

**THE USE OF PROCESS WRITING IN TEACHING STUDENTS' WRITING
SKILL AT THE FIRST GRADE OF SMA MUHAMMADIYAH MATARAM
IN ACADEMIC YEAR 2018/2019**



A THESIS

**Presented as A Partial Fulfillment of the Requirement for the Bachelor
Degree at English Language Teaching**

BY

MAGFIRAH YUNiar PRATAMA

11512A0014

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MATARAM**

2019

APPROVAL SHEET

THE USE OF PROCESS WRITING IN TEACHING STUDENTS' WRITING SKILL
AT THE FIRST GRADE OF SMA MUHAMMADIYAH MATARAM IN ACADEMIC
YEAR 2018/2019

A Thesis by : MAGFIRAH YUNIAR PRATAMA
Students' Number : 11512A0014
Approved on : August, 2019

By

Consultant I

Consultant II



Hidayati, M.Hum
NIDN: 0820047301



Irwandi, M.Pd
NIDN: 0816038701

FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM

Head of English Program



Hidayati, M.Hum
NIDN: 0820047301

ACCEPTANCE




THE USE OF PROCESS WRITING IN TEACHING STUDENTS' WRITING
SKILL AT THE FIRST GRADE OF SMA MUHAMMADIYAH MATARAM
IN ACADEMIC YEAR 2018/2019

A THESIS BY : MAGFIRAH YUNIAR PRATAMA
STUDENTS' NUMBER : 11512A0014
APPROVED ON : AUGUST, 2019

This is certify that the thesis has been approved by the Board of
Examiners as the requirements for the Bachelor Degree
In English Education Language

By

The Board of Examiners Committee

1. Dra SRI MAHAWAN, M.Pd (Chairman) 
NIDN. 0809065901
2. MUSLIMIN, M.Pd (Member) 
NIDN.0803078302
3. IRWANDI, S.Pd.,M.Pd (Member) 
NIDN. 0820047301

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MATARAM

Dean



Dr. Hj. Maemunah, S.Pd., M.H
NIDN. 0802056801

MOTTO

*THE BEST WAY TO REALIZE OUR DREAMS IS
GET UP EARLY AND WORK HARD.*

(MARIO TEGUH, 2016)



DEDICATION

I present this thesis for:

My mom (Nurmah) who always loving and support me when I'm feeling tired

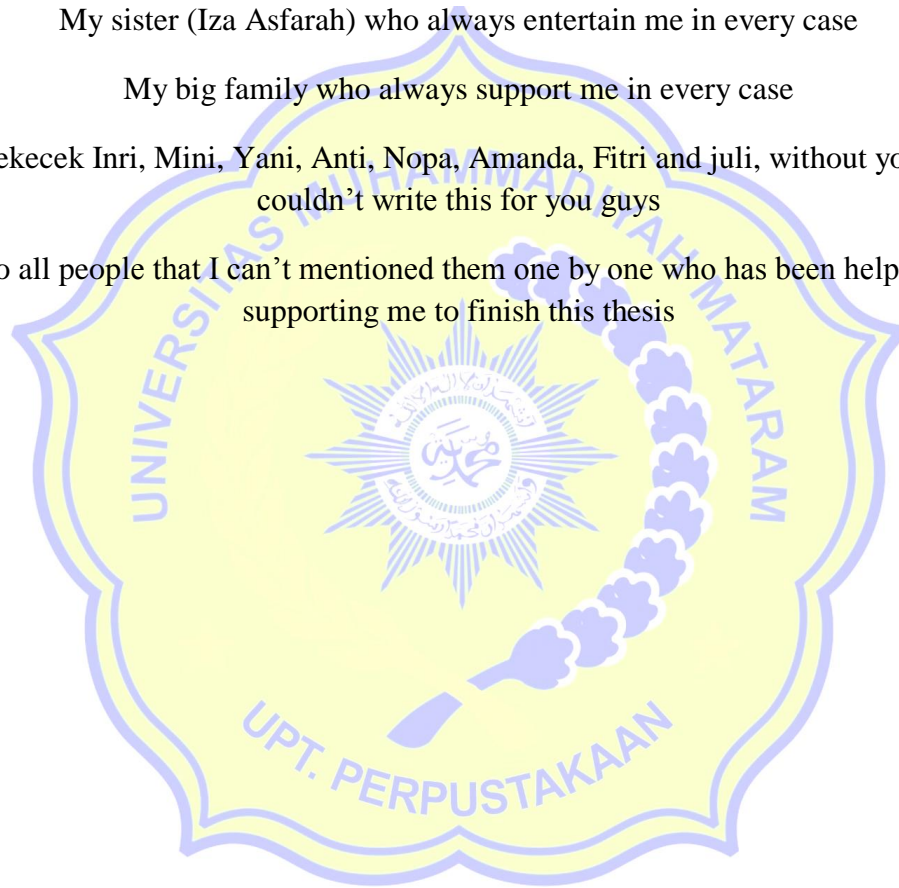
My dad (Nurdin Adam) that always do his best for me

