

IMPROVING THE ABILITY OF THE SECOND YEAR STUDENTS OF SMA NEGERI 1 PEKANBARU IN WRITING HORTATORY EXPOSITION TEXT THROUGH THE APPLICATION OF PROCESS-BASED APPROACH

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Abstract: This classroom actional research was aimed to study the improvement on the ability of the second year students of SMA Negeri 1 Pekanbaru in writing hortatory exposition text by implementing the Process-Based Approach. Besides, this research was also aimed to identify the factors that caused the improvement on students writing after being taught by Process-Based Approach. This study consisted of two cycles of classroom treatment, in which one cycle consisted of four stages, namely Planning, Action, Observation, and Reflection. The proficiency test (Pre- and Post-tests) was used for measurement, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Process-Based Approach treatment. The subjects were 32 students from XI Science 5 class at SMA Negeri 1 Pekanbaru, selected through the result of small survey. After two cycles of the Process-Based Approach treatment, it was found that the students with the treatment could gain a better writing ability and could perform a good writing on all post-tests. However, the statistically significant differences of the score results of the two cycles were found on the Post-test 2, where about 78% of the students reached the school minimum standard of English subject in writing hortatory exposition text. Moreover, the students's activeness during the Process-Based Approach treatment also improved from one meeting to others. Regarding the effectiveness of the Process-Based Approach on the students' attitudes, the observation sheets and field notes results showed that the students had positive attitudes towards the Process-Based Approach and that the approach could help them write better and make the class more interesting.

Keywords : *Classroom Actional Research, Process-Based Approach, Writing*

INTRODUCTION

Writing is including in one of the skills in English language learning that the students should achieve. For students, writing is not only a tool for communication, but it also serves a means for learning, thinking, and organizing knowledge or ideas. By writing, the students learn how to express their ideas in the form of written.

Writing itself is said as a skill that needs many efforts, much time, and great attention to acquire it. For new learners of English, it is important to note that writing is a process, it is done not in one step, but in a series of steps and seldom at one sitting (Martinez and Martinez, 1986). Therefore, the School-Based Curriculum that is used in Senior High School not only provides many kinds of text type to be taught in school, in order to get the students

be able to express their idea through writing, but also focuses on the process of writing itself, so that the text produced can be communicative and make sense.

As stated in the curriculum, hortatory exposition is a kind of writing taught in Senior High School at the second semester. It is another kind of expository text type in text genres, while the other one is called as analytical exposition. Both hortatory exposition and analytical exposition present arguments for supporting the issued thesis, but different from analytical exposition, hortatory exposition will try to influence the reader by presenting some arguments to prove that the writer's idea is important and will be ended by the solution given by the writer to the case that we called as recommendation.

Writing a hortatory expository text, in addition to this, is one of the activities that should be done by the second year students of SMA Negeri 1 Pekanbaru in written cycle, as demanded by the curriculum. At SMA Negeri 1 Pekanbaru, the teachers were teamed in a group for every subject taught. For instance, each class will have 2 teachers for Math, 2 teachers for English, and so on. This was actually the school program to have that kind of team teaching for improving the quality of teaching and learning process in the classroom.

In XI Science 5, although the team-teaching had already been implemented in the school, the English teacher rarely implemented such a special technique to help the students express their ideas in writing. While teaching the written cycle, the teacher only gave the students one topic and asked them to write it at home, took it as a homework. In short, the students rarely had writing experience in the classroom. As a consequence, the students were only able to just write, without taking any improvement on their writing.

Based on a small survey conducted by the writer on February 28, 2012 in this class, it was found that about 75% of the students in XI Science 5 had low score (30-76) in writing. Here are the summary of the phenomenon:

- About 17 of the students' writing had errors of grammar.
- There are 18 students used limited (sometimes misused) vocabularies in their writing.
- About 22 students write mechanical errors. Some students tend to "cut-short" a word, such as; "gov" for "government", "coz" for "because", "=" for "equals to" or "means".
- About 24 students faced difficulties in elaborating their writing. They tend to left their ideas plainly without any supporting sentences.

Also, based on the data of that the writer got from the English teacher, it showed that about 60% of the students in that class got the mark between 60 to 77 in English subject, which was below the minimum criteria of school standard (the minimum criteria is 78).

