

CHAPTER V

DISCUSSION

In this chapter, the researcher discuss the findings from observation that has been describe in previous chapter concerning the implementation of process based approach to teach writing for students at 8th grade of MTs Negeri Ngantru. From the finding it could be elaborate the implementation of process based approach used by the English teacher in teaching writing. The elaboration is as follows:

A. The Implementation of Process Based Approach to Teach Writing

The main concern in this case is the process of writing in the class that is applied by the teacher. Such highlights previously, there are some steps in the writing process according to some experts. The implementations of process based approach by the English teacher in the class also concerned the process in writing itself. They are:

1. Prewriting

It has been discussed previously that prewriting is phase to get started to write in which the writer find the topic, generate the idea, focus, plan content, and organize (Gebhard, 2000: 226).

Based on the observation conducted by the researcher in the class, the teacher also considered this phase. Although she did not tell to the students that it was prewriting step, yet she directly gave students

topic to write. Actually the topic in writing could be from students and they are free to decide the topic, but in this case the teacher provided students with some topics related to recount text. Maybe the teacher wants to make her students easier in finding the topic and could be easy to start writing. The teacher also read the topic and gave general information about those topics and asked students to choose one topic. Teacher guided students to choose the topic that they are interested to write. After that the teacher asked students to write the title based on the topic they have chosen.

In prewriting step the activity is not just finding the topic, yet generating the idea. According to Gebhard (2000) there are some ways in generating the idea, they are brainstorming, clustering, strategic questioning, sketching, free writing, exploring the senses, interviewing, and information gathering. In this case the teacher also considered this thing. Based on the observation, the teacher asked students to make brainstorming. The teacher guided the students by giving the example of brainstorming the idea. Teacher chosen one topic and wrote the title on the white board and guided students to brainstorm the idea.

Then, the teacher asked students to organize the idea related with the information needed in every paragraph of recount text. In this case the teacher always guided students' activity. Maybe since the writers were the students at junior level, so the teacher thought that they need more guidance in writing process. It can be said that the teacher had

designed the activity in writing starting from prewriting. She also guided the students to pass the first step in writing that is prewriting.

2. Drafting

Drafting sometimes called writing the first draft. It is called as first draft since in this phase the writer started to write all the idea they had, and it could be revise and edit by the teacher and students made the second draft until the students write the correct draft.

According to Gebhard (2000), there are some ways that teacher had students draft their idea. Those are component writing, in which teacher had student to write different components of their task within certain period of time. Another way is to have students to do one-sitting writing, in which students are encouraged to write a draft of their entire essay from beginning to the end. The next way is leisurely writing, in which students begin a draft in the class and are asked to finish it at their leisure at home.

Based on the result from the observation, the researcher also implemented the drafting phase to the students. In implementing the drafting, the teacher used one-sitting writing way. In this case the teacher only asked students to write three paragraphs of recount text in which minimal five sentences in each paragraph and she gave time for students to write about 30-40 minutes. It means that teacher allowed students to write their all idea in the paragraph recount from beginning to the end.

In this writing or drafting step, the teacher still guided the students by walking around the class and helped them when they got difficulties. It was done by the teacher may to help students in producing writing good and students were confidence with their writing since they did not work alone. It can be said that the teacher really considered every step in writing process well in teaching writing toward her students.

3. Revising

According to Fawcett (2011), revising means rethinking and rewriting the first draft and then making whatever changes, additions, or corrections are necessary to improve the paragraph. However revision is not necessarily easy for students to do. Some students have a limited understanding about what revision includes, and some lack the patience needed to go through a time consuming and sometimes frustrating revision process. However, there are things teacher can do to teach students the concept of revision (Gebhard, 2000; 228). In this case, teacher taught students to conduct revising and editing by giving them self-assessment checklist. Students need to understand the importance of self-assessment in becoming independent evaluators of their own progress, and in setting goals for the next learning. Teacher indicates that when students become actively involved in self-assessment they become more responsible for the direction their learning takes (O'Malley and Lorrain, 1996: 38). Self assessment helps students to evaluate their

progress begin with realizing that students will learn new skills. Students did self-assessment at home and made their new draft writing. The next meeting they submitted their writing with the self-assessment to the teacher.

The revision is also conducted by the teacher in which teacher gave feedback toward students draft. Feedback here was in the form of correction and comment. The researcher borrowed the one of the student work and known that there was a correction from error word, mistake in verb used, punctuation, and sentence structure. It means that the teacher also did revision toward students work. May be the consideration is that her students were still at junior or beginner level and it is more effective when the teacher also revised students work. Teacher was aware with the limitation of students' knowledge in conducting self revising, so the teacher also conducted revision.

4. Editing

Based on the observation that was conducted by the researcher both of students and the teacher did revising and editing in one time. It can be seen from the self assessment that is given to the students that has involved sentence structure, grammar used, word choice, punctuation, and modifying sentence. The feedback given by the teacher also involved the correction of word choice, punctuation, sentence structure, and grammar, in which those aspects are included in the editing phase.

Actually the key words in revising are adding, deleting, and modifying (Gebhard, 2000; 226). Those key activities in revising and editing have been done by the students based on the self-assessment checklist in one time. Teacher also implemented those steps in one time. Teacher gave students work back with the comment and feedback that included all aspects in revising and editing. The teacher did revising and editing toward students' writing may be since she considered that her students were not able yet to do both of two steps in writing. So, in the implementation of revising and editing were done by the students and teacher.

Then, the teacher asked students to write again or made second draft with the correct work based on the feedback from the teacher. In this case the teacher asked students to type the second draft of writing that has been correct and submit again to the teacher to see whether the second draft has been correct or not. If there is need some revision again, teacher asked students to write the third draft. Yet, in this case the second draft of students have been correct all, so teacher did not ask them to write again.

The discussion above is the implementation of process based approach by the English teacher at 8th grade of MTs Negeri Ngantru to teach writing. Considering all activities done by the teacher and students in the writing class above, the researcher has known that the implementation of

process based approach to teach students writing at 8th grade of MTs Negeri Ngantru is actually based on the process in writing itself in which covering prewriting, drafting, revising, and editing. The activities in the class were also set neatly in lesson plan and considering the process of writing. Those steps were done orderly by the teacher, so it could enhance students writing achievement.