My sister (Iza Asfarah) who always entertain me in every case

My big family who always support me in every case

My blekecek Inri, Mini, Yani, Anti, Nopa, Amanda, Fitri and juli, without your aid, I couldn't write this for you guys

And to all people that I can't mentioned them one by one who has been helping and supporting me to finish this thesis



DECLARATION

The autographed bellow that I am the student of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram state that:

Name : Magfirah Yuniar Pratama

NIM : 11512A0014

Address : Dompu, NTB

I certify this thesis entitled: "THE USE OF PROCESS WRITING IN TEACHING STUDENTS' WRITING SKILL AT THE FIRST GRADE OF SMA MUHAMMADIYAH MATARAM IN ACADEMIC YEAR 2018/2019", presented as a partial fulfillment of the requirement for Bachelor of Degree in English language teaching is the result of my own work. Expect where otherwise acknowledgement and this thesis hasn't been submitted for the other institution.

Mataram, August 2019


MAGFIRAH YUNIAR PRATAMA
NIM. 11512A0014

ACKNOWLEDGEMENT

In the name of Allah SWT the most beneficent and the most merciful, all praises are to Allah SWT for all blesses for the completion this thesis. In addition, my peace and salutation be given to Prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

The researcher would like to say deep thanks to every parties who have given the supports, guiding, and helping the research conducted. Therefore, the researcher would like to say thank you and give appreciate belongs to:

1. Drs. H. Arsyad Abd. Gani, M.Pd as the rector of the University of Muhammadiyah Mataram
2. Dr. Hj. Maemunah, S.Pd., Hum as a dean of faculty of teacher training and the education University of Muhammadiyah Mataram
3. Hidayati, M. Hum as my first consultant, who have helped the researcher for teaching, guiding, and advising this thesis until this thesis has accomplished
4. Irwandi, M. Pd as my second consultant, who had been given valuable time and patient in giving the researcher ideas and guidance.
5. All of my lecturers at University of Muhammadiyah Mataram for their knowledge during my study.
6. The head master, the teachers, the employers, and the students of SMA Muhammadiyah Mataram.

Mataram, February 2019

The Researcher

ABSTRACT

Pratama, Magfirah Yuniar, 2019: *“The Use of Process Writing in Teaching Students’ Writing Skill at the First Grade of SMA Muhammadiyah Mataram in Academic Year 2018/2019”*.

Process writing is a classroom activity that incorporates four stages, that is planning, drafting, editing, and the final product. In relation with the definition above, the researcher tries to investigate the effect of process writing and to analyze the significant different in students’ score between students who are taught using process writing than without using process writing at the first grade of SMA Muhammadiyah Mataram. This study is used quasi-experimental design with the population number is 28 students and all of them taken all as a sample class. They were given three types of activities: pre-test, treatment and post-test, then to analyze the data were collected through a writing recount text about their experiences for pre-test and holiday for post-test, the researcher was used SPSS 17.00. The result shows that the average of the experimental class and the control class in the pre-test were 39,43 and 33,43, then the result of the post-test from the experimental class was 47,86 which was higher than the result of the control class that was 38,14. This implies that conclusion of the hypothesis which read the use of process writing has effect, because in Paired Test table score of Sig. (2 tailed) of $0,000 < 0,05$ or H_a was accepted, and has significant different, because in Independent Test table score of Sig. (2 tailed) of $0,006 < 0,05$ or H_a was accepted.

Key words: Process Writing, Writing Skill

TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET	ii
MOTTO	iii
DEDICATION.....	iv
DECLARATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLE.....	x
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Question	3
1.3 Objective of the Study	4
1.4 Significance of the Study.....	4
1.5 Scope of the Study.....	5
1.6 Hypothesis	5
1.7 Definition of Key Terms.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 The Nature of Writing.....	7
2.1.1 Writing Skill	7
2.1.2 Aspect of Writing.....	9
2.1.3 Teaching Writing	10
2.2 Principle of Teaching Writing	11
2.3 Process Writing.....	13
2.3.1 The Basic Stage in Process Writing.....	17
2.3.2 The Strength of Using Process Writing	18
2.3.3 The Previous of the Study.....	19

