 2008/2009).

2) Questionnaire

Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. Often they are the only feasible way to reach a number of reviewers large enough to allow statistically analysis of the results. A well-designed questionnaire that is used effectively can gather information on both the overall performance of the test system as well as information on specific components of the system. If the questionnaire includes demographic questions on the participants, they can be used to correlate performance and satisfaction with the test system among different groups of users. (http://www.cc.gatech.edu/classes/cs6751_97_winter/Topics/quest-design/)

It is important to remember that a questionnaire should be viewed as a multi-stage process beginning with definition of the aspects to be examined and ending with interpretation of the results. Every step needs to be designed carefully because the final results are only as good as the weakest link in the questionnaire process. Although questionnaires may be cheap to administer compared to other data collection methods, they are every bit as expensive in terms of design time and interpretation. The steps required to design and administer a questionnaire include: (1) defining the Objectives of the survey; (2) determining the sampling

group; (3) writing the questionnaire; (4) administering the questionnaire; and (5) interpretation of the results. (http://www.cc.gatech.edu/classes/cs_675197_winter/Topics/quest-design/)

The purpose of conducting the questionnaire is similar to conducting the interview. Questionnaire tends to be the form of written data that are open and close while interview tends to be open and more complex because the students are given a lot of opportunities to express their opinions freely.

3) Interview

An **interview** is a conversation between two or more people (the interviewer and the interviewee) where [questions](#) are asked by the interviewer to obtain information from the interviewee (<http://en.wikipedia.org/wiki/Interview>)

Conducting the interview to the students is purposefully to get a lot of information about the students' needs, interest, and problems in learning writing. By knowing the students' background, it is hoped that the English teacher can select appropriate approaches, methods, techniques and strategies. And the interview to the teacher is purposefully to know the teacher's problems that are often faced so that the researcher will be easy to serve the students.

4) Designing Treatment

Treatment is most often used to mean a process of modifying or altering something and depending on context may be used in an unqualified form (<http://en.wikipedia.org/wiki/Treatment>).

The purpose of treatment is to improve teaching and learning process in order to be qualified with the stages used in this study. The teacher reflects all

activities done in the classroom by recording the strength and the weakness of process writing. The data collected are used to improve learning process.

Before giving treatment, all data recorded are noted down in the field notes and research forms that have been prepared. All data are found from students, collaborator, and the teacher himself as data triangulation. These are used to decide the appropriate service to the students. The data are recorded from every session in the classroom and the effectiveness of approaches used. After the data are collected, they should be analyzed and try to overcome the problems.

After doing the activities above, the researcher begins to make the scenario of conducting the classroom action research. The activities cover: planning, acting, observing, and reflecting.

a. Planning

The activities are done in this stage is preparing the lesson plans, questionnaires, the form of field notes, the instruments of evaluation, and rubric of evaluation.

b. Acting

After knowing the students problems, it is wise to design the appropriate instructional for the students. Every meeting there are three stages done by the English teacher, as a researcher. They are: (1) **Prewriting** covers the activity of empowering the students by giving the step of **building knowledge of field, modeling of text** as developing the aspects of writing that cover: content; organization; vocabulary; language; and mechanics, (2) **Writing** covers the

activity of **outlining** and **drafting** as the parts of process of oriented approach, and (3) **Rewriting** covers the activity of **editing** of the students' result of writing.

Further more, the planning of classroom action research will be implemented in three cycles. Each cycle consists of five sessions. Each session consists of: (1) planning, (2) acting, (3) observing and (4) reflecting. The sessions will cover: 1) building knowledge of field; 2) modeling of text; 3) outlining; 4) drafting, and (5) editing.

The purpose of **building knowledge of field** is to introduce the text to the students in order to be more familiar to the text. Then, the students discuss the content of text related to the harmony of title with its content, the topic and supporting details, topic and content, coherence and cohesion, and the dictions used in the text.

Modeling of text is to give the students opportunities in discussing: (1) generic structure of text, (2) discussing the layout of text, (3) discussing the purpose of writing report, (4) discussing: tense, number, word order, articles, pronouns, preposition, and meaning, and (5) discussing: spelling, punctuation, and capitalization.

Outlining is to give the students' activity in: (1) making guided-outlines based on the certain text, (2) discussing outlines, (3) making free-outlines in group, and (4) discussing the free-outlines with the class.

Drafting is to give the students' activity in: (1) making free-outlines individually, (2) discussing free-outlines, (3) drafting report text based on the student's outlines, and (4) revising the draft made by students in pairs.

Editing is the students' activity in: (1) publishing the report text on LCD projector, (2) discussing the students' paragraphs displayed with the class, (3) correcting any errors, and (4) reflecting each cycle.

c. Observing

The activity of observation is done when teaching and learning process is happening. The researcher and the collaborator try to observe the writing process by filling questionnaire, small notes or field notes. These data are used to conduct the reflection that can be used to improve teaching and learning process.

In conducting the observation, the climate of interaction between researcher and collaborator should be non-threatening, helping and one of mutual trust. The focus must be improving classroom practice and reinforcing successful strategy not criticism of unsuccessful strategy (Ngadiso, 2009).

d. Reflecting

After the data have been collected, the collaborator and the teacher sit together discussing the triangulation data got from observing activity to find the valid data. The teacher, especially, reflects himself to the teaching and learning process that has been done in the classroom. Then they both make the new treatment to improve and revise the inappropriate methods and technique or strategy when the teacher is teaching in the classroom. This treatment can be revised and created in instructional designs that can be used for the next session.

E. Techniques of Data Collection

In this research, the researcher used two techniques, Test and Non-Test. The test used in this research is subjective test. The students were given a certain topic and given certain time to write the report text. After that the researcher corrected their work using a certain instrument of writing evaluation. Non-test techniques used by the researcher were observation, interview and questionnaires.

1. Method of Research Instrument

In this research the methods used are Test and Non-Test which are included observation, interview, and questionnaires.

a. Observation.

In doing the observation the researcher helped by the collaborator went around the class to see the students doing the exercise and made some notes on the students' changes of behavior, action, and attitude.

b. Interview

Interview is a conversation with specific purposes. The aims of interview are getting here-and-now construction about people, events, activities, organization, feelings, motivation, etc; reconstruction of those things in the past; projection of those things in the future; verification, changes, and the extend of information (either on construction, reconstruction, or projection) gained from another source (triangulation); and verification, changes, and the extend of construction which is developed by the interviewer.

In this method the researcher made personal interactions which generated data about the research issues and allowed specific issues to be discussed from other people's perspective. It was done to the students as well as to the teachers of

English from the school where the researcher made a research. The objective was to know what the students felt about the teaching and learning process of writing in the classroom and their problems in mastering writing competence. For teachers, the objective was to know what they had done so far in teaching English and their problems in teaching English especially in teaching writing. The researcher used prepared guide questions and the next questions were given based on the respondents' answers.

c. Questionnaires

According to Lewis R. Aiken questionnaire is an instrument that consists of lists of questions about certain topic given to a group of individuals to gain information about choices, belief, motivation, and the behavior of certain group of individuals. In this method the researcher used a written set of questions to gain responses in non-face-to-face situations and the questions was focused on specific issue of problems faced by the students in improving their writing competence. It was done as a means of need analysis to know the students profile and their prior knowledge and mastery of writing and their need for improvement. The researcher used questionnaires in the preliminary reflection and at the beginning of cycle to know the prior competence in writing.

d. Document Analysis

This is the analysis to the collections of various documents relevant to the research questions which includes students' performance tests. The researcher will analyze the result of the students' performance scored by the researcher and the collaborator to know the students' improvement in their writing competence. All

the data then will be accumulated and analyzed. All data from the analysis will support each other to give the validity of the result.

e. Test

Test is an instrument used to convey the knowledge or skill of the learners so that the result can be graded and the conclusion is made based on the achievement standard of the test that is the general achievement standard achieved by the learners. In this research, the researchers gave a free writing test based on the given topic. The researchers gave the score based on five criteria; content, organization, language, vocabulary, and mechanic suggested by Tribble (1996: 130 – 131) (See Table 4).

2. Technique of Analyzing Data

To analyze the qualitative data, the researcher applied **Constant Comparative Method** as suggested by Glasser in Lanjar Utami (2008: 73). The method consisted of four steps: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory. The following was a brief description of each step.

a. Comparing incidents applicable to each category.

While coding and incident for a category, it was compared with the previous incidents in the same and different groups coded in the same category. All data was categorized into two main categories, including (a) students' writing competence, and (b) energizing students in writing process.

b. Integrating categories and their properties.

Incidents was compared with other incidents and classified into the same category then compared incident to the primitive versions of the rules (properties)

describing the category. Each data of the research was compared from the pre-research data to the implementation of action ones.

c. Delimiting the theory

Findings were developed and related to the previous theories. Delimitating began to occur at the level theory or construction because fewer and fewer modification was required as more and more data were processed.

d. Writing theory

Finally, theories were constructed based on the result of the research findings. The construction of theories was better if those were suggested by the previous related to the theories. The writing theory had to relate to the two previous main categories, including: (a) students writing competence, and (b) energizing students in writing process

To analyze the quantitative data, the writer applied a descriptive statistics, comprising the following dimensions: highest and lowest scores, and means. Quantitative analysis was used to analyze the students' achievement to compare their progress before and after the cycle was implemented. The analysis technique used by the researcher was descriptive statistics with the following formula:

$$\bar{X} = \frac{\sum X}{n}$$

\bar{X} = Means score

$\sum X$ = Total score

n = Total students

learning process. Their motivation also increased gradually. Firstly, The students who joined and involved in the step of *recognizing of text* without any help increased significantly from 10 students in cycle 1 to 13 students in cycle 2. Secondly, the students who joined and involved in the step of *modeling of text* without any help increased significantly from 14 students in cycle 1 to 17 students in cycle 2. Thirdly, the students who joined and involved in the step of *outlining* without any help increased significantly from 6 students in cycle 1 to 10 students in cycle 2. Fourthly, the students who joined and involved in the step of *drafting* without any help increased significantly from 6 students in cycle 1 to 10 students in cycle 2. Fifthly, the students who joined and involved in the step of *editing and proofreading* without any help increased significantly from 6 students in cycle 1 to 10 students in cycle 2. It meant that the students day by day would be more independent and motivated in the learning process.