The writer hypothesized that there were some difficulties faced by the students in writing. Although the topic of the writing might be prepared by the teacher, but they still have another difficulty, that was elaborating. The students' ability in elaborating the ideas were very poor. They tend to left their ideas plainly in one sentence, and did not continue to put another explanation to the ideas.

Moreover, the fact that there was no any variety of method ever implemented by the teacher in teaching writing also made the condition of the students become worse. The teacher still saw the writing session in the class just as a product accomplishment. Therefore, it made the students were not motivated enough to write and tended to see writing just as a homework. The students even could not find out if there was any mistake or errors they made in their writing.

In order to solve and to improve the students' ability in writing, Process-Based Approach seems the effective way that the teacher could implement in the classroom. Process-Based Approach was viewed as the concept of activity in which teachers encourage learners to see writing not as a grammar excercices, but as discovery of meaning and ideas (O'Brien, 2004).

In this approach, the students actually worked on their writing tasks from the beginning stage to the end of written product. It also offered a very friendly mini-discussion among the students, in this case was sharing about the issue that each student was going to write about, so that the students would be able to improve their ability in producing a better text. Within the Process-Based Approach framework, the focus was not only on finished writing products, but also on writing processes that encouraged the student's active class participation during the implemetation of this approach, so that teacher-student and student-student interactions optimally occur in the classroom.

By implementing this approach too, the teacher would be lead to a conclusion that a good process of writing will produce a good product of writing.

METHODOLOGY

The researcher had gathered data and information about the students' problem in writing hortatory exposition text through the small survey, and planned to solve the difficulties faced by the students in writing by implementing Process-Based Approach. This research contained of 2 cycles to see any the improvement of students' writing ability in hortatory exposition text during the implementation of Process-Based Approach.

Before conducting the treatment in cycle 1, the writing proficiency of the class had been tested with by Pre-Test, where the students would had one topic to be written in the form of hortatory exposition text. In addition to this, together with the collaborator, the researcher prepared the lesson plans for one cycle of treatment, topics that would fit the the school curriculum, and also a set of observation sheets and field notes for recording the teaching and learning activities during the treatment. The researcher used the score in Pre-Test as a guidance to group the students heterogenously during the treatment.

After giving pre-test and knowing the students' proficiency, the researcher gave them treatment in writing hortatory exposition text by implementing Process-Based Approach. The steps of implementing the approach were drawn as follows:

1. Pre-Writing

Teachers provided a topic that the students were going to write about, and helped them to brainstorm ideas.

2. First Draft Composing

The students used the ideas which they have got from the previous stage to express what they wanted to convey in their writing.

3. Feedback

In this writing stage, students received comment from their peers in the group, and moved on to revise it in another draft.

4. Second Draft Writing

Based on the comment from peers, students modified their previous draft by revising and rearranging ideas.

5. Proofreading

In the final stage, students checked their own writing individually, included the ideas arrangement, the appropriate use of vocabulary, grammar, and mechanics.

The implementation of the action was followed also by the observation process of which the result was delivered into observation sheet. The students' and the teacher's activities were recorded by the collaborator in the observation sheets, and the situation in the class was recorded in the field notes during the treatment.

After conducting the treatment and recording the activities during the treatment in the observation sheets, then the result was collected as raw data of the research and was analyzed to find out whether the students showed a good progress in writing a hortatory exposition or not. Both researcher and observer analyzed the activity in cycle 1 through the observation sheets and field notes. The observer gave comments about the teacher's performance and added any other improvement in applying the Process-Based Approach in the classroom.

Then, Post-Test 1 was conducted at the end of cycle 1 of this actional research by purpose of knowing students' achievement after getting the constructive treatment by the researcher. Post-Test 1 was consisted of a topic that the students should write in the form of a hortatory exposition text. The researcher decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the researcher still applied Process-Based Approach with any other additional strategy based on the result of reflection in the cycle 1 to improve the ability of students in writing skill.

In addition to this, the quantitative data of this research was collected through the writling test (Pre-Test and Post-Test), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes. For the rating scales, the three assigned raters had used the scoring from Hughes (2003), in which the holistic scoring rubrics are used to assess the students' competency in certain features of writing: grammar, vocabulary, mechanics, form/organization, and fluency/ease of communication.

