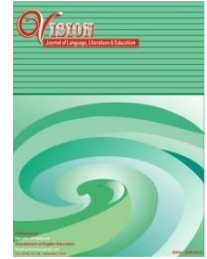




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### THE EFFECT OF APPLYING PROCESS AND PRODUCT APPROACHES ON THE STUDENTS' COMPETENCY IN WRITING DESCRIPTIVE TEXT

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Keywords	Abstract
<i>Keywords: process and product approaches, writing, descriptive text</i>	<p>This research was carried due to the fact the students' skill in expressing the ideas in writing was still the major challenge. Writing had a less attention than other skills where it tends to be as a homework and the teacher did not put too much focus on it since it would not be tested in national exam. The objective of this research was to investigate the effect of applying process and product approaches on the students' competency in writing descriptive text. This research was conducted at MTs.Islamiyah Medan, JalanSuluh No. 71 D Kec. Medan Tembung. The population of this research was the eighth grade students of the academic year 2017/2018. The sample consisted of 62 students taken by using cluster random sampling technique. The experimental group was consisting of 30 students taught by applying process approach and the control group consisted of 32 students by using lecturing method. Written test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test (17.36) was higher than t-table (2.00) and degree of freedom (df) was 60. The final hypothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of applying process and product approaches on the students' competency in writing descriptive text.</p>

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## INTRODUCTION

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

Considering the importance of writing for language learners, it needs to be encouraged and nurtured during the language learner course of study. In this case, teachers should be able to choose the most appropriate writing technique for their students. English program in Junior High School focuses on developing the four language skills. The syllabus contains standard competency of each of the skills. Based on the competencies the students are expected to be able to write descriptive text.

In fact, it is not easy to help the students to achieve these writing competencies. In reality, the eighth grade students of Junior High School MTs. Islamiyah Medan faced many difficulties in writing. From the result of observations, it was found out that the ability to express ideas in writing reasonable was the major challenge for most of the students. Besides that, the students it took them a long time to find ideas for their writing. In addition, once they got ideas for their writing, the students were still struggling in putting these ideas in reasonable. Problems still occurred in terms of vocabularies. Moreover, writing had a less attention than other skills where tend to be cut back or relegated to the end of teaching unit or to homework. This was due to the fact that the teacher did not put too much focus on writing since it would not occur on the test. According to the teacher, the writing techniques or the processes were not really introduced. There was no clear guidance from the teacher. The students only had a model of text from the previous meeting and a writing topic. There was no brainstorming or other process that could help the students to produce a good writing. The teacher only focuses on the result of the students' writing without paying too much attention on the process. From this fact, it can be concluded that the teacher prefers to use product oriented approach in writing.

Process in writing is very important for the students. Through the process, the students can

maximize their writing potential to produce a good writing, process approach is an approach to writing, where students focus on the process by which they produce their written products rather than on the products themselves, (Onazawa, 2010). In this approach, the students are allowed to manage their own writing by giving them chance to think as theywrite.

Brown (2001) claims that the process approach is advantageous to students in language learning because students' intrinsic motivation is valued here where they can focus on the content and message of their writing deeper. Language skills are best learned when students have their own intrinsic motivation. Process approach is also beneficial for students as a process of discovering new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities.

Based on the basic competence in writing above, the students are oriented to be able to produce text such as descriptive text. Teaching descriptive text is very useful in learning English. Students will learn text characteristics where these can enrich the students' knowledge on the language. In order to teach these descriptive text successfully, teachers should be able to choose the most appropriate teaching approach and method. Product approach is widely used in teaching these descriptive text in MTs. Islamiyah Medan. From the result of the interview and observation, the teachers preferred to use this approach than others since it is the only approach that they know. In fact, there is another approach which is effective in teaching writing according to some researchers, process approach. However, this approach is not familiar enough to the teachers. Therefore, there is a need to do a research to find out whether this approach is appropriate to be applied in writing descriptive text.