3. CYCLE 3

a. Revised Planning

The implementation of cycle 3 had been done from 8 December 2009 up to 22 December 2009. Before doing this cycle, the researcher tried to expose the result of conducting CAR in cycle 2 and the problems that happened during the implementation of CAR. The results of learning writing in cycle 2 indicated that the students had been successful in getting the mastery of 70% for the writing aspects of *content*, *organization*, and *mechanics* while other two aspects of

vocabulary and *language* had not been solved yet. So, both of two writing aspects had to get the treatment in cycle 3 in the way of achieving the passing grade of 70. Before doing the improvement, it was necessary to expose: (1) the problems of CAR; (2) the causes of problems and (3) the proposed solution in cycle 3. All of the points above were used to decide the appropriate treatment before conducting CAR in cycle 3.

1) The Problems of CAR in Cycle 2

After conducting CAR in cycle 2, there were two problems that existed in grade 9.2. They were the aspect of vocabulary and language. The problems of *vocabulary* covered: (1) adequate range of vocabulary; (2) occasional mistakes in word/idiom choice and usage; and (3) register not always appropriate while the problems of *language* covered: (1) problems with more complex structures; (2) problems with less appropriate structures; (3) some errors of agreement, tense, and word order.

2) The Causes of Problems

Before giving the treatment, it was necessary to expose the possible causes of problems that occurred during the implementation of CAR in cycle 2. The details information can be described in the paragraphs below.

Firstly, the students could not be able to achieve the mastery of applying the *vocabulary* of 70%. It might be caused by: (1) the students were hardly ever practiced of how to use the words in context; and (2) the exercises given was not appropriate with the students' needs

Secondly, the students could not able to reach the mastery of applying the aspects of *language* in sentences of 70% It might be caused by: (1) the grammar used was unacceptable; (2) the students had not mastered in using tenses yet; (3) the teacher's instruction might be unclear; and (4) the meaning used in context was sometime obscured.

3) The Proposed Solution

The implementation of revised planning was necessary to clarify in details in order to be easier to treat the problems in cycle 3. The main problems that the students had got in cycle 2 were the writing aspects of *vocabulary* and *language*. The details of revised planning can be describes as follow:

a) Vocabulary

The implementation of CAR in this step, the researcher focused on building vocabulary and practiced using verbs in context. The researcher treated the students' problems by: (1) deducing the meaning from context; (2) translating the sentences into bahasa Indonesia; (3) arranging the sentences using the certain words supplied by the researcher. After the activities had done, the researcher and the students had the classroom discussion.

b) Language

In this step, the researcher tried to help the students improve their language by: (1) revising the grammar that was unacceptable grammar; (2) revising the tenses through by analyzing verbs in the text 'Rain Forest; (3) revising the teacher's previous instructions that were not clear for the students; and (4) analyzing the part of speech to facilitate the students as the modal of writing.

b. Acting

After doing revised planning, the researcher and the collaborator prepared the instruments of learning writing for cycle 3. This cycle consisted of 5 meetings and one meeting for giving a posttest to know the students' writing competence periodically and to know the continual improvement made by the students. By knowing it, the researcher would be able to revise the learning process so that the quality of writing could increase as soon as possible.

1) The First Meeting: Building Knowledge of Field

The implementation of meeting 1 was done on 8 December 2009. The study carried out by the researcher (Mas) and a collaborator (Nur) and supported by the principal. The subjects of the study were 32 students of grade 9.2 of SMP Negeri 1 Probolinggo, in Academic Year of 2009/2010.

a) Opening

The first meeting was the step of *building knowledge of field*. First, the researcher greeted the students by saying, "Good morning, every body!" and the students gave response "Good morning, Sir!". "Well, is there any student absent today?". "No, Sir!", the students replied.

b) Main Activity

"Well, what do you think about the previous cycle? Do you still have any problems with writing process?". The students said, "Yes. Especially, in using

grammar and tenses, making the outlines and developing them into the drafts, and using the suitable vocabularies as well”

“All right!” Then, the researcher displayed the picture of forest on LCD projector. “Now, we are going to discuss about something new. What is it? Well, look at the picture on LCD! What picture is it?,” I asked. “Yes, it’s about the forest, Sir,” a student answered. “No!” It’s about a jungle, I think,” another student answered. “Both of you are right,” the researcher added.

“Now, describe the picture, please! Then, one of the students tried to describe the picture using their own words. “Well who will try to describe the picture, please?”, The researcher asked. “Me, Sir!”, Dnr offered herself.

Well, I'd like to tell you about forests. Forests are very important for our daily life. They become the lungs of the world. They can release oxygen that is very important for daily life. Their products, like woods, timbers, mining are used to fulfill the people's needs. Forests need to conserve.

After that, the researcher asked the students to see the list of group the researcher made on the wall. In this cycle, the researcher made the groups based on the students’ competence in learning English. This was aimed at doing the effectiveness of the group when they were discussing the task from and applying the cooperative learning. The cooperative learning says that in making the groups, the students must be different level, gender, and positive interdependence. After displaying the LCD and discussing the picture for a few minutes, the researcher distributed the student worksheet helped by a collaborator.

The learning process for cycle 3 was used to treat the students' problems of cycle 2 and developing the learning process of writing. The main problems in cycle 3 were about vocabulary and language. So, the two aspects had to treat in order to have the mastery in writing skill. By mastering all aspects of writing, the students were able to have the modals of how to write a report text correctly.

The main activities of the first meeting were: 1) eliciting the students' experiences about conserving the forest; 2) deducing the meaning from context; 3) translating the target sentences into bahasa Indonesia; and. 4)) arranging the sentences using the certain words supplied by the researcher.

Firstly, the teacher elicited the students' experiences by discussing the picture about "Forest" on LCD projector. The students should answer the teacher's questions, such as: 1) What do you know about forest? Explain it!, 2) What is the function of forest in our lives?; 3) What does the forest produce?; and 4) Is it important to conduct reforestation project? Why? Then, the students tried to answer the teacher's oral questions and describe what the forest is. "Well, the researcher thinks all of you have a lot of knowledge about forest. It is the fact that all of you can answer my questions well", the researcher added.

Secondly, the researcher distributed the text about "Rain Forest". Then, the students began to make pairs that the researcher decided before. This time, they could not make the pairs themselves because the researcher wanted them to discuss the problems using cooperative learning. One of the qualifications of making a cooperative group is by selecting the students' competence. It meant that each group should have a different gender and competence. By applying

cooperative learning the students could hopefully share with others naturally and to recognize that in daily life we should face the difference societies.

In this session, the teacher gave the students' opportunity to build their vocabulary by understanding and translating the targeted text into bahasa Indonesia. After that, the students discussed together with the class. "Well, today we are going to discuss about vocabulary stated in the text "Rain Forest" into bahasa Indonesia. Before doing the activity, let's learn Task 1 Part I and discuss in pairs". The students did the Task in pairs, then discuss with the class. After discussing, they directly arranged the sentences based on the words used in the previous activity. Then, the activity ended by a classroom discussion. "What do you think about our vocabulary learning today?, the researcher asked. "Well, it's very interesting. We can build our vocabulary well", Blnd said. "Ok?, do you like the lesson today?, the researcher asked. "Yes, of course", the students said.

Thirdly, the researcher asked the students to analyze the sentences used in the text by discussing with the class. They also analyze the active and passive voice. When analyzing the sentences, they got difficulties in making the passive voice. Then, I tried to display some examples on passive voice and we tried to analyze them. When I asked the students to change passive voice to active voice, they got difficulties in using 'be' and 'past participle'. Even, they often made mistakes and errors in arranging the sentences in active or passive voice. So, we should be patient in discussing the tenses or grammar with them.

After discussing was over, the students read the text silently, they continued doing the task in pairs. This time, the students looked very serious to

discuss the task because they wanted to build vocabulary and grammar as well. Mostly, the students were able to answer all questions and find the meaning of the dictions used in the text but in answering the question number 8, they had a lot of difficulty because they had to express their own ideas about conserving the forest. It was difficult for the students to express their ideas. “Why were you difficult to express your own ideas?”, I asked. “It is difficult for me to arrange the sentence,” one of students answered honestly.

c) Closing

When I closed the meeting, the students looked satisfied with the activities done. Then, I reflected the students’ activities in learning process by asking some oral questions. “Well, what do you think about our learning process today?”. “That is interesting, Sir. Especially, discussing about tenses, grammar and vocabulary, “ they answered. And I said, “Today, your group work can run well today although I decided the groups myself.” That’s great!”. Then, I said, “Thank you for your best attention and good bye.”

2) The Second Meeting: Modeling of Text

The implementation of the second meeting was done on 12 December 2009. The study carried out by the researcher (Mas) and a collaborator (Nur) and supported by the principal. The subjects of the study were 23 students of grade 9.2 SMP Negeri 1 Probolinggo, in Academic Year of 2009/2010.

a) Opening

The second meeting was the step of *modeling of text*. First, I greeted the students by saying, “Good morning, every body!” and the students gave response

“Good morning, Sir!”. “Well, is there any student absent today?”. “No, Sir!”, the students replied.

b) Main Activity

“Well, what do you think about the previous stage? Do you still have any problems about writing process?”. The students said, “Yes. Especially, it is in understanding the meaning in the text and analyzing tenses and grammar.” “What about using a passive voice?” The students replied, “That is also difficult to do, Sir. Especially, it is in changing the passive voice into active voice and the use of ‘be’ and past participle.”

“All right. Before discussing the topic, make group in pairs based on the list of groups on the wall and the researcher will distribute the worksheets to you.” “Now, we are going to discuss about part of speech concerning with noun, verb, adjective, and adverb.”. Well, reopen the text about “Rain Forest and let’s underline the compound words,” the researcher explained.

In this step, the researcher tried to help the students improve their language by: (1) revising the grammar that was unacceptable grammar; (2) revising the tenses through by analyzing verbs in the text ‘Rain Forest; (3) revising the teacher’s previous instructions that were not clear for the students; and (4) analyzing the part of speech to facilitate the students as the modal of writing.

Firstly, the students reviewed the grammar that was unacceptable grammar by underlining the compound words used in the text. The students analyze the part of speech – noun, verb, adjective, and adverb. “Well, look at the compound words on LCD!”

*Tropical rain forests grow in warm places near Earth's equator.
The top layer of the rain forest is called the canopy
The forest is alive with millions of beetles and ants*

Tropical rain forests grow in warm places near Earth's equator.