CHAPTER III RESEARCH METHODOLOGY	22
3.1 Research Design	22
3.2 Population and Sample	22
3.3 Research Instrument	23
3.4 Data Collection and Procedure	28
3.4.1 Pre-test	28
3.4.2 Treatment.....	28
3.4.3 Post-test.....	28
3.5 Data Analysis Procedure.....	29
3.5.1 Descriptive data	29
3.5.2 Normality test	29
3.5.3 Paired test.....	30
3.5.4 Wilcoxon test.....	30
3.5.5 Homogeneity test.....	31
3.5.6 Independent test.....	31
3.5.7 Mann Whitney test.....	32
CHAPTER IV FINDING AND DISCUSSION	33
4.1 Finding	33
4.1.1 Descriptive of Data	33
4.2 Discussion	41
CHAPTER V CONCLUTION AND SUGGESTION.....	43
5.1 Conclusions.....	43
5.2 Suggestion	43

BILBIOGRAPHY

APPENDICES

APPENDIX 1: Lesson Plan

APPENDIX 2: Students attendance list

APPENDIX 3: Documentation

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, purpose of the study, significance of the study, scope of the study, hypothesis, and definition of key terms.

1.1 Background of The Study

Writing is an important language skill. There are four skills which should be mastered in the English language, they are listening, speaking, reading and writing. According to Oshima and Hogue (2006: 3), Writing is a process, not a product, it needs to study and practice to develop this skill. In the writing process, we always involve thinking skill and creative skill. The students appeared to have many problems when writing in English. It means writing is difficult skills because the writer needs skills on how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. Moreover, the problems can arise for some students in writing because it is a complex skill involving multiple process and abilities. The writer should do the writing in the step by step. There steps should the writer did before start writing, such as to get an idea, the topic, and the audience.

Based on Bachani, in his book “Teaching writing”, state learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction

between the writer and the reader. Also, Sadler et al, wisely remarked in Westwood's book that, good writing is not only hard work but also it is an extremely complex and challenging mental task.

Based on the researcher experiences when doing an apprenticeship in SMA Muhammadiyah Mataram, the researcher found that the student's motivation in writing ability is less. Many students don't know how to start writing a text and they made any mistake in writing. The teacher just focuses on student writing product, and the process does not become a priority. Based on these reasons, the researcher was try to use process writing in teaching students' writing skills in the first grade of SMA Muhammadiyah Mataram. Brown (2001, p. 336) states that writing is thinking about the process, a writer produces a final written product based on their thinking after the writer goes through the thinking process.

In making this thesis, the writer was considered some previous study research to support it. *Arya Budi Wibowo* with the title is "improving writing skill by using process writing approach for grade X students of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/2013." The result of this research gives some implication to the researcher that the use of the process writing approach could improve the students writing ability.

Pravina Widiyawati(2014) with title is "the effect of using process writing on the students' writing skill at grade VIII of SMP N 3 Sentolo" The researcher came with a finding that there was a significant difference in the students'

writing achievement between the students who were taught by using the writing process and those who were not taught without using the writing process. Moreover, this research implies that the use of the writing process is needed in teaching writing. Students were motivated and relaxed in learning writing when they were taught using the writing process. Therefore, it implies that the use of writing process can keep the students' interest and help them to explore and share their ideas into the written form so that the students can produce a written descriptive text.

Based on the phenomenon above, the researcher is interested in conducting research entitled "The use of process writing in teaching writing at SMA Muhammadiyah Mataram in academic year 2018/2019"

1.2 Research Question

Based on the background above the researcher stated the research question as follow:

1. Does the use process writing skill have effect in teaching students' writing skill at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019?
2. Is there any significant difference in students' score between the students who are taught using process writing than without process writing at first grade of SMA Muhammadiyah Mataram in academic year 2018/2019?

1.3 Purpose of the Study

The specific objective of the research based on the problem above stated as follow:

1. To investigate whether the use of process writing has effect or not in teaching students' writing skill at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019.
2. To analyze the significant differences in students score between the students who are taught using process writing than without use process writing at first grade of SMA Muhammadiyah Mataram in academic year 2018/2019.

1.4 Significance of the Study

1. Theoretically

The researcher expected that this study could be used as a reference for the next researchers who want to study about process writing in teaching writing skill, and could be used as a teaching strategy in teaching learning process.

2. Practically

- a. For the English teachers, this study can give them an alternative strategy through process writing that can help the students in writing skill.
- b. For the students, it will help students understand better about the English lesson in writing skill. Especially by using process writing

1.5 Scope of the Study

1. The subject is the first grade at SMA Muhammadiyah Mataram in academic year 2018/2019.
2. The object of the study is recount text in *LKS bahasa inggris kelas X SMA Muhammadiyah Mataram*.
3. The use of process writing in students writing skill by using recount text.

