

Students' Perception Toward The Use Of Process Approach In Writing Course of English Department in Mulawarman University

Nira Miranda¹, Aridah², Syamdianita³
Universitas Mulawarman

¹niramiranda@gmail.com; ²aridah@fkip.unmul.ac.id; ³syamdianita@fkip.unmul.ac.id

Abstract

This study was aimed (1) to find out how the process approach is implemented in writing course and (2) to know the students' perceptions toward the use of process approach in writing course. The design of this study was a descriptive qualitative design. The data were collected by using interview guide. The 64 students from class B 2018 and C 2019 were selected as the subject from the results of final score in writing 3 course. While, the six students were selected as the interviewee since they had the highest, middle, and lowest score in writing class. The result of this study found that the lecturer used the same five steps of process approach based on Hyland (2003) which involved pre-writing, drafting, revising, editing and publishing. Furthermore, the students' perception toward the use of process approach in writing course was totally positive. It was explicitly described under the five aspects that were attitudes, motives, interests, experience, and expectation. Mostly, the students showed positive perception toward the use of process approach in writing course. Moreover, the implementation of process approach was very helpful and also motivated them in writing their future essay.

Keywords: Student's Perception and Process Approach

1. Introduction

In the study of English as a foreign language, writing is one of the important skills besides listening, speaking, and reading which it must be mastered by EFL students. In general, it is difficult to EFL students to master of this skill because there are many aspects of this skill that students must learn. Gaith (2002) explained that writing has a complex process that permits writers to convert their thoughts into actual words so that it can be written on the piece of paper. By doing the process of writing, the students are able to share and express their thought and ideas on the paper. Therefore, students need do some steps before express their thought and ideas on the paper.

When students learning language, especially writing in the school, this skill is really important for student to be learnt. Writing gives students opportunity to express their thoughts and ideas. By writing, their language skill is improved because when they write about something, they naturally want their writing to be good. Therefore they search about a new word to support their idea. This helps them to learn a new vocabulary. Good writing skills are obtained by learning and practicing not because of

innate (Brown, 2001).

In teaching and learning process nowadays, teacher must have knowledge about some approaches that can improve the students' writing skill. In other words, to write a particular text, Gaith (2002) explained that there are several approaches that can be used in teaching writing such as: (a) controlled-to-free approach, (b) free-writing approach, (c) paragraph-pattern approach, (d) grammar-syntax-organization approach, (e) communicative approach, and (f) process approach. With these approaches, the students' writing ability can be developed easily.

However, this study only focused on process approach. According to Nunan (1991), process approach is an approach which focuses on the writing process than on the final product which is the opposite of the product approach. Furthermore, Badger and White (2000) argued that the emergence of a process approach is due to the ineffectiveness and old-fashioned product approach in writing which focuses on the final product. It consists of pre-writing, drafting, revising, editing, and publishing.

In Mulawarman University especially in writing course class the lecturers applied the process approach in teaching writing. Essay is one of the main task for the students in this course. Essay itself is a set of paragraphs written, which consist of main ideas and singular topic (Zemach & Rumisek, 2003). In order to write essay easily, process approach can be used to facilitate the students in preparing and writing their essay so that the words and main points constructed in their essay can be organized well.

Some studies on process approach such as Eliwarti & Maarof (2017) and Onozawa (2010) showed that this approach has a positive and very efficient impact in overcoming difficulties in writing essay. It also improves the students' writing ability. Thus, it means this approach can be useful in writing class, especially in teaching and learning writing essay.

Unfortunately, according to Salem (2007) in (Sheir & Koura, 2015) said most of the students feel overwhelmed when they were write certain topic. They have some difficulties like they do not know how to start, how to develop their ideas or how to conclude essay in a correct way. They were also make many mistakes in grammar, and punctuation while doing their writing essay. The researcher's and other student also have similar experience in applying the step of process approach during their essay writing. When the researcher studied about writing subject her friends admitted that they faced difficulties. The researcher found that the difficulties were caused mainly because they did not use process approach in a correct way. Therefore, the researcher would like to know students' perception about the use of process approach in writing course.