“What part of speech is ‘*tropical*’, it is noun or adjective?,” the researcher asked. “Noun, Sir!”, they answered. “No, Sir. It is adjective!”. Some of the students answered noun and some of them answered adjective. “Well, tropical is adjective because it menerangkan kata benda, like tropical rain. *Tropical* is adjective and *rain* is noun”. “What is the noun form of tropical?”, the researcher asked. “Tropic!”, one of the students answered. “Well, let’s analyze the following sentences!”, the researcher said and continued the next activity. Then, the students’ activities were arranging the words into sentences

Secondly, the students tried to get the main ideas and supporting details among the paragraphs. This became the skills of how to find the main ideas that the place of them sometimes different. The main ideas could be in the first sentence of the paragraphs, in the last sentence, or even we had to get the conclusion of paragraphs. Then, they discussed their results with other groups to confirm it.

c) Closing

When the researcher closed the meeting, the students looked satisfied with the activities done. Then, the researcher reflected the students’ activities in learning process by asking some oral questions. “Well, what do you think about our learning process today?”. “That is fun, Sir. Especially, discussing about the vocabulary and grammar,” they answered. And the researcher said, “Today, your

group work can run very well. That's great!". Then, the researcher said, "Thank you for your best attention and good bye."

3) The Third Meeting: Outlining

The implementation of the third meeting was done on 15 December 2009. The study carried out by the researcher and a collaborator and supported by the principal. The subjects of the study were the students of grade 9.2 SMP Negeri 1 Probolinggo, in Academic Year of 2009/2010.

a) Opening

The third meeting was the step of *outlining*. First, the researcher greeted the students by saying, "Good morning, every body!" and the students gave response "Good morning, Sir!". "Well, is there any student absent today?". "No, Sir!", the students replied. "Today, we are going to talk about outlining. Do you always make the outlines before writing?", I asked. "Not always, Sir!," a student answered. "But I often miss the information after writing has been over," another replied. "Well, let's go ahead!"

b) Main Activity

In this session, the researcher and collaborator asked the students to do the activities. The activities covered: 1) making guided-outlines based on the text "Rain Forest" with partners; 2) displaying one example of guided-outlines on LCD projector; and 3) making free-outlines based on the students' ideas. Every activity ended by discussing with the class to elaborate and confirm the knowledge of making outlines of the report text. The explanation of each activity was stated as follow:

Firstly, I asked the students to reread the text about “Rain Forest”. Then, they joined the fixed group to start making guided-outlines. After sharing with their own group, they tried to share with other groups to check their results of discussion. “Well, who wants to display the outlines on LCD projector?”, I asked. “Me, Sir!, Yusi raised her hand. “Well, please come to the computer to write your outlines!” Here are her outlines:

▪ *Heading (General Statement)*

1. *What is conservation?*

- *Conservation is the efforts to protect, preserve, manage, or restore the natural environment and ecological communities that inhabit them*
- *Generally, conservation held to include the management of human use of natural resources.*

▪ *Subheadings*

1. *What is the condition of our forest today?*

- *Some of our forests are being cut down*
- *Loggers cut down hardwood for lumber and many kinds of furniture.*
- *The kinds of furniture.*

2. *How to conserve our forest?*

- *Conserve our forests through selective logging.*
- *Selective logging depending on its intensity*

3. *What is deforestation?*

- *The permanent removal of forest cover and conversion of the land to other uses*
- *Deforestation is recorded only when the land is permanently converted to non-forest use.*

4. *What is plantation?*

- *Plantation is forest stands established by planting or seeding in the process of forestation or reforestation.*
- *The species in the plantation*

5. *What the goals of forest conservation?*

- *Enhance community through the plating and protection of trees*
- *Ensure the education value of trees benefit in our community*
- *Create the healthy environment*

Secondly, the students displayed one of the guided-outlines on LCD projector. Then, the students discussed the guided-outline with the class led by the teacher. "Well, what do you think about the outlines displayed on LCD projector?" the researcher asked. "I think, that's good. It is complete outlines, I think", Ek replied.

Thirdly, the students tried to make free-outlines based on their own ideas. Then, they swapped their own outlines to share.

c) Closing

When I closed the meeting, the students looked satisfied with the activities done. Then, I reflected the students' activities in learning process by asking some oral questions. "Well, what do you think about our learning process today?". "That is very nice, Sir. Especially, in discussing about guided outlines "Actually it is not quite difficult if we practice to make the outlines very often but sometimes it is also boring to do it," they answered. And I said, "Yaaa. But, your group work can also run very well today. That's great!". Then, I said, "Thank you for your best attention and good bye."

4) The Fourth Meeting: Drafting

The implementation of the fourth meeting was done on 19 Desember 2009. The study carried out by the researcher (Mas) and a collaborator (Nur) and

supported by the principal. The subjects of the study were 23 students of grade 9.2 SMP Negeri 1 Probolinggo, in Academic Year of 2009/2010.

a) Opening

The forth meeting was the step of *drafting*. First, the researcher greeted the students by saying, “Good morning, every body!” and the students gave response “Good morning, Sir!”. “Well, is there any student absent today?”. “No, Sir!”, the students replied. “Do you know the topic of learning process today?,” the researcher asked. “No, Sir!”, one of the students replied. “Yes, Sir! It must be about drafting,” another student replied. “That’s true. Today we are going to talk about ‘drafting’.” I added. “Well, before drafting, I want one of you can display one of your free-outlines on LCD projector.” Then, one of the students came to teacher’s computer and displayed his/her free-outlines on LCD projector.

b) Main Activity

In this session, the researcher and collaborator asked the students to do the activities that covered: 1) displaying one of the students’ outlines to develop into some drafts as an example; and 2) practicing how to develop outlines into some drafts. Every activity ended by discussing with the class to elaborate and confirm the ways of developing the outlines into the drafts of report text. The explanation of each activity was stated as follow:

Firstly, the tried to display one of the students’ outlines on LCD projector as an example. This aimed at developing the outlines with the class. The students paid attention and took part in developing the outlines into the drafts. “Here are

Ys's outlines that the researcher displayed three days ago. Well, we are going to try to develop the outlines into the drafts.

“Here are the parts of Ys's outlines!”

▪ *Heading (General Statement)*

1. *What is conservation?*

- *Conservation is the efforts to protect, preserve, manage, or restore the natural environment and ecological communities that inhabit them*
- *Generally, conservation held to include the management of human use of natural resources.*

▪ *Subheadings*

1. *What is the condition of our forest today?*

- *Some of our forests are being cut down*
- *Loggers cut down hardwood for lumber and many kinds of furniture.*
- *The kinds of furniture.*

2. *How to conserve our forest?*

- *Conserve our forests through selective logging.*
- *Selective logging depending on its intensity*

Here is the development of the outlines made by Ys:

Conservation is the efforts to protect, preserve, manage, or restore the natural environments and the ecological communities that inhabit them. Generally, conservation is held to include the management of human use of natural resources for current public benefit and sustainable social and economical utilization.

Today, some of our forests are being cut down. Loggers cut down hardwood trees for lumber. Teak, rosewood, and mahogany make beautiful

furniture. The amount of forest cut down every year always increase. Cause it, we must conserve our forest.

The first way to conserve our forest is through by selective logging. Selective logging is selective removal of specific tree species or trees of specific size or other quality selective logging, depending on its intensity, may or may not result in partial opening of the canopy cover. Even very low intensity selective logging may lead to forest degradation if trees are felled carelessly or are removed roughly from the surrounding forest.

“Well. Now, we have had the parts of Ys’s drafts displayed on LCD projector. Let’s edit and revise the mistakes and errors to make them correct and logic” Okay, Azk, please edit and revise Ys’ draft!” “Well, I try to edit and revise the first draft, first,” Azk explained.

Conservation is the efforts to protect, preserve, manage, or restore the natural environments and the ecological communities where they inhabited. Generally, conservation is held to include the management of human using natural resources for current public benefit and sustainable social and economical utilization.

“What do you think about Azk’s idea of editing and revising the drafts?”, I asked. “Me, Sir,” Vincent replied. Well ...”

Generally, conservation is held to cover the management of human using natural resources for the current of public benefit and sustainable social and economical utilization.

“Thank you Azka and Vincent!” “Now, let’s continue our discussion”, I explained. Now, Hazmi. Can you edit and revise for the next draft?, I asked. “Yes, Sir, I ‘ll try it. Well

Today, some of our forests are being cut down. Loggers cut down hardwood trees for lumber. They use teak, rosewood, and mahogany to make

beautiful furniture. The amount of forests are cut down every year. It always increases. Therefore, we must conserve our forest.

The first way to conserve our forest is by selecting logging. Selecting logging is selective removal of specific tree species or trees of specific size or other quality selective logging, depending on its intensity, as the result in partial of the canopy opened. Even very low intensity selective logging may lead to forest degradation if trees are felled carelessly or removed roughly from the surrounding forest.

“Thank you for your editing and revising, Hazmi” I said.

Secondly, the students were given the opportunities to develop their own outlines into the drafts individually. After they practiced making two drafts in the first and second cycle they did not appear difficult in developing the outlines so that they could do the task without any helps although some students went to me to consult about developing the outlines.

c) Closing

When I closed the meeting, the students looked satisfied with the activities done. Then, I reflected the students' activities in learning process by asking some oral questions. “Well, what do you think about our learning process today?”. “That is very nice, Sir. It is easy to develop outlines into the drafts,” they answered. “In fact, making a draft is not too difficult,” they added. And I said, “Your group work can also run very well today. That's great!”. Then, I ended by saying, “Thank you for your best attention and good bye.”

5) The Fifth Meeting: Editing

The implementation of the fifth meeting was done on 22 Desember 2009. The study carried out by the researcher (Mas) and a collaborator (Nur) and

supported by the principal. The subjects of the study were 23 students of grade 9.2 SMP Negeri 1 Probolinggo, in Academic Year of 2009/2010.

a) Opening

The fifth meeting was the step of *editing*. First, I greeted the students by saying, “Good morning, every body!” and the students gave response “Good morning, Sir!”. “Well, is there any student absent today?”. “No, Sir!”. “Before starting the lesson, what do you think about our learning activity two days ago?” I asked. The students replied, “It was very difficult and tiring, Sir.” “Of course, you should know that drafting is the main point of writing composition. It is not wrong to say so.” That is why; today we are going to do the similar activity to make you confident in writing skill. Well, I want one of you to display your draft on LCD projector.

b) Main Activity

In this session, the researcher and collaborator asked the students to do the activities as follow: 1) paying attention to the students draft displayed on LCD projector; 2) discussing the draft by evaluating it with the class as the model; 3) continuing the students’ presentation to evaluate the draft in front of the class. Every activity ended by discussing with the class to elaborate and confirm the ideas of report text.