FINDINGS AND DISCUSSION

A. Qualitative Data

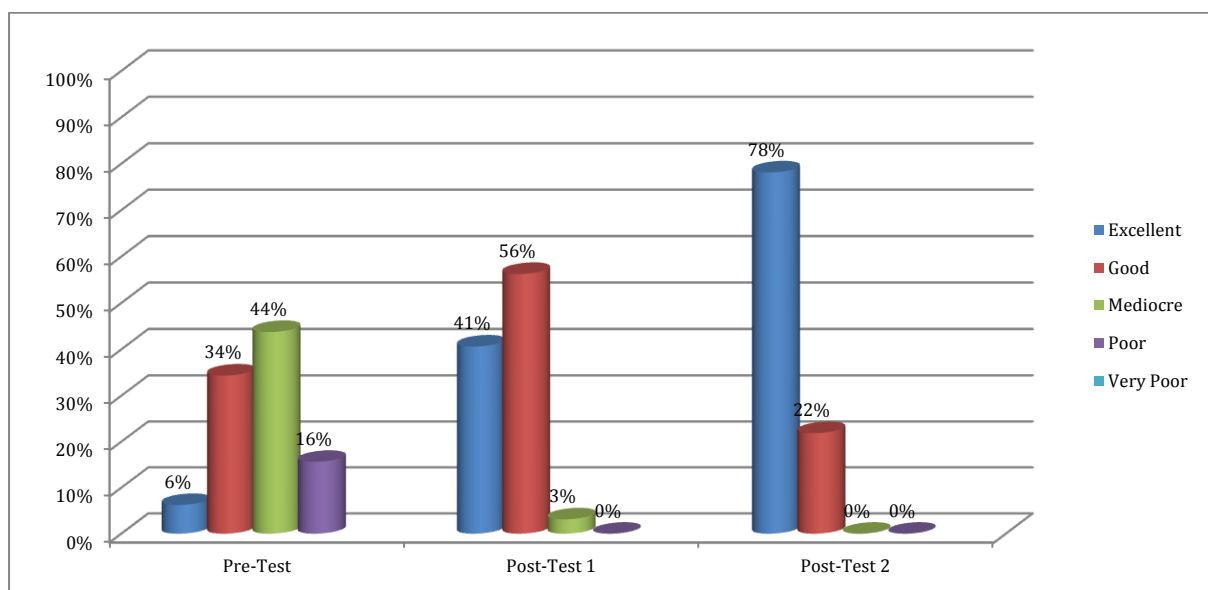
Here are the compilation data of the improvement of students' writing ability from cycle 1 to cycle 2:

Table 1. The Improvement of Students' Writing Ability from Cycle 1 to Cycle 2

Score	Level of Ability	Pre-Test	Post-Test 1	Post-Test 2
81 – 100	Excellent	5,62%	40,62%	78,12%
61 – 80	Good	34,38%	56,25%	21,88%
41 – 60	Mediocre	44%	3,13%	0
21 – 40	Poor	16%	0	0
0 – 20	Very Poor	0	0	0

This table could also be interpreted as the chart below:

Chart 1. The Improvement of Students' Writing Ability from Cycle 1 to Cycle 2



From the data above, in pre-test, there was only 2 students achieved level of 'Excellent' (5,62%). In Post Test 1, it increased up to 13 students (40,62%), so did in Post

test 2, up to 25 students (78,12%). Then, for level of 'Good', there were 11 students (34,38%) in Pre-Test who achieved it, then it increased into 18 students (56,25%) in Post-Test 1. But this number was lowered into 21% of students, because most of them was considered as Excellent by the three raters. For the level of 'Mediocre', there were 14 students (44%) of the students reached it in the Pre-Test, then the number was decrease into 3,13% where only one students who still considered as Mediocre in Post-Test 1 by the three raters. Moreover, it decrease totally in Post-Test 2 into 0%. In the level of 'Poor', there were 5 students (16%) in this level in Pre-Test, but in Post-Test 1 it decreased totally became 0% of students in post-test 1 and 2.

B. Qualitative Data

- *Cycle 1*

Based on the result of the observation during the cycle 1, it was found that the teacher's and students' performance in the teaching and learning process was not satisfied enough. The weaknesses on the teacher's and the students' performance could be seen from the observation sheets and field notes that was recorded by the observer during the treatment in cycle 1. From that result of qualitative data and discussion between the researcher and observer, then the process of teaching and learning in cycle 1 could be interpreted as below.