1.6 Hypothesis of the Study

In this study, the researcher has stated the hypothesis as follow:

1. The alternative hypothesis (H_a)

Using process writing has an effect in teaching students' writing skill at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019

Using process writing has significant differences in students score between the students who are taught using process writing than without process writing at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019.

2. The null hypothesis (H_0)

Using process writing does not have an effect in teaching students' writing skill at the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019

Using process writing does not have significant differences in students score between the students who are taught using process writing than without process writing at first grade of SMA Muhammadiyah Mataram in academic year 2018/2019.

1.7 Definition of key terms

To avoid possible misunderstanding and misinterpretation about the topic/ keyword are involves in this study, the following definition is put forward:

1. Process writing

According to Rumisek and Zemach (2005:3) writing process goes through some steps to produce a good written product. It means there are similar steps to be taken in producing the text. It not just putting a word to be the good sentences but it needs several steps to make sure that the sentences to be the right development of the writing process.

2. Recount text

According to Cogan (2006) recount text is written to retell event with the purpose of either information or entertaining their audiences or readers (or both).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Writing

Writing is an integrated skill in English learning language, it is a process to learn English. According to Brown (2001:336), writing is a process of figuring out meaning and putting it into the language. Meanwhile according to Brown (2001:335) produce in writing is as a result of start to thinking, make drafting and then revising. It can be concluded that writing is the final product of a process.

In the other way, writing can be explained as the collaboration of process and product. It can be concluded that to make good writing is not only to produce a word to be a sentence but it also has through a process.

2.1.1 Writing skills

This research is prioritized several skills which can help the students improve their writing skills. According to Brown (2001:342-343), There are some micro-skills in writing:

1. Produce graphemes and orthographic patterns of English.
2. Produce the writing at an efficient score of speed to suit the purpose.
3. Produce an acceptable core of words and use an appropriate word patterns.
4. Use acceptable grammatical system (agreement, tense, plural, patterns, and rules).
5. Express a particular meaning into the different grammatical forms.

6. Use the cohesive device in the written device.
7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written the texts to purpose and form.
9. Convey links and connections between communication and events such relations as the main idea, supporting an idea, new information, given information, and generalization.
10. Distinguish between literal and implied meanings when writing a text.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience interpretation, using prewriting devices, writing with fluency in the first drafts, using a paraphrase, and synonyms, revising and editing.

2.1.2 Aspect of Writing

According to Jacob et al (1981: 90), there are five aspects of writing.

They are:

1. Content.

Content refers to the substance of writing, the experience of the main idea, groups of related statements that the writer presents as a unit in developing a subject. The content paragraph does the work of conveying ideas rather than fulfilling the function of transition, emphasis, and restatement

2. Organization

It refers to the logical organization of the content “coherence”. It is scarcely more than an attempt to piece together all collection of facts and mixing ideas. Even in early drafts, it may still be searching for order, trying to make out patterns in the material and working to bring the particulars of the subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary

It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

It refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of the structure and some others related to one another.

2.1.3 Teaching writing

There are some reasons for teaching writing in students writing skills stated by Harmer (2001: 79):

1. Reinforcement

Some students purely acquire the language through the oral way, but most of them learn language by writing. There are some benefits of learning language through writing the visual demonstration of the language, helps students in understanding the language. It also becomes an aid to committing the language in the memory.

2. Language development

The actual process of writing helps the student learn as the students go along. Constructing a proper written through mental activity is a part of the ongoing learning experience.

3. Learning style

Some students can easily learn language by speaking and listening but for the rest of them, they take more time to learn it. The writing style is appropriate for such learner.

4. Writing as a skill

Writing is as important as reading, listening and speaking. Students need to know how to write letters, how to create the reports, how to answer advertisements, how to write using electrical media. Students also need to

know about some writing rules, such as vocabulary, punctuation and paragraph construction.

2.1.4 Principle of teaching writing

According to Brown (2001:346 -348), there are some principles in teaching students' writing:

1. Incorporate the practice of good writers

A good writer is a writer who can focus on a goal or their idea in writing. They can measure the audience understanding, so they will write an inappropriate way. They do not waste the time by too much planning in writing, they only plan as needed. Then, they easily let their first ideas flow onto the paper and follow the general organization plan as they write. They try to get feedback and willingly revise their writing.