Firstly, the students paid attention to one of the students’ draft on LCD projector. They did it by analyzing the wrong grammar, the unsuitable dictions, punctuation, spelling, capitalization, the wrong sentences arrangements, the wrong connectors, and the purpose of writing as doing in the previous step. This aimed at

giving practice to the students in order to master in editing and proofreading. Based on the theory that editing and proofreading covered (1) interchanging the text among the students; (2) evaluating the students' text; (3) checking language components like: spelling, tense, word order, etc; (4) reducing or adding text; and (5) correcting any mistakes and errors.

Secondly, the students discussed the draft by applying editing and proofreading. In this session, the students tried to interchange the text, evaluate the text, checking language components, reducing and adding the text, and correcting any mistakes and errors. This activity needed seriousness in doing it. The students had to have mastery in language component and language skill – in writing skill. This step lasted a long time because the students had to analyze the draft carefully and seriously and applied it in writing composition.

Thirdly, the students reported their result of editing and proofreading in front of the class in turn. This time, the students looked more relaxed than the previous activity. Some of them looked more confident than before but most of them still felt doubtful in reporting their result of editing and proofreading.

c) Closing

In Meeting 5, I hoped the students were able to edit and proofread the writing draft and to evaluate the writing draft.. So, it was necessary to practice a lot in editing and proofreading because it can increase the students competence in writing process and make the students more critical thinking in any fields because they had been practiced how to think systemically and creatively. Then, I asked the students to give reflection. Most of them said, “The learning today is more

relaxed than before. It is not quite difficult to do the assignment today. We hoped we could repeat the similar task for the next meeting”. “No, we are going to have writing test for the next meeting. In writing test, I assigned you to make outlines and the drafts”. “That’s a good idea, I think”, I ended the lesson by saying, “Thanks for your attention and goodbye!”

c. Observing

During cycle 3, the observation was done towards the implementation of classroom action research. The objective was to collect the data about what had happened during the teaching and learning process by which the researcher and collaborator used it to reflect the action. The objects of the observation were to know deeply the students performance in the steps of: (1) building knowledge of field; (2) modeling of text; (3) outlining; (4) drafting; and (5) editing. The explanation of all steps can be described as follows:

During the implementation the step of *building knowledge of field*, the students tended to be serious in doing the task. Then, the researcher displayed the picture of forest on LCD projector by asking them some questions. Finally, the researcher got the success in managing the class – the students paid attention to the pictures and answered the questions given by the researcher well.

When they were discussing about the vocabularies, they looked familiar with them. Perhaps the students often read the text about environment so that they did not have any problems in understanding the vocabularies related to forest. Then, the researcher helped them by giving the short explanation in bahasa Indonesia if they need further explanation. Finally, they could follow the learning

process well. After discussing the vocabularies was over, the researcher continued the learning process by asking the students to translate the text into bahasa Indonesia. Then, they joined with their partners to discuss them.

After building vocabulary was over, the researcher asked the students to analyze the verbs used in the text. They looked serious in discussing them. They got the big motivation in analyzing the verbs because it was the big problem that often happened in cycle 1 and cycle 2 besides building vocabulary. Even, in discussing the content of the text they looked more motivated. They looked fun in answering the questions from the researcher. Most of them said that understanding the text was the big modal in learning English so that they looked more serious than before. In finding the connectors among the paragraphs, they did not have any difficulties. Even, in studying the mechanics – spelling, punctuation, capitalization, they did not get any difficulties.

Then, in the next session, the students faced the step of *modeling of text*. When they discussed about the generic structure and the language features, they appeared that they did not have any problems. They could differentiate the concepts of descriptive and report text. They knew deeply the purpose and the contents of writing both texts. However, when they were discussing about language features, they could follow the discussion well but when they used the verbs in sentences they often had problems in agreement – the use of verbs combined with a certain subject.

When the step of *outlining*, they found the main ideas and supporting details in pairs easily. After finding the main ideas from the passage, the

researcher asked the students to share their results with other pairs. The researcher gave the opportunity to cooperate one another to build the communication among them. Then, the researcher asked the students to make guided outlines and free outlines. They tended to be less noisy and more serious to follow this step. There was no problem in discussing them.

The students looked fun in *drafting* step. They were aware that drafting is very important in writing process. Most of them said that drafting were needed to practice a lot in term of improving the writing competence. They looked more motivated than in cycle 1. They could follow the process of drafting more seriously.

However, in *editing* step, they were more motivated to edit their friends' drafts. They did not complain too much because they realized that editing was very important in composing. They are motivated in joining the learning process so that the researcher was easy to handle the class.

d. Reflecting

Based on the statement of problems that are: (1) Can process oriented approach improve the students' writing competence of the grade 9.2 of the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010?; and (2) How can process oriented approach energize the students in writing process in the classroom of the grade 9.2 of the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010?

In reflecting point, it is necessary to expose the data about: (1) the students' improvement in writing competence; and (2) the energizing the students in learning process.

1. The Students Improvement in Writing Competence

a. The Results of CAR

1) Content

The students got the average score of *content* in posttest cycle 2 was 16.17 while in posttest cycle 3 was 16.48. It meant that the increasing was about 0.31. The maximum score of content was 20. It meant that the students' ability in content for posttest cycle 2 was $\frac{16.17}{20} \times 100\% = 80.85\%$ while post test cycle 3 was $\frac{16.48}{20} \times 100\% = 82.40\%$. So, the increasing was $82.40\% - 80.85\% = 1.55\%$. It could be concluded that the students, classically, had achieved the ability of content of 82.40%. It meant that the POA had given the positive influence against the students' improvement in writing..

2) Organization

The students got the average score of organization in post test cycle 2 was 15.48 while in post test cycle 3 was 16.22. It meant that the increasing was about 0.74. The maximum score of organization was 20. It meant that the students' ability in organization for post test cycle 2 was $\frac{15.48}{20} \times 100\% = 77.40\%$ while the post test cycle 3 was $\frac{16.22}{20} \times 100\% = 81.10\%$. So, the increasing was $81.10\% - 77.40\% = 3.70\%$. It could be concluded that the students, classically,

had achieved the ability of organization of 81.10%. It meant that the POA had given the positive influence against the students' improvement in writing.

3) Vocabulary

The students got the average score of *vocabulary* in cycle 2 was 13.78 while in post test cycle 3 was 16.00. It meant that the decreasing was 2.22. The maximum score of vocabulary was 20. It meant that the students' ability in vocabulary for pos test in cycle 2 was $\frac{13.78}{20} \times 100\% = 68.9\%$ while the post test in cycle 3 was $\frac{16}{20} \times 100\% = 80\%$ So, the decreasing was $80\% - 68.90\% = 11.10\%$. It could be concluded that the students, classically, had achieved the ability of vocabulary of 80%. It meant that the POA had given the positive influence against the students' improvement in writing.

4) Language

The students got the average score of *language* in post test cycle 2 was 18.61 while the score in post test cycle 3 was 22.30. It meant that the increasing was about 3.69. The maximum score of language was 30. It meant that the students' ability in language for post test cycle 2 was $\frac{18.61}{30} \times 100\% = 62.03\%$ while the post test in cycle 3 was $\frac{22.30}{30} \times 100\% = 74.33\%$. So, the increasing was $74.33\% - 62.03\% = 12.30\%$. The students classically had to increase the ability of language of 74.33%. It could be concluded that the students, classically, had achieved the ability of language of 81.10%. It meant that the POA had given the positive influence against the students' improvement in writing.

5) Mechanics

The students got the average score of *mechanics* in post test cycle 2 was 7.74 while the score in post test cycle 3 was 7.83. It meant that the increasing was about 0.09. The maximum score of mechanics was 10. It meant that the students' ability in mechanics for post test cycle 2 was $\frac{7.74}{10} \times 100\% = 77.40\%$ while the post test cycle 3 was $\frac{7.83}{10} \times 100\% = 78.30\%$. So, the increasing was $78.30\% - 77.40\% = 0.9\%$. The students classically had to increase the ability of mechanics of 21.70%. It could be concluded that the students, classically, had achieved the ability of mechanics of 78.30%. It meant that the POA had given the positive influence against the students' improvement in writing.

b. The Problems of CAR

In cycle 3, all of the problems have been solved well. All writing aspects – *content, organization, vocabulary, language, and mechanics* are not necessary to treat anymore because the students had got the writing mean score of 75.91. It indicated that the writing mean score passed over the passing grade of 70.00. It meant that POA really influenced the students' improvement in writing competence. The students had been successful in achieving the passing grade. It is the proof that POA is really able to improve the students' writing competence.

c. The Correcting the Students' Mistakes and Errors

1) Organization

The sort of mistakes in term of *organization* related to the appropriate connectives used (cohesion). The samples of mistakes and errors are: *Forest cover 30% of the global land area, its about 4 billion hectares.* (Reyska) The correction

was: Forests in the world cover 30% of the global land area. They are about 4 billion hectares. (Reyska)

2) Vocabulary

The sort of mistakes in term of *vocabulary* related to the word choice and usage. The samples of mistakes and errors are: 1) *We must make the world to be a better place to life*. (Reynold) 2) *Soil becomes loose and gets eroded*. (Reyska) The correction was: 1) *We must make the world to be a better place to live*. (Reynold) 2) *Soils become loose and get eroded*. (Reyska)