At the first meeting, the teacher seemed afraid to start the class, even forgot to check the students attendance list. While grouping the students, the teacher combined the students heterogenously based on their writing performance in pre-test. But, some students were not really liked to stay in the assigned group. They tended to walk around the class, finding other friends they prefer, and it made the classroom environment quite messy and full of their voices. While entering the stage of Pre-Writing, the teacher had difficulties in encouraging the students to do ideas listing before going to write. It was happened because the topic choosen was quite difficult for the students; only some of them knew about the topic. Thus, it also influenced the students' motivation in doing the next stage, First-Draft Composing. In this stage, it was actually required the teacher's role to check whether the students were really working on their paper or not, but the teacher still did not fully engange with the students and what they did in the group. In the activity of Giving Feedback, the students in group started to change their writing with their partners and supposed to give comments on their friend's writing in order to find improvement. Unfortunately, the teacher did not clearly explain what the students should do this stage, so there were many students asking for help how to correct

and comment on someone's writing to the teacher. At the Second-Draft Writing activity, the students revised their writing based on comments from their friends in the group. And at the Proofreading activity, the students re-read their writing that had just revised, and improved the writing if it is needed. There was no difficulties faced by the students in doing the two last activity.

In short, the first meetings in cycle 1 did not running smoothly. At the beginning of the teaching and learning activity, the teacher did not clearly explain what the students should do in every writing stage. It made the students have no idea what to do and was not ready enough to write. Also, the fact that the teacher could not fully engage with the students and could not control the classroom environment very well during the treatment made the students lose their motivation to write. Moreover, the activity of the students was also quite messy. The students still busy talking and walking around the class, finding other friends outside their assigned group and did not confident on their own writing made the teacher should working hard to build their behavior. In addition to this, it also took a long time to do the stages of writing, and it made the teacher did not giving conclusion to the lesson.

At the second meeting, the teacher began the activity with the explanation about the stages in Process-Based Approach and precisely pointed out to what the students should do in the group. The teacher also gave them an understanding that if they want an improvement on their writing, they should stay in the assigned group without finding someone else. Therefore, the students still sat in the assigned group as they had before, and paid a better attention to the teacher explanation. While entering the stage of Pre-Writing, the teacher gave more examples in order to stimulate the students. In First-Draft Composing activity, the teacher checked the students' activity in their group and helped them if they found a problem, such as repairing their sentence construction, or finding a suitable vocabulary to say one thing. The students showed a good cooperation together with their friends in the group in the activity of Giving Feedback, although some students were still afraid to give detail comment on other's writing. At the Second-Draft Writing activity, as they did in the first meeting, the students revised their writing based on comments from their friends in the group, and at the Proofreading activity, the students re-read their writing that had just revised, and improved the writing if it is needed.

Briefly, compared from the first meeting, there was a good progress in the second meeting. The students' attention toward the teacher's explanation was getting better, and made it easier for the teacher to stimulate the students in Pre-Writing activity. Also, by having the students heterogeneously in each group, the students who have lower ability in

writing could improve their writing through sharing ideas and comments from their friends. The frequency of the students who walked around in the classroom also decreased, though many of them still busy talking in their group.

Therefore, based on the result of observation above, the writer rearranged the planning to be implemented in the next cycle. It was hoped that students could really cooperated during the treatment, so it would show any improvement on students' writing and reached the standard score of the school.

Here were several things that had to be applied in the second cycle:

1. Process-Based Approach activity was still applied to the students in the second cycle of teaching writing.
2. The teacher needed to engage fully to the students during the treatment.
3. The teacher had to take more control over students by walking around to check every activities that the students do in the group.
4. The teacher had to give clearer explanation about what the students should do in the group.
5. The teacher had to find topic that was closer to the students' surrounding environment, so that they would be able to elaborate more ideas in their writing.
6. The teacher had to find an interesting way to brainstorm the ideas before the students going to write.