2. Balance process and product.

Writing is a process composing that requires the draft to make a final product. In the process of making pieces of writing, teachers need to apply the roles of a guide and facilitator. Without ignoring the perfect writing such as a clear articulate, well-organized, and effective piece of writing. In other words, students understand that to get final creation, best efforts should be done.

3. Account for cultural/ literary backgrounds.

In teaching writing, teachers have to accommodate the difference between

Students' native traditions with students whom teachers are going to teach. Trying to help students about something new and unfamiliar with them is a good way to bring them acceptable to English rhetoric.

4. Connect reading and writing.

Students learn to write by observing or reading a variety of text types. They can get insights such as the language used and the organization of the text.

5. Provides as much authentic writing as possible.

To make the explanation clear for students, writing can be authentic. It conveys meaning for them. For example, they can send a letter to the other friends, publish a newsletter, write a drama script, and write a resume or advertisement.

6. Frame your techniques in term of pre-writing, drafting and revising stages.

In the writing process, the following ways usually happen in the prewriting stage:

- a. Reading a passage
- b. Skimming, scanning a passage
- c. Conducting some outside research
- d. Brain-storming
- e. Listing
- f. Clustering

- g. Discussing a topic or question
- h. Instruction-initiated question and problems
- i. Free-writing.

As the explanation, in good writing is not just about the product, but it also has to have good plan and organization, and the students must pay attention to the way in writing, so the students can produce good writing.

2.2 Process Writing

The writing process is a classroom activity that incorporates four steps: planning, drafting, editing, and final draft stated by Harmer (2004:4). Those steps are important to produce good writing.

Process writing consists of some steps stated by Ozagac (2004: 2). They are brain-storming, planning, draft, editing (Teacher editing, Peer-editing, Self-editing, proof-reading) and final product. The steps as follows:

1. Brain-storming

In the brain-storming part, the students start to think about the topic given. This may be done as the individual class activity or in groups so that the student's also got the benefit from each other. The teacher writes on the whiteboard all of the ideas that come from the students, without eliminating the previous ideas. In the brain-storming part, the student's idea can be put in the linear order or mind-maps, it depending on the ideas and the teacher.

2. Planning

In this stage the learners are allowed to eliminate some and organize the rest of the ideas as “main support”, and “example”; in other words, plan the writing. While in producing the plan, it is quite normal for the students to add or delete some information. But actually, they keep adding and deleting till the final product is finished.

3. Writing the first draft

By looking from the plans, the students start writing their first draft (essays). They may change the order of their main support or re-arrange their minor supports. In this stage, there are always mistakes either in the organization or in the grammar or the choice/form of the vocabulary. This leads the learners to edit and proof-reading.

4. Editing

Editing refers to “what one writes”, whereas, proof-reading refers to “how one writes”. The difference is very important in the process writing since the learners need to focus on one thing to correct at a time. In this stage, there are some ways to give editing in writing. There are some kinds of editing:

a. Teacher editing

For a beginner student's who start writing essays until the end of the first term, it may be difficult to do the self and peer-editing: the teacher may

provide more guidance during editing and proof-reading with the student to set an example.

b. Peer-editing

In the peer-editing, the texts are interchanged and the evaluation is done by other students or group. In the real world, it is common for writers to ask friends to check their texts for spelling. In the classroom environment, the students can exchange their paper (texts) and comment on each other papers.

c. Self-editing

It is very common for writers to miss their own mistakes. After putting the paper, the writer should reread and looking for the mistake words, after that the writer can approach their paper with a clear mind. There are some editing ways to check the learners' writing and to make the learners' writing perfect by using these editing ways.

d. Proof-reading

The fifth stage is the proof-reading. Proof-reading deals with “how one writes”. While proof-reading, the paper is checked for the spelling punctuation mistakes, less of parallelism in the structures, the use of formal or informal words, grammar mistakes, any sentence fragments and run-on sentences, references without pronouns, lack of parallelism, spelling mistakes, repetition of the same words, redundancy of ideas, punctuation mistakes, wrong tense choice, misused modifiers, and style inappropriate for the audience.

5. The final product

In this stage, the researcher comes to the final product of writing through some previous steps. To get the perfect final product needs some feedbacks to make the writing perfect and readable. There are some processes writing steps which are usually used in the classrooms. Process writing approach is a way of looking at what people do when they produce a written text. This process usually happens in classrooms activities.

All of these steps are very important for students to learn the writing through a process because the process writing is a tool used to enable students to efficiently express their feelings, thoughts, and knowledge in writing through some processes. The more students learn how to use this process efficiently, the more they can express themselves efficiently.