Based on those findings and researcher's experience, the researcher would like to know deeper about what are the perception of students about the use of process approach in Upper Intermediate Writing course. So, the question is whether by following the steps in process approach can facilitate and ease the work of their essay?, the researcher choose the title: Students' perceptions toward the use of process

approach in writing course of English Department Mulawarman university.

According to the background study above, the research question in this study is formulated as follows;

1. How is the process approach implemented in upper intermediate writing course?
2. What are students' perceptions toward the use of process approach in upper intermediate writing course?

2. Literature Review

According to Robbins, Judge, & Hasham (2009), perception is described as a process by which someone knows, remembers, interprets and organizes information or objects that are around their environment. Moreover, Ward & Kleim (2015) added that perception is also related to the human senses that produce signals from the way human sees, defines, understands, feels and react. In other word, perception is the process when we imply the world around us. In the same situation each individuals' might have different perception.

According to Kondalkar (2007) there are five factors in perception by perceiver, such as: attitude, motives, interests, experience and expectations. Borkowski (2005) explained that attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations. Motive is a factor which influences to do anything because anything we do has a motive behind. In line with this, motive will focus on the why a particular thing might happen (Vanderpool, 2019). Interest is conceptualized as a content-specific, persuasive variable that can illuminate us concerning why people are motivated to connect with and to learn definite topic (Hidi, 2000). According to Roth, W.-M & Jornet, A (2014), experience is unlike the common use of the term as referring to participation in events or activities and, in the process, having certain feelings. According to Lehmann (as cited in Meisel and Cottrell, 2003) stated that expectations are adaptive and change according to previous experience levels and other information.

Process writing approach is an approach where students focus on the process of producing the writing rather than the product itself (Grossmann, 2009). According to Nunan (1991), process approach is an approach which focuses on the writing process than on the final product which is the opposite of the product approach. Furthermore, Badger and White (2000) argued that the emergence of a process approach is due to the ineffectiveness and old-fashioned product approach in writing which focuses on the final product.

According to Hyland (2003) there are five steps in process approach on writing, they are pre-writing, drafting, revising, editing and publishing. Gaith (2002) stated that at pre-writing stage what students will write and how they write can be influenced by students' experience, observation, and interaction. Hedge (2005) stated that drafting stage is where students combine and develop several ideas into sentences and paragraphs which have been sorted in the pre-writing stage. Badger & White (2000) stated that revising

stage is the stage where the writer checks whether their writing is clear and neatly arranged according to what they want to convey. According to Ozagac (2004), at editing stage of the process students need to focus on improving their work. The last stage is publishing, where giving genuineness of keeping in touch with students and affirms that sharing writing to peers is one of the significant approaches to improve validness (Brown, 2001).

Process approach is used in most of writing class especially for teaching writing essay. In many journals and articles about process approach, the author said that this approach is really useful and facilitated the students through writing their essay easily and organized. Onozawa (2010) mentioned that process approach is usefulness because it has been acknowledged and functional to EFL students in writing class since 1980's.

Lastly, Nunan (1991) also acknowledged that the process approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing. Based on the examples given above that process writing can be a more effective method of teaching writing. Also, it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing, a number of activities.

3. Method

This study will use qualitative study to examine the students' perception towards the use of process approach in writing course of English department Mulawarman University. This qualitative study will use in this study because all the data is form of word rather than numbers. According to Miles & Huberman (1994) qualitative research is usually in words form than number and concerns in some fields such as social science, history, notably anthropology, and political science.

In this study, the researcher interests in investigating the students' perception towards the use of process approach in upper intermediate writing course. The students had already started making their essay using process approach as method in their activity for doing writing essay in the class. The students used the stages of process approach to help them make a better essay. Therefore, this study used qualitative case study to interpret the phenomenon that happened when the students did the activity in upper intermediate writing course. Based on Creswell (2012), case study means a casuistic study conducted by researchers in see phenomena, such as programs, events, processes, activities or groups individuals in depth.

a. Research Subject

The research subject of this study was students in Upper Intermediate English Writing course that were in the third semester at English Department in Mulawarman University. Qualitative studies more typically use non random or purposive selection techniques based on particular criteria (Ary, 2006). The students who was taken upper

intermediate writing course from class B 2018 and C 2019. There were total 64 students that taking Upper Intermediate English Writing course. The reason why they were chosen is because they had been done essay in upper intermediate writing course through process approach activity. All of the students was given the interview about their perception toward the use of process approach in writing course.

b. Research Instruments

The instruments used in this study were sets of interviews. An interview is an important data gathering technique which is form of direct communication between the researcher and subject (Mardalis, 2014). To answer the first research question about how the process approach implemented in writing course. There were 16 questions based on the theory of 5 steps of process approach by Hyland (2003). While to answer the second research question, there were 10 questions based on the theory of 5 aspects perceiver of perception by Kondalkar (2007).