- *Cycle 2*

Based on the result of the observation during the cycle 2, it was found that the teacher's and students' performance in the teaching and learning process was progressively better compared to the cycle 1. This progress in the teaching and learning process could be seen from the observation sheets and field notes that was recorded by the observer during the treatment in cycle 2. From that result of observation, then the process of teaching and learning in cycle 2 could be interpreted as below.

At the third meeting, the ability of the teacher to explain the activities that the students would have in this treatment was getting better. This could be seen from the attention and respond that the students showed while listening to the teacher's explanation was also getting better. While grouping the students, the teacher combined them heterogenously based on their writing performance in post-test 1. But unfortunately, some

students were absent from class that day (there were some of the students following competitions, and some others were sick), and the effect was that there were some groups that consisted only one or two students inside. This was made the teacher should pay attention more to those groups during the teaching and learning process. While entering the stage of Pre-Writing, the teacher did not faced any difficulties in encouraging the students to do ideas listing before going to write. This was because the teacher showed one comic picture to help the students brainstorm their ideas, and it was surely made the students' pay a great attention to the teacher. The teacher also had a topic that was not quite difficult for the students, so they could easily share their ideas while doing First-Draft Composing activity in the group, and elaborate their writing better. In the activity of Giving Feedback, the students in group were accustomed to change their writing with their partners and were able to give comments on their friend's writing in order to give improvement to their friends. However, there were still some students who asked the the teacher whether their comments were too judging or not. At the Second-Draft Writing activity, the students were accustomed to revised their writing based on comments from their friends in the group. And at the Proofreading activity, the students re-read their writing that had just revised, and improved the writing if it is needed. In this meeting, the students showed a great focus on their own writing, so the teaching and learning process was running very well.

Shortly, the activity of the students in the third meeting in cycle 2 was getting better if compared from the last two meetings in cycle 1. This was because the teacher clearly explained what the students should do in every writing stage, and caught the students attention in Pre-Writing activity by showing picture to help the students brainstorm the ideas. The teacher made the students ready enough to write. Also, the topic that the teacher gave to the students was not too difficult and closer to their surrounding environment, so they could easily elaborate their writing and share their ideas to other friends in group. Although there were some students who were busy talking in the group, it did not disturb the activity of writing. The students' focus during the treatment was also getting better, so the teacher could do the treatment without having additional time.

At the fourth meeting, the students were accustomed to the Process-Based Approach activity, and it did not take a long time for the teacher to explain what they should do in the group. In this treatment, the students' cooperation in doing writing activity in the group was seen much more better than before. They did not shy to share what they have in their mind to the others, even did not shy to ask the teacher if they had a problem on their writing.

In brief, compared from the last meeting, there was a good progress in this fourth meeting. The students' cooperativeness in doing the writing stage in the group was showing progress, so the students who have lower ability in writing could improve their writing through sharing ideas and comments from their friends. Moreover, the way that the teacher showing picture in order to help the students brainstormed the ideas really gave a good contribution to make them pay a quite great attention and build their readiness before writing. In addition to this, the choice of the topic also being one factor that improve the students' writing; the closer the topic to the students' surrounding environment, the easier they could elaborate their writing.

Therefore, based on the result of observation above, after re-teaching students by implementing Process-Based Approach for two meetings in cycle 2 with all efforts and improvement from cycle 1, the writer could see that 89,06% of the students were active in doing the treatment. And after giving post-test in the end of cycle 2, the writer computed and analyzed the data and still she found that there was increasing on students' ability in writing, 78,125% of students reached the standart score of the school, while 21,875% of students could not reach that score. The writer, in this case, had done all efforts in applying this Process-Based Approach, and the result was quite satisfying. Therefore, the writer decided to stop this research until cycle 2 and began to write the report. So, till this cycle, the writer concluded that Process-Based Approach gave improvement into writing ability of the second year students at SMAN 1 Pekanbaru.