3) Language

The sort of mistakes in term of *language* related to tense, word order, pronouns, and preposition. **The samples of mistakes and errors are:** 1) *But now human has been damaged the forest by forest logging*. (Reynold), 2) *If we are not stopped it, the forest will be crushed and destroy by human*. (Reynold); 3) *Actually, most of people already know what will happen if they continuing cut down the trees*. (Bellinda). 4) *The animal do not have place for live*. (Fatih) 5) *We must thinking "How the way to conserve our forest?"* (Reyska) 6) *Human logging trees in forest, they logging it for producing a wood*. (Fatih) 7) *Forests has a lot of function, they are ecological chain of life, they recycling water, oxygen, and carbon dioxide, and reducing soil erosion , flooding*. (Bellinda), 8) *Beside that the forest is a places of grow and develop of plant and animal*. (Amirul) **The corrections are:** 1) *But now humans have damaged the forest by forest logging*. (Reynold); 2) *If we do not stop it, the forest will be crushed and destroyed by human*. (Reynold) 3) *Actually, most of people have already known what will*

happen if they continue cutting down the trees. (Bellinda) 4) The animals do not have place for living. (Fatih) 5) We must think about “How to conserve our forests?” (Reyska); 6) Humans logged trees in forest, they logged them for producing woods for houses. (Fatih); 7) Forest have a lot of functions, they are ecological chain of life, they recycles water, oxygen, and carbon dioxide, and reduces soil erosion , flooding and (Bellinda); 8) Besides, the forests are places for growing and developing plants and animals (Amirul)

4) Mechanics

The sort of mistakes in term of *language* related to spelling, punctuation, and capitalization. **The samples of mistakes and errors are:** 1) There are many ways to consve our forest. (Nindy); 2) Forest is a place where there is contain a lot of animal and plant, forest also a water source for human and also oxygen. (Reynold); 3) We must conserve our forest by making a nature security place, stop the forest logging, and etc. (Reynold); 4) the area of forest is remote area. (Fatih); 5) for avoid forest damaged, we can build a conservation. (Fatih); and 6) The effect for world when the Forest is damaged are: the world will be lack of oxygen and the world will be easy to get landslide trouble. (Reynold) **The corrections are:** 1) There are many ways to conserve our forest. (Nindy); 2) Forest is a place where there are a lot of animals and plants in it. Forest is also as water saving for humans. (Reynold); 3) We must conserve our forest by working a nature guard, stopping the forest logging, etc. (Reynold); 4) The area of forest is remote area. (Fatih); 5) For avoiding forest damage, we can build a conservation. (Fatih); and 6) The effects for world when the forest damaged are

the world will be lack of oxygen and it will be easy to get landslide troubles.
(Reynold)

2. Report of Energizing the Students in Writing Process

The report of energizing the students in writing process is used to report the students' performance that happened in every step of each cycle. It is to know how much the students participate in the process of teaching and learning. The steps consist of: a) building knowledge of field; b) modeling of text; c) outlining; d) drafting; and e) editing. Here are the descriptions of the reports:

a) Building Knowledge of Field

In building knowledge of field, there were about: (1) 56.52% (13) of students could find the connectors in the text without any help; (2) 30.43% (7) of the students could find the connectors in the text with a little help; and (3) 13.04% (3) of students could find the connectors in the text with much help.

Besides the data above, the students did not go around the class to find the answers when discussion was running. They could work with his/her partner so that the pair works could run effectively and efficiently. They liked to work with the partners made by the teacher.

Here are the results of questioners taken from the students during the learning process. of recognizing in cycle 2, most of them said: (1) *"Ternyata belajar berkelompok itu sangat menyenangkan dan mengasyikkan;* (2) *"Saya merasa enteng memecahkan masalah bersama teman lain";* dan (3) *"Saya sudah terbiasa dengan pembelajaran pada step "recognizing of text sehingga mudah saya ikuti"*. In this step, the students had good motivation to work in pairs.

It can be summarized that the students liked to join the partners selected by the teacher because they could get the benefits from discussing and sharing with new partners. The students said that it was better to work in pairs rather than alone.

b) Modeling of Text

In modeling of the text, there were about: (1) 73.91% (17) of students could analyze the generic structures and language features *without any help*; (2) 13.04% (3) of students could analyze the generic structures and language features with *a little help*, and (3) 13.04% (3) of students could analyze the generic structures and language features with *much help*. It meant that there was only 1 student who needed to give the teacher's guidance.

Here are the results of questionnaires from the students about the learning process of cycle 2, especially modeling of text: (1) *saya merasa tertantang dengan materi pembelajaran yang baru saya ketahui*; (2) *saya setuju, materi dalam modeling of text selalu baru dan cocok untuk mengembangkan kosakata saya*; dan (3) *dengan pengenalan model teks, saya mendapatkan pengetahuan tentang bagaimana cara membuat teks yang baik dan benar*.

It can be summarized that in the step of modeling, the students did not feel whether they joined the fixed partner or not. Finally, the students could join and work in pairs effectively and efficiently.

c) Outlining

In outlining process, there were about: (1) 43.47% (10) of students could make guided and free outlines *without any help*; (2) 30.43% (7) of students could

make guided and free outlines with *a little help*, and (3) 26.08% (6) of students could make guided and free outlines with *much help*. It meant that there were only 56.51% of students needed to be given the teacher's guidance to make them successful in outlining.

Here are the results of questionnaires from the students about the learning process of cycle 2, especially in outlining: (1) *membuat outlines berdasarkan teks yang ada tidak ada masalah bagi saya.* (2) *membuat outlines berdasarkan pendapat saya sendiri sulit saya lakukan karenasaya kurang pandai dalam mengembangkan ide saya* (3) *saya sangat suka membuat outlines bersama kelas karena kita bisa saling membantu*

It can be summarized that in joining the step of outlining, the students were motivated when discussion of making outlines running in the classroom. However, they did not like to work alone because it was very difficult to think individually. They also said that guided outlining could be done easily and happily but for the free outlining was difficult for them to do. So, the students just motivated when they joined the classroom discussion.

d) Drafting

In drafting process, there were about: (1) 43.47% (10) of students who could make guided and free drafts *without any help*; (2) 39.13% (9) of students who could make guided and free drafts with *a little help*, and (3) 17.39 (4) of students who could make guided and free drafts with *much help*. It meant that there were 56.52% of students needed to be given the teacher's guidance to make them successful in drafting.

Here are the results of questionnaires from the students about the learning process of cycle 1, especially in drafting: (1) *drafting menurut saya tidak perlu diajarkan karena hal itu sangat sulit saya lakukan*; (2) *guided drafting bisa saya lakukan dengan mudah karena teks sudah tersedia tetapi free drafting sangat sulit saya lakukan karena terbatasnya komponen bahasa saya, terutama penguasaan: grammar, tenses, dan vocabulary.*

It can be summarized that in the step of drafting, there were only 8 students who could make guided and free drafts *without any help* while 15 students *needed* to guide in drafting with the teacher's help. It meant that they were not motivated in joining the drafting step because they had limited knowledge in writing, especially in mastering the language components, such as: grammar, tenses, vocabulary and other language components.

The *students* were able to make guided drafts but they had difficulty in making free drafting because it needed a lot of knowledge to do it. So, the students felt frustrated in making free drafting.

e) Editing

In editing process, there were about: (1) 21.73% (5) of students could edit and revise drafts *without any help*; (2) 30.43% (7) of students could edit and revise drafts with *a little help*, and (3) 47.82% (11) of students could edit and revise drafts with *much help*. It meant that there were 78.25% of students needed to be given the teacher's guidance to make them successful in editing.

Here are the results of questionnaires from the students about the learning process of cycle 1, especially in editing: (1) *editing menurut saya tidak perlu*

diajarkan karena hal itu sangat sulit saya lakukan. (2) saya merasa stress karena saya tidak menguasai grammar, tenses, dan vocabulary.

It can be summarized that in the step of editing, there were only 5 students who could edit and revise the drafts *without any help* while 18 students needed the teacher's guide. It meant that they were not motivated in joining the step of editing because they thought that editing was not necessary to discuss. The students also thought that editing was not necessary to learn because the students had to master the language components.

Dealing with energizing the students in CAR cycle 2, there was any improvement and development of the students' involvement in joining the learning process. Their motivation also increased gradually. Firstly, The students who joined and involved in the step of *recognizing of text* without any help increased significantly from 10 students in cycle 1 to 13 students in cycle 2. Secondly, the students who joined and involved in the step of *modeling of text* without any help increased significantly from 14 students in cycle 1 to 17 students in cycle 2. Thirdly, the students who joined and involved in the step of *outlining* without any help increased significantly from 6 students in cycle 1 to 10 students in cycle 2. Fourthly, the students who joined and involved in the step of *drafting* without any help increased significantly from 6 students in cycle 1 to 10 students in cycle 2. Fifthly, the students who joined and involved in the step of *editing and proofreading* without any help increased significantly from 6 students in cycle 1 to 10 students in cycle 2. It meant that the students day by day would be more independent and motivated in the learning process.

3. Recommendation

This classroom action research was done based on the students' natural development in learning process. It meant that the results of this study described the real improvement. From the five writing components – content, organization, vocabulary, language, and mechanics could improve continually and naturally. These five writing components immersed in the five steps of learning process – building knowledge of field, modeling of text, outlining, drafting, and editing that constructed based on the linguists' thoughts or opinions. Both writing component and the steps of learning could work in balance and in harmony so that the results of the study satisfied the researcher. However, the results of the study may be appropriately used for the students who have good ability in English because each step was done as the development of the students' English background.

During the implementation of POA through classroom action research, there were many problems in improving the writing components. Content and organization could be solved in cycle 1. Then, mechanics could be solved in cycle 2. Finally, language and vocabulary could be solved in cycle 3. It meant that the students were low in language and vocabulary.

Classically, all the students had been successful in gaining the score of writing competence. They had achieved the average score of 75.91. They had fulfilled the demand of passing grade of 70. In conclusion, they had been successful in writing the report text. It was the fact that POA could really give the positive influence to the students' improvement in English writing.

Individually, however, there were twenty students who had gained the scores of 70 – 94 and there were two students had gained the scores 65 – 67. It means that there were 91.30% of students who had fulfilled the 'KKM' but there were 8.70% of students had not. In conclusion, there were twenty students who had been succeeded in writing the report text while two students had not.

Based on the conclusion above that process oriented approach is necessary to develop and to apply in the learning process for all language skill – writing. This approach is applicable to apply because everything needs the process before achieving the products. Frankly speaking, if the process can be done effectively and efficiently, the product must indicate the positive influence. However, if the process cannot be done well, it will be vise versa.

B. Discussion Research Findings

This section provides some findings during the implementation of action research in this study. The organization of report in this reflection of the whole cycles consisted of: (1) POA can improve the students' writing competence; and (2) POA can energize students in writing process refer to the statement of problems stated in chapter 1. The detail description can be seen as follows:

1. POA can improve students' writing competence

The process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. The process oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing.