The interview guide was structured based on the definition of five aspects of perception and five steps of process approach. The interview type is semi-structured interview. According to Lodico, Spaulding, and Voegtle (2006), semi-structured interviews assist in collecting in depth data through allowing the writer to probe beyond the interview questions. So, it was used in this study to know deeper about their perception in oral way. The participants of this interview was taken from students who has the highest, middle and lowest final score and from the lecturers who teach in writing class 3.

c. Data Collection Techniques

In this study, the data was conducted by gathering the information from observation and interview that was done to the participants to know their perception toward the use of process approach in upper intermediate writing course. To collect the data, the researcher checked final score of upper intermediate writing course from class B and C 2019 students followed by selecting the participants for the interview who has the highest, middle and lowest final score. After that, the researcher did interview for the participants who had the highest, middle and lowest final score and the lecturers.

d. Data Analysis Techniques

The data was taken from document and interview which was analyzed to find out the problems of this study which was to find out the students' perception toward the use of process approach in upper intermediate writing course. Miles & Huberman (1994) pointed that data analysis in qualitative research will interactively continue up to finish until the data saturated. This study used flow model analysis from Miles and Huberman (1994) in analyzing the data. It consisted of data reduction, data display and conclusion drawing.

4. Result

This study was aimed to seek the answer to the first research question, “How is the process approach implemented in an upper-intermediate writing course?”. The data gained through one instrument which was the interview. The participants of this study were 64 English Department students from the year 2018 and 2019 who were taken writing 3 courses in the English Department of Mulawarman University and they were chosen purposely according to their writing final scores.

The interview was administered to students whose writing final scores were suitable with the criteria such as highest score, middle score, and lowest score, so the numbers of the chosen interviewees are 6 students. The researcher also conducted an interview to the lecturers who had applied process approach in their writing class. The lecturers' interview was being conducted in order to validate the results of students' interview which referred to the theory of five steps of process approach by (Hyland, 2003). The interview was used to confirm, add, and support the information from the data collected. Here were some evidences that described the process approach used by the lecturer which supported by the results of students' interview.

During pre-writing steps, most of the students were doing activities such as; (1) freely choosing the topics provided by the lecturer to write an essay in writing course; (2) make freewriting, outlining, listing or mind mapping for their first draft. Meanwhile, in pre-writing steps, the lecturer asked the students doing activities such as; (1) focuses give the students freedom in choosing the topic that they are going to write; (2) also gives the students feedback for their outline.

In drafting steps, most of the students were doing activities such as; (1) writing the first draft; (2) combining and developing several ideas into sentences and paragraph. Based on the result of the implementation of the process approach by the lecturer, during drafting steps, the lecturer asked the students to write their first draft.

Then, in revising steps, most of the students were doing activities such as; (1) revising their punctuation, capital letters, and grammar by themselves; (2) checking and revising again if there were points that are not important and out of topic; and (3) doing group or pair revising. As for the lecturers, the results showed that in revising steps the lecturer focused to asked the students to do; (1) self-revision and pair or group revision; (2) revises the students' draft, (3) gives the students feedback on their writing and checks the content.

Next, in revising steps, most of the students were doing activities such as; (1) checking the language use (grammar, vocabulary, linkers), punctuation (and layout), spelling and sentence structure, (2) doing self-editing, teacher editing, and peer editing. While the lecturer focused to ask the students to edit their text, gives students feedback on their writing, and asks the students to do a final revising with their pair or group.

Lastly, during publishing steps, most of the students shared and collected their outlining, first draft, and final writing draft to the lecturer. While the lecturer facilitated the students to share their writing product and also gives feedback on the student's final

writing.