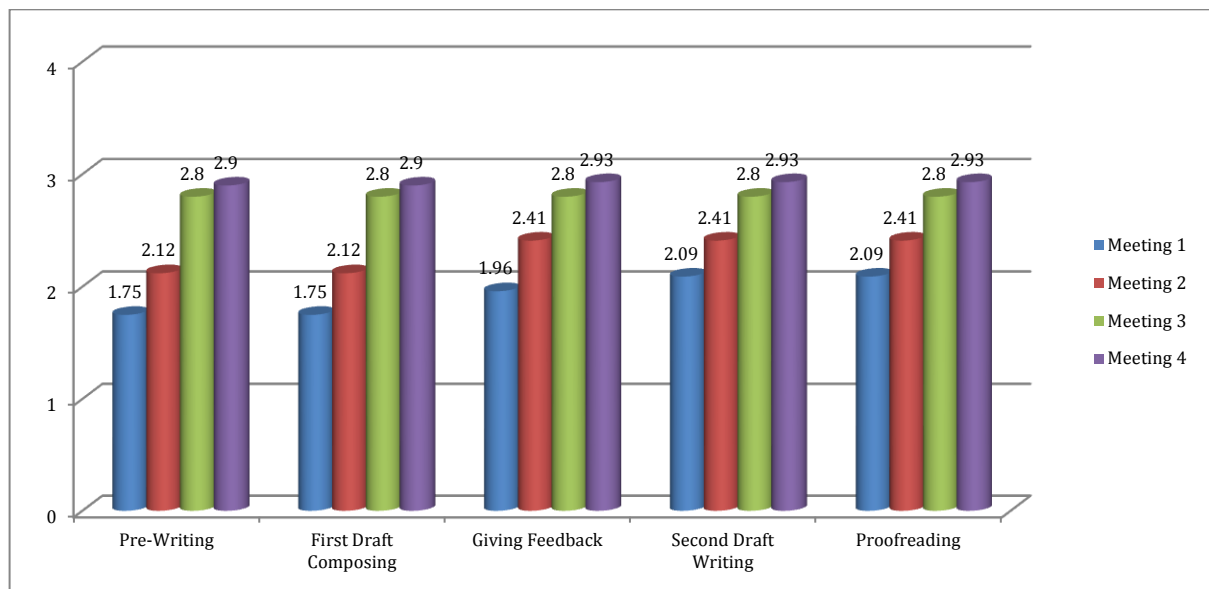
Here are the compilation data of the improvement on students' activity in writing while being treated by Process-Based Approach from cycle 1 to cycle 2:

Table 2. The Improvement on Students' Activity during the Implementation of Process-Based Approach from Cycle 1 to Cycle 2

No.	Process-Based Approach Activities	Cycle 1		Cycle 2	
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
		Students' Average	Students' Average	Students' Average	Students' Average
1	Pre-Writing	1,75	2,12	2,83	2,9
2	First Draft Composing	1,75	2,12	2,83	2,9
3	Giving Feedback	1,96	2,41	2,83	2,93
4	Second Draft Writing	2,09	2,41	2,83	2,93
5	Proofreading	2,09	2,41	2,83	2,93
Total Average		1,928	2,294	2,83	2,918
		2,111		2,874	

The table above could also be interpreted as the chart below:

Chart 2. The Improvement on Students' Activity during the Implementation of Process-Based Approach from Cycle 1 to Cycle 2



From the table and chart above, we could see that the average of number of students activity in Process-Based Approach at the cycle 1 was 2,11, with the score of 1,928 at the 1st meeting and 2,294 at the 2nd meeting. Then, in cycle 2, the average of number of students activity in Process-Based Approach was 2,874, with the score of 2,83 at the 3rd meeting and 2,918 at the 4th meetings. So, there were improvement about 0,38 point from the average of activity in the 1st meeting to 2nd meeting in cycle 1, and then there were improvement about 0,53 point from 2nd meeting in cycle 1 to 3rd meeting in cycle 2, then 0,08 to the 4th meeting in cycle 2.

In brief, Process-Based Approach really gave improvement of writing ability of the second year students in SMAN 1 Pekanbaru. We really could see from the average score of Pre-Test, where only 2 students (6,25%) reached the minimum standard of English subject, which was 78. Then, in Post-Test 1, the number of students that reached the minimum standard was increased into 16 students (50%) based on the average score by the three raters, and in Post-Test 2, it increased into 25 students (78,125%), with 7 more students still could not reach the minimum standard. Actually, with that high score of the minimum standard that they have, Process-Based Approach could give a good improvement in one side of their English skill. In addition to this, there are some factors that influence the improvement of