2.2.1 The Basic Stage in Process Writing

According to Richard and Renandya (2002: 316-319), there are 4 stages in the process writing, they are Planning (Pre-writing), Drafting, Revising, and Editing. Those stages as follow:

1) Planning (Pre-writing)

Pre-writing is any classroom activity that encourages students to write. It stimulates them to get started. This stage moves students away from having a blank page to generate an idea then to gather information for writing. Many activities can be provided in this stage such as group brainstorming, clustering, rapid free writing, and WH-question.

2) Drafting

In this stage, students start to write what they have got from the previous stage. At the drafting stage, students focus more on fluency than the accuracy of their writing.

3) Revising

After the drafting stage, students get feedback from the teacher or their peer. The feedback will be used to reexamine what was written to see how effectively they have communicated their meaning to the readers. It is not only about the language error, but also about the content and the organization of the ideas.

Then to revising students' writing the researcher will use the Rubric by Ken Hyland (2004:243) to know student achievement in writing :

No	Element of writing	rubric	description
1	Format and content	31-40	<i>Excellent to very good</i>
		21-30	<i>good to average</i>
		11-20	<i>fair to poor</i>
		1-10	<i>Inadequate</i>
2	Organization and coherence	16-20	<i>excellent to very good</i>
		11-15	<i>good to average</i>
		6-10	<i>fair to poor</i>
		1-5	<i>Inadequate</i>
3	Sentence construction and vocabulary	31-40	<i>Excellent to very good</i>
		21-30	<i>good to average</i>
		11-20	<i>fair to poor</i>
		1-10	<i>Inadequate</i>

4) Editing

At this stage, students are preparing for the final draft for evaluating by the teacher. They are tidying up their writing by editing their own or their Peer's in works. They check about grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive material such as quotation, example and the like.

2.2.2 The Strength of Using Process Writing

According to Brown (200: 335), the process approach is advantageous to the students in language learning because students are the creators of language, they need to focus on content and message, and their intrinsic motives are valued.

According to Halliday (1981) stated that the students automatically reduce writing anxiety under the instruction of the writing process approach, while they increase anxiety under the instruction of the traditional teaching method.

2.3 The Previous Studies

There are some studies related to the present study. First, a study conducted by Pravina Widiyawati (2014) entitled “The effect of using the process writing on the students’ Writing skill at grade VIII of SMP Negeri 3 Sentolo”

The objective of this study is to find out whether there is a significant difference in students' writing skill between the students taught using the writing process and those without using the writing process.

The type of study is quasi-experimental research. The stages of the research are pre-test, treatment, and post-test. The subjects of the study are 64 students' of SMP N 3 Sentolo. They are divided into two groups: class VIII D as the control group and VIII E as the experimental group. The instrument of the study is writing tests which the topics are based on the basic competencies of KTSP. The data were in the forms of pre-test and post-test scores. The post-test was given at the end of the treatment. During the study, the students of the experimental class were taught using the writing process, while the students of control class were not. The data were analyzed using descriptive and inferential statistics. The tests of normality and homogeneity were done before the test of the hypothesis was employed. The data of both pre-test and post-test from the control and experimental classes were also compared. The results of the descriptive statistics of the post-test show the mean value of the experimental class was 76.0625 and it was categorized into the good category. While the control class was 71.9375 and it was also categorized into the good category. However, the mean value of the experimental class was higher than that of the control class. Moreover, the result of the ANCOVA test shows that the value of the significance is lower than the significance of the study, i.e. $0,00 < 0,05$. It means that there is a difference in writing skill between students

who are taught using the writing process and students taught without writing process. So, it can be concluded that the writing process gives a good effect on the improvement of the students' writing skill.

Based on the researcher previously above, she is focus in inferential statistic to analyze the data and took the subject at first grade of Junior High School by using descriptive text, but now I as the researcher focus at the first grade of Senior High School and using recount text.

Another study was conducted by Arya Budi Wibowo (2013) entitled "Improving writing skill by using process writing approach for grade X students of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/2013" This research was aimed at improving the students' writing skill in class X E of SMA N 1 Kasihan Bantul Yogyakarta in the academic year of 2012/ 2013 by using process writing approach. This research was an action research study. There were two types of data collected in this study, namely qualitative and quantitative data. The qualitative data were used to describe the progress of the actions. These data were obtained from the daily observation which the results of the observation were written in the form of field notes, interviews, and discussions with the students of X E, English teacher, and the collaborator. To support the qualitative data, the quantitative data were in the form of a number. The quantitative data were obtained by doing pre-test and posttest.