Based on the phenomena above, the researcher decided to conduct a study on investigating the significant effect of applying Process Approach to the students' writing competency especially for eighth grade of Junior High School MTs. Islamiyah Medan. Furthermore, this research also aims at finding the effectiveness of this writing approach when it is implemented to teach descriptive text.

## **RESEARCH METHODOLOGY**

The location of this research was conducted at MTs. Islamiyah Medan at Jl. Suluh No. 71 D, Medan Tembung. The research was conducted during the academic years 2017/2018. The population of this research was conducted in eighth grade students of MTs. Islamiyah Medan which consisted of three classes. They were VIII-1, VIII-2, and VIII-3. There were 32 students in VIII-1, 30 students in VIII-2 and 23 students in VIII-3, so the total number of population was 85 students. In this research, the researchers used cluster random sampling. It was cluster random sampling because the researcher chose two classes as sample in this research; they were class VIII-2 consisting of 30 students and VIII-1

consisting of 32 students.

In collecting the data, some steps were applied as follows:

1. Giving pre-test to both of the groups.
2. Treatment in experimental group by applying Process Approach in writing descriptive text.
3. Treatment in control group by applying Lecturing Method in writing descriptive text.
4. Giving post-test to both of the group.

In data collection, the data was collected by giving the students a written test. In this research described the condition of students before being given treatment in learning English is the lack of conducting discussion activities seriously, does not show a high motivation to engage in learning activities, lack of understanding what the meaning of words they write, the lack of communication by using good language both orally and in writing, lack of serious evaluation, less directly asking for guidance from the teacher in case of difficulty, while the classroom condition of learning is the lack of developing the classroom as an interesting learning environment.

In this research the sample divided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The test was treated to experimental and control group in two stages. The first stages was treated before giving treatment and the second was treated after giving treatment. The students in experimental group were though by applying process approach while students in control group were taught by using lecturing method.

The students' score pre-test and post-test from both groups indicated that there many variation of different score in which experimental group was significantly affected by applying process approach.

## FINDING AND DISCUSSION

Based on the data from the test in the Table 4.1 and 4.2 the scores were analyzed in order to investigate the effect of applying Process Approach on the Students' Competency in Writing Descriptive Text by calculating the followings.

### 1. Mean of Variable X (Variable1)

**Table 3.1**  
**The Differences Scores of Pre-test and Post-test of Experimental Group**

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X(X2-X1)
1	AF	53	93	41
2	APH	56	89	33
3	AYR	55	89	34

4	AS	49	91	42
5	ASS	59	86	27
6	CAKD	57	91	34
7	CK	55	89	34
8	FR	48	93	45
9	FRY	56	89	33
10	HAH	52	93	41
11	HK	59	92	33
12	KI	57	91	34
13	KYN	60	87	27
14	LA	60	90	30
15	MZM	58	92	34
16	MZA	50	89	39
17	MSR	60	93	33
18	MIS	58	89	31
19	MRM	57	89	32
20	NAK	61	93	32
21	RAH	54	91	37
22	RR	58	90	32
23	RMR	44	85	41
24	SF	56	94	38
25	SK	44	91	47
26	SH	58	86	28
27	SN	56	90	34
28	TS	55	86	31
29	WR	49	83	34
30	HH	50	89	39
<b>Total</b>		<b>1643</b>	<b>2693</b>	<b>1050</b>

Based on the table above, the mean scores of experimental class was calculated as follow:

$$M_x = \frac{\sum X}{N}$$

$$= \frac{1050}{30}$$

$$(30)$$

$$= 35$$

Which:

$M_x$ : The mean score of experimentalgroup

$\sum X$  : The score of X2-X1

$N$  : The sample of experimentalgroup

2. Mean of Variable Y (Variable2)

Table 4.2

The differences Scores of Pre-test and Post-test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Y(Y2-Y1)
1	AS	39	56	17
2	ARS	51	61	10
3	AW	46	61	15
4	CWH	36	55	19
5	CAS	36	58	22
6	CL	51	66	15
7	DCS	37	61	24
8	FA	59	70	11
9	GR	45	69	24
10	IZ	55	65	10
11	JPQP	39	61	22
12	MAR	56	64	8
13	RCS	55	62	7
14	MYK	48	60	12
15	MWS	51	64	13
16	MAK	54	68	14
17	MRW	50	66	16
18	MVA	50	61	11
19	MRH	49	64	15
20	NA	57	70	13
21	NA	49	68	19
22	NBL	47	62	15
23	RN	47	63	16
24	RSP	38	53	15
25	RA	38	51	13
26	AAD	57	69	12
27	SS	53	65	12
28	TNR	56	67	11
29	PW	53	68	15
30	WA	50	67	17
31	YF	57	69	12
32	ZH	55	70	15
<b>TOTAL</b>		<b>1564</b>	<b>2034</b>	<b>470</b>

2. Testing Hypothesis

The result above then was applied to test hypothesis:

$$\begin{aligned}
 t_o &= \frac{M1 - M2}{SEM1 - M2} \\
 &= \frac{35 - 14.68}{1.17} \\
 &= \frac{20.32}{1.17} \\
 &= 17.36
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha : The value of the  $t_{\text{observe}}$  was higher than the value of the  $t_{\text{table}}$  ( $t_{\text{table}} \geq t_{\text{observe}}$ ).

Where  $t_{\text{table}}$  value for the degree of freedom, the calculation showed as follow: df

$$\begin{aligned} &= (N_1 + (N_2 - 2)) \\ &= (30 + (32 - 2)) \\ &= 30 + 30 \\ &= 60 \end{aligned}$$

Based on the table of distribution, the pride of  $t_{\text{table}}$  with the degree of freedom (df) 60 at level of significant 5% was at 2.00, while the critical value  $t_{\text{observe}}$  was 17.36. The result of computing indicated that the  $t_{\text{table}} (t_{\text{observe}} \geq t_{\text{table}}: 17.36 \geq 2.00)$ . It means that hypothesis was accepted.

## DISCUSSION

It was found that the applying Process Approach on the students' competency in writing descriptive text gave the significant effect. The students' that were taught by applying Process Approach receive significant changes such as engaging in serious discussion activities, showing high motivation to engage in learning activities, understanding what the words they write, being able to communicate using good language both orally and in writing, doing serious evaluation questions, asking for direct guidance from teachers when they find difficulties, developing classrooms as an attractive learning environment and got the higher score than those taught by using lecturing method. The result of the test showed that the  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $17.36 \geq 2.00$ ). It means that the Process Approach gave the significant effect on the students' competency in writing descriptive text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of applying Process and Product Approaches on the students' competency in writing descriptive text.

## CONCLUSIONS AND RECOMMENDATIONS

This chapter, the researchers mainly presented conclusions and recommendations as follows;

### A. Conclusions

Based on the data analysis, it can be concluded that applying Process Approach significantly affects on the students competency in Writing Descriptive Text. It can be seen from the data which had

obtained of pre-test and post-test in experimental group. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 17.36 was higher than t-table 2.00. It means that the alternative hypothesis  $H_a$  was acceptable.

## **B. Recommendations**

The finding of the research score shows that there is significant difference on the students' score before they were taught by applying Process Approach and after they were taught applying Process Approach. Therefore, the writer tries to give some suggestion as follow:

- (1) The English teachers, especially for English teachers of MTs.Islamiyah, Medan. They can try the Process Approach on students' writing descriptive text. Students are easier and motivated to learn English. English should select technique that is not only interesting but also appropriate to the subject and the students need. So, teachers can use Process Approach as an active teaching technique in theclass.
- (2) The students, the students should be active in the classroom because in the Process Approach the students are supported to be active in learning process, it is hope that the students can be increase theknowledge.
- (3) Other researcher, it is suggested to study this research in order to get information which still has relationship to theirstudy.

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