1) Prewriting

In 'prewriting', the researcher presented the building knowledge of field and the modeling of text as the media to achieve the objective of learning writing. The two media had set in genre approach had been broken down into the different tasks. According to Byram that Genre Based Approach referred to teaching and learning model which places genres or types of text as a reference to developing four language skill activities such as listening, speaking, reading and writing as well as understanding language components such as grammar, vocabulary, pronunciation and spelling. (http://web.1.hpu.edu/images/_graduat/studies/TESLWPs/07genre_a17238.Pdf).

It was also supported by Hammond (1992:17) that genre based approach which officially recommended by the Indonesian English curriculum for Junior High School has four stages in teaching and learning cycle. They are Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (JCoT).

After the genre approach implemented in prewriting, the improvement of students' motivation could be found at the beginning and at the end of every meeting. It was indicated that the students had the good readiness and impression.

In building knowledge of field, the researcher's purpose of writing was to give the modals for the students before putting pen to paper. Understanding context and content of a text is very important (see Tribble 1996: 103 and Hedge 1988: 21 – 22), it is necessary to give the skilled writer in real life considers two important questions ... What is the purpose of this piece of writing? ... (and) ...

Who am I writing this for? These two questions emphasized the importance of an understanding the context and content of a text. Hedge also says that some pieces of writing require a great deal of preparation and that others can be written more or less spontaneously.

In doing this activity, the students should make the groups to help them work collaboratively. So long (Tribble 1996: 105) as students have sufficient experience of the genre in question for them to be able both to identify what can be appropriately included in the target text, and to organize such a text, there can be significant advantages in providing this kind of framework for collaboration.

In fact, the students' collaboration could happen in the classroom although the implementation was not quite effective – students tended to go around the classroom when they were discussing the task with his/her partners. As the teacher, however, he had to be able to create the good atmospheres to make the writing process successful. He always reminded them that working with collaboration are the best way to do. As Hedge says: 'Collaborative writing in the classroom generates discussion and activities which encourage an effective process of writing' (1988: 12). Developing appropriate skills for the completion of pre-writing tasks can make an effective contribution in helping learners to become the better writer.

Prewriting is one of the steps of POA that covers "Building Knowledge of Field" and "Modeling of Text" that cover the activities of finding main idea (topic sentence) and supporting details in the aspect of writing – *content*, applying coherence and cohesion in the aspect of writing – *organization*, using the dictions

in context in the aspect of writing – *vocabulary*, using the agreement, tense, grammar, compound words and compound sentences in the aspect of writing – *language*, and using punctuation, spelling, capitalization, and layout of text in the aspect of *mechanics*.

Giving the description of the problems that happened in every cycle, the researcher reported the events in details. The result of the test at the end of cycle 1 showed that the students' achievement of writing competence had been increasing from pretest score of 61.13 to the posttest score of 64.04 but it had not fulfilled the students' passing grade of 70. Seeing the data above, the researcher had the effort to revise the aspects of writing, especially, in content and organization. The improvement of the students' writing skill could be analyzed from the result of pre-test (before the research) and post test (after the research implementation). (See Appendix 5) The following paragraphs are the important reports to consider the recovery of the problems and the treatment that had been done by the researcher. It consisted of the report of cycle 1, cycle 2, and cycle 3.

(a) Report of Cycle 1

It is necessary to show that the students' writing score in pretest was 61.13 and the mean score of posttest in cycle 1 was 64.04. There was a little bit increase although the result of posttest in cycle 1 had not indicated the achievement of students' passing grade of 70. However, the mean score of writing aspects for *content* and *organization* indicated the students' mastery in both of them. They could achieve the score of 14.57 – 72.85% for *content* and 13.91 – 69.55% for

organization. These data showed that the students had been successful in mastering two aspects of writing.

In this step, the researcher asked the students to discuss the topic sentences and to find the supporting details stated in the text that was being discussed. The purpose of this activity was to give the background knowledge of how to define the topic sentence and the supporting details. Arnaudet (1990: 1) states that in written form, English is divided into *paragraphs* to distinguish one main idea from other main ideas. The paragraph is the *basic unit of composition*. So, it was necessary for the students to have the skills of how to find the main ideas and supporting details that could be used as the modals of writing composition. In addition, Arnaudet, says that: (1) *A paragraph is a group of sentences which develop one central idea*; (2) *The central idea is usually stated in a topic sentence*; and (3) *Every sentence in paragraph must help the development of the topic sentence*.

After the students discussed about the topic sentences and supporting details in every paragraph, they were asked to find the '*reference markers*' that were used among the paragraphs in the text that was discussed. This purpose was to give the prior knowledge for the students in mastering the *organizations* that covered *coherence* and *cohesion*. These two points were also very important in preparing the real writing composition. Baker (2000: 74) says that initially, the essay title can be brainstormed by the whole class, and a large range of facts and opinions are gathered and noted on the blackboard. Activities for getting ideas and information before writing include: (1) listening to something about topic, or a

connected topic; (2) reading a text connected to the writing topic; (3) discussing the topic; (4) showing a picture about the topic, and asking questions about it; (5) asking each other question about the topic; and (6) writing down any vocabulary or ideas about the topic.

When the students discussed the reference markers and the paragraph connectors, most of the students looked motivated and spirit because they were aware that this step would give the benefits for them in order to develop the outlines into the drafts and make their composition would be better. This opinion supported by Keller (1983: 389). He stated that *motivation* is commonly thought of as an inner drive, impulse, emotion or desire to that moves one to a particular action. He also stated that motivation refers to the choices people make as to what experiences or goals they will approach or avoid , and the degree of effort they will exert in that respect.

It is the fact that motivation is something that can influence someone to be spirits or inspirits. It absolutely depends on someone's need. If people do not need anything, they will not motivate in getting it. However, if they need something, they will be more motivated in getting it because it is very useful and needed in their lives. So, motivation will always influence someone's spirit in learning process successfully.

In general, it could be said that in cycle 1 the researcher had not been successful yet in handling the learning writing but the students had been successful in gaining the mean scores of *content* and *organization* but they had not been successful yet in mastering the aspects of *vocabulary*, *language*, and

mechanics. Holistically, the students had not been successful in English writing competence in cycle 1 and it was necessary treat in cycle 2.

(b) Report of Cycle 2

Then, the result of the posttest in cycle 2 showed that the students' achievement of writing competence had been increasing from the mean score of 64.04 for posttest in cycle 1 to the mean score of 69.17 for posttest in cycle 2. Seeing the students' passing grade of 70, the students were nearly successful in gaining the target. It was just needed the mean score of 0.83 to achieve the success of writing based on the students passing grades.

Based on the above information, the researcher had the big effort to revise the writing aspects of *vocabulary*, *language*, and *mechanics* to increase the students' mean score of 70. It was done by revising and improving the learning strategy, technique, and the appropriate materials. The students' achievement in cycle 2 was 13.78 – 68.90% for vocabulary, 18.61 - 62.03% for language, and 7.74 – 70.74 % for mechanics. Those data indicated that the aspect of writing for vocabulary and language had not fulfilled the students' passing grade of 70 while mechanics had fulfilled the demand of passing grade of 70. It can be concluded that the students' writing competence did not improve well. Even, the students mean score of *vocabulary* decreased from 13.87 to 13.78. The students were not able to achieve the mastery of applying the vocabulary of 70% because: (1) the students had some mistakes and errors in using the dictions in context; (2) the students did not have the big efforts to learn vocabulary; (3) the teacher had not been optimal in giving the exercises in vocabulary; (4) the students' mistakes and

errors in writing never got any correction from the teacher directly; and (5) the students sometimes got bored in discussing the vocabulary. Montage (2009: 5) says that bilingual students attain higher achievement levels when allowed to begin literacy instruction in their primary language before transferring to English literacy. Students who learn academic concepts and literacy skills in their native language can more readily and quickly transfer those skills to a second language because knowledge is grounded in the language and the schema they comprehend.

In addition, the researcher revised the students' problems in *vocabulary* by displaying the students' previous drafts to revise their mistakes and errors in using the dictions in context. It was done with the classroom discussion. Then, he gave the students the additional tasks about deducing meaning from context and translating the text into bahasa Indonesia to create their literacy instruction and motivation in understanding the English vocabularies. By mastering the vocabularies, students could comprehend the English context because knowledge is grounded in the language and the schema.

Besides having the problems in vocabulary, the students had not been successful in mastering the writing aspect of *language*. They just got the mean score of 18.61 - 62.03% in applying the aspects of language in sentences. The students could not reach the mastery of applying the aspects of language in sentences of 70% because their drafts, especially in grammar section there were: (1) unacceptable grammar; (2) unacceptable tenses; (3) the meaning sometime obscured. Edelsky (1986) and Urzua (1987) argue that second language writing should involve linguistic, social, and cognitive processes. Johnson notes that, "just

as children use a variety of cognitive, social and linguistic strategies in learning to speak English as an additional language, developing L2 writers also use various cognitive, social and linguistic strategies to participate in the L2 literacy communities” of the classroom. Research in second language acquisition indicates that linguistic development in L2 occurs as learners attempt to make sense of what they comprehend and can produce in oral and written discourse. (<http://www.ncele.gwu.edu/pubs/nysabe/vol10/nysabe103.htm>) 7 March 2009.

Considering that the students of “SMP” grade 9.2 included as the beginning level in studying English, the researcher had proved that POA could be as an alternative suitable approach to help the students improve their writing competence. The findings of the research showed that POA can improve students’ writing correct words order, tenses, pronouns, vocabulary, and sentence patterns. Henderson (*Exploring Functional Texts* 2003: 5-6) stated that “Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation”. These activities were done in prewriting steps by breaking down the tasks in building knowledge of field and modeling of text.

In addition, recognizing the new language is also important for the EFL students because they need to know the form, the generic structure, the language features that can be used to construct the accurate composition. According to Harmer (1998: 79) that the visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write

sentences using new language shortly after they have studied it. Thus, studying the accuracy of language should be done before doing writing activity.

(c) Report of Cycle 3

There were the good results coming to cycle 3. The students had achieved the mean writing score of 75.91. It really proved that POA can improve the students' writing competence although it needed a long time – for 3 cycles to solve the students' problems in writing. After the students joined the writing process, they felt self-esteem because they had got a lot of drills of how to reinforce their linguistic competence. Coopersmith (1967: 4-5) gave the definition that learning language needs *self-esteem*. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience, which the individual conveys to others by verbal reports and other overt expressive behavior. In conclusion, POA is able to improve the students' writing competence accurately.