The result of the research showed that the process writing approach could improve the students' writing skill in class X E of SMA N 1 Kasihan Bantul Yogyakarta. The students became more active and enjoyable in the teaching and learning process. All of them were able to write in the right steps and they were more enthusiastic in joining the lesson. Furthermore, there was also an improvement in students' achievement. It can be seen from the result of students' mean scores in five aspects, namely vocabulary, contents, language use, organization, and mechanics. From the students' pre-test mean score term of vocabulary was 2.53 increased to 3.21. Meanwhile, the content score was 3.00 increased to 4.00 in the post-test. In language use, their pre-test score was 2.96 increased to 3.80 in the post-test. Besides, the students' mean score in term of mechanics were 2.31 increased to 3.00 in the post-test, and in the term of the organization, their scores increased from 2.25 to 3.33. The result of the quantitative analysis indicates that the improvement of students' writing skill was significantly gained.

Based on the researcher previously above, he is focused on two types to collecting the data namely qualitative and quantitative data, but now I as the researcher focus on quantitative data to collect the data.

CHAPTER III

RESEARCH METHODS

3.1 Research Design

This research is used in quasi-experimental research. According to Johnson and Christensen (2008:41) in the experimental research, the researcher manipulates the independent variable and is interested in showing cause and effect. This research is consists of two class, they are experimental and control class. They were taught with different treatments. Then the difference is the experimental class was taught by using the process writing in the teaching of writing recount text. Meanwhile, the control group was taught without using process writing.

3.2 Population and Sample

According to Sugiyono (2014; 215), the population is the general area which consists of object/subject which has particular quality and characteristics which is chosen by the researcher to be studied and then take a conclusion. The population in this research is the first grade of SMA Muhammadiyah Mataram in academic year 2018/2019 with the total number of the population are 28 students which consist of 2 classes, they are X IPA as the experimental class consist of 14 students, and X IPS as the control class consist of 14 students. All of the numbers are the stated population of this study. The sample is part of the population (Sugiyono, 2014; 215). It means that we can take the sample from the population. Because the population of this research is 2 classes, the

researcher was taken two classes as the sample. This sampling is called purposive sampling. The number of a sample can see below:

Table3.1: Sample of the Students

No	Class /Semester	Students
1	X IPA	14
2	X IPS	14
Total	TOTAL	28

Table3.2: Population of the Students

No	Class /Semester	Students
1	X IPA	14
2	X IPS	14
Total	TOTAL	28

3.3 Research Instrument

According to Sugiyono (2014; 102), Instrument research is the tool which is used to measure natural phenomena or social phenomena that studied the instrument of this research is the writing test. Writing test is a test which is given to the students to know their skill in writing. The researcher was ask all the students to write down recount text about their experiences last week for pre-test and write their holiday for post-test.

In this research, the researcher was used the scoring rubric to score or evaluate the students' achievement in writing.

Table 3.3: Scoring Rubric by Ken Hyland (2004: 243) as follow:

Mark	Format and content 40 marks
31–40 <i>excellent to very good</i>	Fulfills task fully; correct convention for the assignment task; features of chosen genre mostly adhered to; good ideas/good use of relevant information; substantial concept use; properly developed ideas; good sense of audience.
21–30 <i>good to average</i>	Fulfills task quite well although details may be underdeveloped or partly irrelevant; correct genre selected; most features of chosen genre adhered to; satisfactory ideas with some development; quite good use of relevant information; some concept use; quite good sense of audience
11–20 <i>fair to poor</i>	Generally adequate but some inappropriate, inaccurate, or irrelevant data; an acceptable convention for the assignment task; some features of chosen genre adhered to; limited ideas/moderate use of relevant information; little concept use; barely adequate development of ideas; poor sense of audience
1–10 <i>Inadequate</i>	inadequate fulfillment of task; possibly incorrect genre for the assignment; chosen genre not adhered to; omission of key information; serious irrelevance or inaccuracy; very limited ideas/ignores relevant information; no concept use; inadequate development of ideas; poor or no sense of audience
Mark	Organization and coherence 20 marks

16–20 <i>excellent to very good</i>	The message followed with ease; well organized and thorough development through the introduction, body, and conclusion; relevant and convincing supporting details; logical progression of content contributes to fluency; unified paragraphs; effective use of transitions and reference
11–15 <i>good to average</i>	Message mostly followed with ease; satisfactorily organized and developed through introduction, body, and conclusion; relevant supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; possible slight over- or under-use of transitions but correctly used; mostly correct references
6–10 <i>fair to poor</i>	The message followed but with some difficulty; some pattern of organization – an introduction, body, and conclusion evident but poorly done; some supporting details; progression of content inconsistent or repetitious; lack of focus in some paragraphs; over- or under-use of transitions with some incorrect use; incorrect use of reference
1–5 <i>inadequate</i>	Message difficult to follow; little evidence of organization – introduction, and conclusion may be missing; few or no supporting details; no obvious progression of content; improper paragraphing; no or incorrect use of transitions; lack of reference contributes to comprehension difficulty
Mark	Sentence construction and vocabulary 40 marks
31–40 <i>excellent to very good</i>	Effective use of a wide variety of correct sentences; the variety of sentence length; effective use of transitions; no significant errors