According to lecturers' responses, during pre-writing process, the students were asked to do outline activity. Each lecturer applied this outline although one conducted offline course while another conducted in online course. However, in its application, the students were not only using outlining as pre-writing activity, but they also did brainstorming and free-writing during this stage.

As for drafting process, the lecturers usually ask the students to write their first draft at home. Hence, the students could take their time to collect the information for their essay writing. From this activity, the students gathered information through internet which they accessed while they were at their home.

During revising step, one of the lecturers who conducted offline classroom admitted that the students were asked to check for the mistakes in their writing. Similarly, another lecturer who conducted online classroom also invited the students to check for their writing mistakes by using technology which could help them to do the corrections together virtually. For the corrections activity, they were done to find common mistakes in students' writing. The mistakes were mostly based on their punctuation, grammatical error, and capital letters.

For editing process, the first lecturer explained that she applied teacher editing and peer editing in her classroom. Meanwhile, the second lecturer was not only applied teacher editing and peer editing, but also self-editing in her writing course. Therefore, teacher editing and peer editing were mostly done by the students while one out of six students additionally included self-editing activity during her editing process.

Lastly, for publishing process, the first lecturer admitted that the outlines, drafts, and final drafts were correspondence for this process during offline course. Meanwhile, the second lecturer only focused on first drafts and final drafts for publishing step during online writing course. It could be seen that both similarly mentioned final drafts existed in both essay writing course. Therefore, most of the students included final draft activity in their publishing stage during writing course.

As for the result of second research question about students' perception toward process approach are: First, students' attitudes towards the use of the five steps of the process approach were quite positive. Similar to the theory by Kondalkar (2007) who stated attitudes can be positive and negative. The students' attitudes about pre-writing, drafting, revising, editing, and publishing steps were positive because they said that these steps were helping them in the beginning steps of writing an essay until it finished. Also, they said if they were following the steps correctly it will be very helpful for them in essay writing.

Second, students' motives in applying process approach during their essay writing course was based on their personal preferences related to what aspect interest them the most. In this case, they wanted to arrange their writing properly by using process approach. Process approach has several steps that can be followed. For some reasons, students has their own bias in applying some of the steps. Therefore, the researcher found

that their respond showed how their perception toward the steps could be beneficial in practicing the essay writing during the course.

Third, from students' interests, during the pre-writing stage, they mostly agree that it's easier to do either mind mapping, free writing, listing, or outlining. While, to obtained the data, they preferred to use both experience and the internet. In revising step, students mostly liked to revise punctuation because some students assumed that it was easier to check errors in capital letters and punctuation, though some students assumed grammar and unnecessary ideas were also checked because they were important. In the editing step, students admitted that they prefer teaching editing to peer-editing or self-editing because it would be more accurate and the mistakes can be pointed out directly. These students' interest facts were supported by Harackiewicz, Smith, & Priniski (2016) who stated that interest is needed to achieve academic success because it is a powerful motivational process that encourages learning, guides academic and career trajectories.

Fourth, the result showed that the essay writings had been done by the students in the past during writing class. They all agreed that the essay writings had been done multiple times in the past. Some were still remembering the exact number of the essays they did, while some others could only remember that the essays were done several times but not being able to mention the exact number of the activity. However, these did not conceal the fact that As Roth, W.-M & Jornet, A (2014) claimed experience is unlike the common use of the term as referring to participation in events or activities and, in the process, having certain feelings.

Finally, students' expectations regarding their writing mistakes showed that their expectation was by their writing ability could increase after intentionally follow each step of process approach. It indicated that expectation made the student qualify their standards on certain things. In this case, their own standard referred to their writing ability, therefore, they expected being able to write a better essay in the future. In line with this, Meisel and Cottrell (2003) stated people have a variety of expectations for participating in particular activities.

5. Conclusions

Relying upon the findings and discussion in the previous chapter, the researcher drew conclusion regarding students' perception toward the use of perception in writing courses from the interview result. As the first purpose of this study was to know how to process approach was implemented during writing class, according to all the results described before, the researcher concluded that the analysis of interview transcript from the lecturer and the students implemented process approaches such as; pre-writing, drafting, revising, editing and publishing in order to make a better essay writing.