Frankly speaking, the steps of *prewriting* in POA are necessary to implement before going into the steps of real *writing* activity. Everything was done to fulfill the qualifications of writing process. The researcher assumed if the students have been ready in mastering the rubrics suggested by Tribble, they can write the English composition accurately. Then, after implementing the writing step, it is necessary to do *rewriting* as the final stage of POA so that the writing process could be done perfectly.

2) Writing

After the students had mastered the knowledge that they had gained in the previous step – *prewriting*, they could continue their activity in the next step – *writing*. In this step, the researcher had implemented: (a) guided outlining and free outlining and (b) guided drafting and free drafting.

(a) Guided Outlining and Free Outlining

The students' improvement in writing competence was also much influenced by the activity of outlining and drafting. It was the fact that the students' writing could improve significantly cycle by cycle. Tribble (1996: 9) states that ... in writing the emphasis is on recording things, on completing task, or on developing ideas and arguments.

Guided outlining and free outlining were very applicable to do in developing the students writing competence. Based on the observation, the students were often drilled to do the activity of guided outlining and free outlining. The response of the students in the reflection section showed that they were getting easier to develop their outlines and to use their language accuracy after practicing how to make guided and free outlines. These steps were to facilitate the students in generating the ideas. In term of generating ideas, Arndt (1992: 17) states that since writing is primarily about organizing information and communicating meaning, generating ideas is clearly a crucial part of the writing process. Because actually getting started is one of the most difficult and inhibiting steps in writing, idea-generating is particularly important as an initiating process. So, the researcher facilitated the students by giving the step of guided-outlining to

free outlining because as L2 students, they should know how to make the English outlines before developing them into the drafts.

Here is one of the samples of outlining process made by one of the students who joined the research. Before making the outlines, the students arranged the jumbled paragraphs by finding the keywords and the connectors of every paragraph to link with the next paragraphs. These activities were used to practice them to make the text coherently and the cohesively. This activity stated on page 73 to 74. The students started the lesson by displaying the jumbled paragraphs on LCD. Then, they discussed them with class as the end of session. As the result, the students could find the keywords or the cohesion devices to link with the next paragraphs so that they could create the coherent paragraphs. Mastering the coherence and cohesion are very important in terms of developing the drafts.

Experience of arranging the jumbled paragraph was a good way to make the students aware that coherent paragraph was the qualification of writing composition. In addition, Arndt (1992: 17) says that generating ideas involves drawing upon long term memory which consists of three main kinds of memory store: (1) *episodic memory*, which is devoted to events, experiences and visual auditory images, (2) *semantic memory*, which is devoted to information, ideas, attitudes and values; and (3) *unconscious memory*, which includes emotion and feelings.

Then, the activity of making outlines was done by discussing the main ideas and supporting details of the report text. Based on observation, the students

got difficulties in finding the key words that could be used to connect to the following paragraphs. Then, the students started to make outlines based on the text supplied. Finally, they made free outlines based on their ideas or thoughts. However, they did not know how to place the main ideas well. Then, the researcher explained that the position of the main idea could be placed in front, in the middle and at the end of paragraph. Arnaudet (1990: 3) states that the first sentence of a paragraph is usually called *topic sentence*. You may have noticed in your reading of certain English text that it is possible to place the topic sentence at the *end* of the paragraph (as a kind of conclusion), or even in the *middle* (as a kind of link between the two parts). It is possible not to have a topic sentence at all; in this case, we say that the topic sentence is *implied* or *suggested*.

In addition, the researcher gave the limited topic to the students in term of making outlines and developing them into the draft especially the topic used in report text. So, in giving the task, the researcher always gave the limitation of topic so that the students could explain in single idea with more supporting details. Heirston (1986: 5-6) says in his proposal that one of the characteristics of good writing was that “Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having suitable supporting details”.

After discussing about coherence and cohesion, the students discussed the outlines by analyzing the spelling, the grammar, the content, and the heading-subheadings. In the first cycle, the students were still confused about how to decide the content and using spelling. However, in the second cycle, the students’

problems were in the grammar and tense. Finally, they got successful in making the outlines as the preparation of drafting. Arndt (1992: 18) says that the processes above belong to brainstorming. Brainstorming can be used to: (1) choose a topic; (2) identify a reason or purpose for writing; (3) find an appropriate form in which to write; (4) develop a topic; (5) work out a plot; and (6) develop the organization of ideas. The results of guided-outlining and free-outlining were hoped that the students could improve all aspects of writing specially in developing content, organization, vocabulary, and language. They tended to do the writing composition accurately because they were accustomed to analyze the language components so that they were more critical in using the language and vocabulary in composing the report text.

(b) Guided Drafting and Free Drafting

In implementing the step of guided drafting, the researcher took some of the students' outlines to display on LCD projector. Then, he asked all the students in the classroom to participate in developing the outlines into the drafts. After that he asked all students to make free drafts. Finally, some students displayed their drafts on LCD projector to compare. Here were some questions to guide discussion: (a) Is there any main ideas in each paragraph?; (b) What is about the supporting details of each paragraph?; (c) Is there any key words that connect to the following paragraph?; and What is about the ending of paragraph?. This guide discussion was able to make the students more critical in drafting step. Arndt (1992: 102 – 103) states that in drafting he gets students into small groups (two or three) and distributes sample texts. Then, he asks the students to consider the

characteristic of the beginning and ending of their text and the kinds of ideas they contain. They should also decide whether they are satisfactory or not.

Here are some questions to guide discussion created by Arndt: Is the opening interesting? What form does it take? e.g. Is it a quotation, a statement or generalization, an anecdote? How is the opening related to the rest of the text? How is the ending link to the opening? How is the ending linked to the rest of text? In drafting process, of course, the students were trained to develop the outlines into the good drafts.

As the result, after joining the steps of drafting, it could be indicated that the mean score of writing increased significantly from cycle to cycle. There were 61.13 in pretest, 64.04 in cycle 1, 68.17 in cycle 2, and in cycle 3 the score increased to 75.91. As the result, the students writing competence improved gradually so that the students could have achieved more score than the passing grade of 70.

3) Rewriting

Montage (1995: 13 – 24) says that rewriting is the step of editing as a final stage in text creation, rather than an initial one as in product oriented approach. Editing as the final step of POA became complicated for the students because editing needed much knowledge of linguistic competence and the writing skills.

The students tended to be motivated when they were discussing the drafts with the class in the classroom. They looked self confident to do it. This activity was supported by (Murray, 1972) that once the rough draft has been created, it is polished into subsequent drafts with assistance of peer and teacher conferencing.

In the step of editing, the students were asked to involve their ability in language components, emotion, and expressing their thoughts if they liked or disliked the activity they did. The researcher educated the students in order to be open minded in learning process besides the mastery of language components (include: grammar, tense, word order, pronouns, spelling, punctuation, capitalization, and lay out). In studying literacy development Edelsky (1982) found that bilingual writers make language choices depending on ability, emotion, and expressional need. So, in this session, it was a good chance for the students to empower their capacity to evaluate the mistakes and errors to make the composition accurate and complete.

Based on the observation, there were only 3 students in cycle 1, 5 students in cycle 2 and 8 students in cycle 3 who could edit and revise the draft without any help. It was the proof that most students were not much motivated in editing step although it was very important activity in term of writing a composition. They said that they did not like to do “Rewriting” because it was very difficult to do. They thought it was less important than other steps – *prewriting* and *writing*. However, the researcher had to force them to implement it as the final stage of learning writing before giving posttest. Language experts always suggest that this step is very important in writing process. Finally, they could do what the researcher suggested. Arndt (1992: 117) says that by learning to evaluate others’ writing, and responding in turn to evaluation of their own, students will gradually build up that capacity for self-assessment which such a vital element in the

process of writing. So, although it was hard for students to do, the researcher always suggested doing it because of the vital element in writing process.

The enhancement of writing competence improved, especially in language and vocabulary through “Rewriting” that provided teacher to give students more opportunities to practice applying the language and vocabulary in writing. In accordingly, they also had got a lot of experience in discussing how to correct the mistakes and errors so that they got better solution of their writing difficulties. It was supported by Brown (2001: 66): “Thinking directly in the target language usually helps to minimize interference errors, because the majority of students’ errors in producing the target language, especially in the beginning levels, stem from the students’ assumption that the target language operates like the native language”. By analyzing the students’ draft, the researcher could prove that the interference of the native language could influence very much again the students’ writing competence. As the result, the students’ writing score in cycle 3 increased significantly so that the mean score of their writing competence could achieve the passing grade of 70. In conclusion, the students’ scores of writing competence increase gradually from 64.04 in cycle 1 to 75.91 in cycle 3.

2. POA can energize students in writing process

In the statement of problems that is stated in Chapter 1 says that how process oriented approach can energize the students in writing process of the grade 9.2 of the students of SMP Negeri 1 Probolinggo in Academic Year of 2009/2010. Based on the keyword ‘*energize*’, it means supplying somebody or

something with the strength or power (Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved).

The researcher considers that POA is able to make the students energize or motivated in joining the process writing because POA can be implemented in the learning and teaching process naturally. It always considers the students ages, attitudes, aptitudes, modality of learning, and the atmospheres. Harmer (1998: 8) says that real motivation comes from within each individual. In addition, Harmer (1998) says that the good learners are those that have a positive attitude toward their subject.

(a) Prewriting

The step of *prewriting*, the researcher implemented two activities, namely, building knowledge of field and modeling of text. Based on the observation in both activities, the students showed the biggest motivation because they thought that the contents of them were very useful and important. Both activities told the students about finding main idea (topic sentence) and supporting details in the aspect of writing – *content*, applying coherence and cohesion in the aspect of writing – *organization*, using the dictions in context in the aspect of writing – *vocabulary*, using the agreement, tense, grammar, compound words and compound sentences in the aspect of writing – *language*, and using punctuation, spelling, capitalization, and layout of text in the aspect of *mechanics*. As the result, the students had the biggest motivation in joining the writing through POA. Harmer (1998: 8) states the desire to learn can come from many causes. Perhaps the students love the subject or simply interested to see what it is like. Harmer in

Gardner and Lambert (1998) states that *Integrative* motivation – the students wanted to integrate into the speaker's cultures was more powerful than *Instrumental* motivation – the students only learnt language as a means to an end.