	<p>in agreement, tense, number, person, articles, pronouns and prepositions; effective use of a wide variety of lexical items; word form mastery; effective choice of idiom; correct register</p>
<p>21–30 <i>good to average</i></p>	<p>Effective use of a variety of correct sentences; some variety of length; use of transitions with only slight errors; no serious recurring errors in agreement, tense, number, person, articles, pronouns and prepositions; almost no sentence fragments or run-ons; variety of lexical items with some problems but not causing comprehension difficulties; good control of word form; mostly effective idioms; correct register</p>
<p>11–20 <i>fair to poor</i></p>	<p>A limited variety of mostly correct sentences; little variety of sentence length; improper use of or missing transitions; recurring grammar errors are intrusive; sentence fragments or run-ons evident; a limited variety of lexical items occasionally causing comprehension problems; moderate word form control; occasional inappropriate choice of idiom; perhaps incorrect register</p>
<p>1–10 <i>inadequate</i></p>	<p>A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences; improper use of or missing transitions; many grammar errors and comprehension problems; frequent incomplete or run-on sentences; a limited variety of lexical items; poor word forms; inappropriate idioms; incorrect register</p>

After comparing student score in writing skills the researcher creates assessment table to found out the level of student ability in writing, whether excellent, good, fair, poor or complete poor. The score of students' achievement can be concluded by using this following formula:

No	Qualification	Degree	Qualitative
1	Excellent	80-100	A
2	Very Good	70-79	B
3	Good	60-69	C
4	Fair	50-59	D
5	Poor	0-49	E

Table above means:

1. Excellent

Those students who were able to answer the test items between 80- 100 correctly

2. Very Good

Those students who were able to answer the test items between 70- 79 correctly

3. Good

Those students who were able to answer the test items between 60- 69 correctly

4. Fair

Those students who were able to answer the test items between 50- 59 correctly

5. Poor

Those students who were able to answer the test items between 0- 49 correctly

3.4 Data Collection Procedure

The technique of collecting data is clarified as follows:

3.4.1 Pre-Test

At the first meeting, the researcher was gave pre-test to the students of the experimental group and control group before treatment. It aimed to know the students' basic skills in writing. Second, the researcher comes to the class and explain what they are going to do and asked the students to write down a recount text about their experiences.

3.4.2 Treatment

Treatment is the strategy that is conducted by the research. There are two groups that are control group and experimental group, and one of the groups is given treatment that is experimental group, in experimental group the students are taught how to write with the process writing method, starting from brainstorming, pre-writing, drafting, revising, editing and publishing, and the other group is the control group that is not given the treatment and taught by using teacher strategy.

3.4.3 Post-Test

The test was given after conducting pre-test and treatments. Post-test in this study aimed to found the students writing skills after getting the treatment. The researcher asked the students to write recount text about their holiday.

3.5 Data Analysis Procedure

To analyze the data the researcher was used SPSS 17.00, the data collecting from pre-test and post-test. To investigate the effect of process writing the researcher will use Normality Test, and if the data is Normally the researcher will use Paired Test, while the data is not Normally the researcher will use Wilcoxon test. To analyze the student who is taught by using process writing than without using process writing the researcher will use Homogeneity Test if the data is Homogeny the researcher will use Independent test, while the data is not Homogeny the researcher will use Mann Whitney Test :

3.5.1 Descriptive data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

3.5.2 Normality Test

- a. Normality test is done to find out whether the research data is normally distributed or not.
- b. Normal data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality test that are often used, namely the Kolmogorov-Smirnov test and Shapiro-Wil test.

If significance (Sig) score is more $>$ (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more $<$ than 0,05 then the data is not normally distributed.

3.5.3 Paired Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are normal distribution data
- c. For homogeneous variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

3.5.4 Wilcoxon Test

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data

- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed
- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean $> 0,05$ then the data variant is Homogen, while if significance (Sig) score based on mean $< 0,05$ then the data variant is Not Homogen.

3.5.6 Independent Test

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

- a. Mann Whitney test aims to determine whether there are differences in the average of two unpaired samples
- b. The number of samples used does not have to be the same
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.