According to all the results described before the researcher concluded that based on students' attitudes, it revealed that these steps were helping them in the beginning steps of writing an essay until it finished. Also, students' motives indicated that their motives in process approach steps were very beneficial for them in preparing their essay writing. As from students' interest in the process approach, it can be concluded that the students chose a

process approach based on their individual attractiveness. In the matter of students' experience toward the use of process approach, it showed they have experienced process approach because each student could give their answers differently according to their background knowledge linked to the whole activity they had done in writing course. Based on students' expectations in the process approach, it revealed that expectation made the student qualify their standards on certain things. Therefore, they were expected to be able to write a better essay properly in the future.

6. Suggestions

Based on the finding data, the researcher would like to offer some suggestions to improve the teaching and learning process. The following suggestions are addressed to English students, English lecturers, and future researchers. For the teachers, the data in this study showed that students had a positive perception toward the use of the process approach in writing class. Students felt he got many benefits by doing the process approach. Making students learn more about writing an essays correctly and also their writing ability improved. Though there were also challenges in this activity, it is highly recommended for the lecturer to keep using this process approach activity in the classroom in order to develop students' writing ability.

For the students, it is suggested for students to do the process approach actively since the finding showed that students could learn many things from the process approach especially in learning to write essays better.

For future researchers, in doing this study, the researcher had the weakness to get more data, especially in observation because the researcher did not had time to observe the process approach carried out directly in the classroom. Unfortunately, the interview protocol did not cover additional information or data which could probably support the current responses from the interviewee. Therefore, the researcher hope that the future researcher will construct a better and more detailed to get more data.

References

- Aridah, A., Atmowardoyo, H., & Salija, K. (2017). Teacher practices and students' preferences for written corrective feedback and their implications on writing instruction. *International Journal Of English Lingusitics*, 7(1), 112-125.
- Badger, R., & White, G. (2000). *ELTJournal*. A process genre approach to teaching writing.
- Borkowski, N. (2005). *Organizational Behavior in Health Care*. CANADA: JONES AND BARTLETT PUBLISHERS.
- Brown, H. D. (2001). *Teaching by Principles: An interactive approach to language pedagogy* (second edition). New York: Longman.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating*

- Quantitative and Qualitative Research. Boston: Pearson Education Inc.
- Eliwarti, & Maarof, N. (2017). The students' perception of the strategies in the process approach.
- Gaith, G. (2002, February 6). Writing. Retrieved from Nada's ESL Island: <http://nadabs.tripod.com/ghaith-writing.html#approaches>
- Grossmann, D. (2009). Masters in Teaching English as a foreign or second language. Process Approach to Writing.
- Harackiewicz, J., Smith, J., & Priniski, S. (2016). Interest Matters: The Importance of Promoting Interest in Education.
- Hedge, T. (2005). Writing . New York: Oxford UP. Print.
- Hyland, K. (2003). Genre-based pedagogies: A social response to process. Journal of Second Language Writing.
- Kondalkar, V. G. (2007). Organizational Behaviour. New Delhi: New Age International.
- Meisel, C. and Cottrell, S., 2003. [online] Fs.fed.us. Available at: <https://www.fs.fed.us/ne/newtown_square/publications/technical_reports/pdfs/2004/317papers/meisel317.pdf> [Accessed 10 May 2021].
- Miles, M. B., & Huberman, A. M. (1994). An Expanded Sourcebook Qualitative Data Analysis Second Edition. SAGE Publications, Inc.
- Rubiyah, R., Ping, M. T., & Syamdianita, S. (2018). IMPLEMENTING CONCEPT MAPPING TECHNIQUE TO IMPROVE STUDENTS DESCRIPTIVE WRITING ABILITY. LLT Journal: A Journal on Language and Language Teaching, 21(1), 65-74.
- Onozawa, C. (2010). A Study of the Process Writing Approach.
- Vanderpool, C., (2019). Are you a Means, Motive or Opportunity CISO? - SecurityCurrent. [online] SecurityCurrent. Available at: <<https://securitycurrent.com/are-you-a-means-motive-or-opportunity-ciso/>> [Accessed 10 May 2021].
- Zemach, D. E., & Rumisek, L. A. (2003). College Writing from Paragraph to Essay. Oxford: Macmillan Publisher Limited.