In the step of building knowledge of field, the students who could find the connectors, were about 43.50% in cycle 1, 56.52% in cycle 2, and 65.21%. It indicated that their motivation increased significantly. Concerning with students' performance, students became more active and were motivated to improve their writing competence. When they got difficulty in finding the meaning of new vocabulary, in finding the main ideas, in finding the cohesive devices, in using the tense and grammar, and in using punctuation and spelling, they were active to discuss it in groups or to ask the teacher.

In the step of modeling of text, the students who could analyze the generic structure and language features were about 60.90% in cycle 1, 74.00% in cycle 2, and 73.91% in cycle 3. It indicated that their motivation increased significantly. Concerning with students' performance, students became more active and were motivated to improve their writing competence. When they got difficulty in analyzing the generic structure and in analyzing the language features, they were active to discuss them in groups or to consult the teacher.

(b) Writing

Based on the observation, the students who could make guided and free outlining were about 26.08% in cycle 1, 43.47% in cycle 2, and 45.50%. It indicated that their motivation increased significantly. Concerning with students' performance, students became more active and were motivated to improve their

writing competence. When they got difficulty in making outlines, they were active to discuss it in groups or to consult to the teacher.

Based on the observation, the students who could make guided and free drafting were about 34.78% in cycle 1, 43.47% in cycle 2, and 34.78% in cycle 3. It indicated that their motivation cycle 2 increased well while in cycle 3 decreased significantly. It means that in cycle 2, the students' motivation was better than in cycle 1 and cycle 3. It was suitable with the students' response that in joining the draft, the students got a lot of difficulty in developing the outlines into the drafts. Concerning with students' performance, students became less motivated to join the drafting step but finally they could improve their writing competence in the third cycle..

(c) Rewriting

Based on the observation, the students who could edit the drafts by revising and correcting mistakes and errors were 13.04% in cycle 1, 21.73% in cycle 2, and 34.78%. It indicated that their motivation increased significantly. Concerning with students' performance, students became more active and were motivated to improve their writing competence. When they got difficulty in revising and correcting the mistakes and errors, they were active to discuss it in groups or to consult to the teacher. (Calkins, 1986; Graves, 1983). In the revision process, sharing the written piece with others is important because it assists the author in realizing the readers' understanding of the piece.

The other finding showed that POA could improve students' motivation to write English and they wanted this research to be continued in teaching and

learning activities, especially in writing class. The students realized that there were many advantages they got, so they became more interested and joyful to write English text. This finding was supported by Mc Gillick explained that the emphasis of learning to write fairly extended pieces of English. We were more interested in helping the students to express ideas, thought processes and feeling on papers; to organize those ideas, thoughts and feelings in writing (*Ways of Writing*: 1987:2). It means that in teaching writing, teacher helps students to express ideas, thought and feeling on papers. Then teacher also helps students to organize those ideas, thoughts and feelings in sentences to compose meaningful paragraphs or texts on learning to write.

According to Keller (1983: 389) that someone is not motivated if the topic that he/she faces does not become his/her destination. He stated that *motivation* is commonly thought of as an inner drive, impulse, emotion or desire to that moves one to a particular action. Or, in more technical terms, motivation is the choices people make as to what experiences or goals they will approach or avoid , and the degree of effort they will exert in that respect.”

It is the fact that motivation is something that can influence someone to be spirits or inspirits. It absolutely depends on someone’s need. If people do not need anything, they will not motivate in getting it. However, if they need something, they will be more motivated in getting it. So, motivation is always needed by the learners because it has the big influence in learning process successfully.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The process oriented approach refers to a teaching approach that focuses on the process of a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in product oriented approach. The process oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing (Murray, 1972).

There are many different highlights of the language experts about the steps of writing process. After comprehending the knowledge about process oriented approach and the implementation of it, the researcher had taken the conclusion and tried to simplify the steps of writing into: (1) building knowledge of field; (2) modeling of text; (3) outlining; (4) drafting; and (5) editing-proofreading. These steps have been simplified by considering the simple ways of implementing the Process Oriented Approach (POA) for Grade 9.2.of the Students of SMP Negeri 1 Probolinggo in 2009/2010 Academic Year.

After conducting the research, it can be proven that POA can improve the students' writing competence. The major conclusion of this research is that the implementation of POA has many advantages to help students improving their writing competence and encouraging them to be more active in writing class.

Base-line data on the result of the research above, it can be concluded that there are two points as follows: (1) quantitatively, POA can improve the students' writing competence based on the results achieved by students in every cycle; and (2) qualitatively, POA can improve the students' self-esteem, motivation, and interaction based on the observation done in every session. Frankly speaking, POA had some strengths and weaknesses when it implemented in writing class. The conclusion can be described in the following descriptions.

Firstly, POA can improve the students' writing competence by improving the components of writing – namely: 1) content; 2) organization; 3) vocabulary; 4) language; and 5) mechanics.

The components of content cover the subject of writing, the variety of ideas and argument, the interpretation of the topic, the content relevant to the topic, and accurate details. The components of organization cover the fluent expression, the clear ideas stated; the appropriately organized evident; logically sequenced (coherent); and connectives appropriately used (cohesion). The components of vocabulary cover the wide range of vocabulary; the accurate word/idiom choice and usage; and the appropriate selection to match register. The components of language cover the appropriate structures; tenses; numbers; word orders, articles; pronouns; prepositions; and the meaning never obscured. And the components of mechanics cover: full comment of spelling; punctuation; capitalization; and layout.

Secondly, POA can be the factors to improve the students' self-esteem by giving the prior knowledge – like mastering the language components are very

useful to give the modal to learn the certain genres. In my study, I have the effort to create the building knowledge of field and modeling of text. The other factor is motivation. The students' motivation can be built by considering the students' needs in learning process and by making the pair work and group work more effective and efficient. The way of making effective and efficient is by giving the students' opportunities in selecting their own partners. It makes them joyful in joining the learning process. The last factor is interaction. In developing the students' interaction can be done by: adopting the principles of collaborative learning; implementing the value of group learning; and designing collaborative task. The result of the study can be described as below.

Classically, all the students had been successful in gaining the score of writing competence. The average score was 78.83. It was the fact that POA could really give the positive influence to the students' improvement in English writing.

Individually, however, there were 12 students who had gained the scores 78 – 94, there were 9 students who had gained the scores 70 – 77, and there were 2 students had gained the scores 65 – 67. It could be described that there were 52% of students had fulfilled the 'KKM' but there were 48% of students had not. In conclusion, there were 21 students who had achieved $\geq 70\%$ in mastering the writing components: content, organization, vocabulary, language, and mechanics had achieved but there were 2 students who had not achieved 70% in mastering the writing components.

Process oriented approach is necessary to develop and to apply in the learning process for all language skills – listening, speaking, reading, and writing.

This approach is flexible to apply for all because everything needs the process. Frankly speaking, if the process can be done effectively and efficiently, the product must indicate the positive influence but if the process cannot be done well, it will be vise versa.

There are some strengths and weaknesses of using POA in writing class. The strengths of POA can improve the students' writing competence especially related to components of writing, such as: content, organization, vocabulary, language, and mechanics. It is really able to improve the students' achievements from cycle to cycle although the improvement was only a little bit but it is very meaningful for developing the students' writing competence. On the other hand, the weaknesses of using POA is time consuming because it took a lot of time implement POA that needs at least four steps: recognizing of text, modeling of text, outlining, drafting, and editing and proofreading. They sometimes need a longer time to make the students more understandable in each step. Other weaknesses are for the teacher needs more time to analyze and to correct the students' drafts that were carried out discussion in writing class.

B. Implication

Base-line data of the research findings, teaching and learning writing through POA can improve the students' writing competence, especially for the grade 9.2 students of SMP Negeri 1 Probolinggo, in Academic Year of 2009/2010. Based on the result, teaching writing through POA is a suitable approach to improve the students' writing competence step by step because it is flexible. The objectives of POA are to improve the process continually. It is hoped

that the products also have the quality, especially, the learning process. This study can also be used as a reference for English teacher in improving teaching and learning writing to be more creative and innovative. However, whoever uses this approach should be able to modify and simplify it so that it can be more adaptable for other users.

C. Suggestion

I would like to give some suggestions after I have conducted classroom action research entitle “Improving the Students’ Writing Competence through Process Oriented Approach (A Classroom Action Research of the Grade 9.2 Students of SMP Negeri 1 Probolinggo. The details suggestions can be describes as follows:

1. For teachers:

- a. Before teaching writing, the teacher should be able to build the students’ knowledge of field, the students’ needs, potentials, and problems. Then, the teacher can implement the right and appropriate approach to apply in the class room. It is done to give the suitable service to the students in order to be effective and efficient in conducting the learning process.
- b. Teacher should be more creative and innovative in using many kinds of various techniques in teaching writing for the 9th grade students of junior high school to avoid getting bored and to empower their writing competence so that teaching writing will be more meaningful for developing their ability in writing for daily lives.

2. For students

- a. Students should realize that writing is one of the language skills that is very important to apply in daily lives because expressing ideas through writing will bring a lot of benefits for the writers and the readers.
- b. Students should realize that they actually have good abilities to be writers because every person was born to bring talented potentials. Being good writers brings the positive effects in self-correction and self-reflection so that the students will be cooperative and open minded people in the future.
- c. Students should build their psychology in expressing ideas to public bravely and admit that nothing is perfect. So, they will be motivated in writing something that is meaningful for everyone.

3. For school

- a. School should give opportunities to teachers in term of developing their competence in writing activities through conducting classroom action research to improve their professionalism in teaching and learning process that can influence the students' quality in learning.
- b. School should have the programs of upgrading the teachers' competence in using many kinds of learning models by inviting key note speakers from the university which have good reputation to discuss and share knowledge and skills that give good support for teachers to develop their ability in teaching.

4. For Sebelas Maret University

- a. Sebelas Maret University should have the program of improving writing competence for teachers through specific seminar of how to write

academic writing well so that the teachers will have ability in writing, especially in conducting classroom action research.

- b. It is hoped that Sebelas Maret University has “writing community” that can be uploaded in the internet so all internet users can use the products – the results of research, to support the research, to consider, to compare, and to continue the research.

5. For other researchers

This research is just one effort to improve the students’ writing competence through process oriented approach in teaching and learning writing in the classroom. The findings of this research are expected to use as a starting point to conduct the further research in the same field.

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