students' writing in XI Science 5 of SMA Negeri 1 Pekanbaru. From the result of observation in cycle 1 and 2, it was proved that there was a contribution of the students' activity in the group in building the motivation of each member in group through sharing ideas while composing their writing. Also, the teacher's attention and intervention to the students writing while doing the activity was being one factor that made the students' writing improve from one meeting to another meeting. Then, the choice of topic to be written by the students should not be too difficult for them in order they could elaborate their writing more. The way that the teacher showed picture to help the students to brainstorm the ideas really made the students pay more attention rather than only using lecture in listing ideas. Moreover, if the teacher could maintain the classroom environment very well, it would be very helpful for the students to focus on their writing. Therefore, it was concluded that Process-Based Approach activity did give a quite high improvement to the students writing ability of SMA Negeri 1 Pekanbaru since over 70% of the students reached the minimum standard of English subject.

After implementing all steps of Process-Based Approach activity to the second year students of SMA Negeri 1 Pekanbaru, the researcher found some strengths and weaknesses during the process. The strengths were as listed below:

1. Process-Based Approach gave a quite good improvement to the students' writing skill, since it covers five stages namely prewriting, first draft composing, feedback, second draft writing, and proofreading. This five stages help the students to compose their writing better, and it is proved by the the increase of the mean score of the post- test in the cycle 1 and post-test in the cycle 2.
2. By implementing Process-Based Approach in teaching writing, the students' behavior in learning writing changes gradually, from the "teacher-centered" learning to the "students-centered" learning, and the application of this Process-Based Approach is also helpful to increase the students' motivation in learning it.
3. Process-Based Approach gave the students an opportunity to discuss their ideas before and while writing with the teacher or their friends in the group, which they had never experience such that kind of thing before.
4. Having a group was actually enable the students to develop their social skills in the process of teaching and learning, which made them free to share knowledge with friends and free to give their opinion on the others writing. It was quite far from the condition at the first time the writer going to see the class, which all of the students did not "mixed" together.

5. As long as the teacher could control the group and fully engaged with the students, this Process-Based Approach activity could surely be one of the approach to train the students to write, and improve the students writing.
6. Process-Based Approach was more emphasized on students-centered learning, which the activeness of the students as the “main character” of the teaching and learning process. So, it really put the teacher as the facilitator in the process.

While, the weakness of applying this approach were as followed:

1. Grouping the students randomly might cause the process of writing was not running smoothly, because the students were busy talking with their close friends, and sometimes ommit the stage of approach. While grouping the students, it would be better if the teacher put them based on their capability in English subject, so that one group would have heterogeneous students that could share their knowledge.
2. The long stage in implementing Process-Based Approach could make the students feel bored while having the teaching and learning process. It also could consume much time if the teacher did not manage it.
3. In “Pre-Writing” stage, the students might feel bored if the teacher only use lecture in doing generating ideas with the students. It would be better if the teacher could be more creative in doing the “Pre-Writing” stage because it is important to make the students ready with their ideas before writing without making them feel bored in advance. The teacher could use the comic strips, pictures, animation or anything that could make the students interested.
4. One big topic also could make the students bored to write. Since it is the Science class and the Environment school, it would be better for the teacher for not limiting the topic into one big topic of environment. The teacher should see the interest of the students by having more topic to be written.

CONCLUSION AND SUGGESTIONS

Based on the result of this research, the researcher can take the conclusion that the implementation of Process-Based Approach gives a better improvement to the students of XI Science 5 of SMA Negeri 1 Pekanbaru writing ability. Process-Based Approach is one of approaches in teaching writing that the teacher can use to train students in improving their writing and motivate them to write. It can be proved by the quantitative data that showed the

percentage in cycle 1, where there are 50% of the students reached the score which is more than 78 (78,89 – 85,56). Moreover, in cycle 2 it increases significantly into 78,125% of the students who have score between 81 – 96. So, the implementation of Process-Based Approach to improve students' writing ability in the second year students at SMA Negeri 1 Pekanbaru is categorized as a successful action.

In addition to this, based on the result of qualitative data during the observation in cycle 1 and 2, there are some factors that influence the improvement of students' writing in XI Science 5 of SMA Negeri 1 Pekanbaru, namely the students' activity in the group that build the motivation of each member in group, the teacher's attention and intervention to the students writing while doing the activity, the choice of topic to be written, the way that the teacher choose to help the students to brainstorm the ideas, and classroom management.

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