

# CHAPTER I

## INTRODUCTION

### 1.1. Background of Study

Language is the principle means of human to communicate, to transmit information or share idea. People use language to express their ideas and wishes to other's people such as when they need others help so that close relation among members of group can be carried. There are many kinds of language such as Spanish, Italian, German, English, etc.

English is as an international language which is taught in the most countries in the world. In Indonesia English become a foreign language, considered to be important for developing applying science and technology. In English learning, there are four language skills that need to be mastered by the students namely listening, speaking, reading and writing. In this study the writer only focuses to one skill namely writing skill.

Writing is an activity to express idea, feeling, opinion, experience and information in the form of written language. There are some kinds of genre in writing namely narrative, recount, procedure, spoof, anecdote and descriptive text. In line with the various kinds of genre in writing, this studied was only focus on descriptive text.

Descriptive text is a text which describes a person, thing, place and in condition in particular. Commonly, a descriptive text uses the first and third person pronoun as point of view. Its purpose is to describe and reveal a particular person, place, or thing. This type of text deals with how the teacher can lead the students to be able to describe a theme into specific descriptions. Description means the pattern

of development that present a word of picture of things, a person, a situation, or a series of events.

Based on the writer's experience when was teaching practice program (PPL) in SMP Negeri 2 Percut Sei Tuan, the writer found out that many students in SMP Negeri 2 Percut Sei Tuan lazy to write the text. Especially in writing descriptive text. The students did not know to translate the sentence into a good English, they can't make the sentence how to organize their ideas, some of them do not even have any idea. The students also into good order. They do not know the generic structure and the language features of descriptive text etc. It happened because the students were less of vocabulary, less focused on learning, they felt boring with the way of their teachers teaching that constantly used the traditional method so it made the student did not interest in studying English especially in writing. As a result, they did not know how to make a good descriptive paragraph writing.

To solve the problem faced by the students, the writer will use one treatment, namely approach. There are many kinds of approaches in teaching writing to students such as: Genre based approach, theme based approach, problem based approach, task based language teaching and process and product approach. In this research, the writer focus only on Process and Product approach. In EFL/ESL classroom, process and product approaches have dominated much of teaching of writing over the last 20 years. In the last ten years, we have seen the growing importance of genre approaches in the EFL/ESL classroom. According to Brown (1994), teacher focus on what a final piece of writing will look like and measure it against the criteria of vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, as well as the content and organization.

Based on problems above, the writer will conduct a research entitled “The Effect of Process and Product approaches on the students’ competence in writing different types of text (Descriptive text) eight grade at SMP Negeri 2 Percut Sei Tuan”.

Based on writer’s experience when doing the observation at SMP Negeri 12 Medan, the writer used the instrument of writing. The writer found that most of students get low or not understood in writing descriptive text.

Table 1.1. Table of Observation

No	Students’ initial name	Content			Total score
		G	M	S	
1	CAN	5	10	50	65
2	AAN	10	10	40	60
3	BCN	5	10	50	65
4	CHN	10	10	60	80
5	CG	5	10	50	65
6	YG	10	10	40	60
7	TH	10	10	30	50
8	IM	10	10	40	60
9	CA	10	5	50	65
10	CG	10	10	60	80
11	KS	10	5	50	65
12	SG	10	10	60	80
13	MH	10	10	40	60
14	AB	10	10	40	60
15	CR	10	10	30	50
16	LM	10	10	30	50
17	JAB	10	10	40	60
18	ES	10	10	50	60
19	RF	10	5	50	65
20	CW	10	10	60	80
	<b>TOTAL</b>				<b>1.280</b>

## **1.2.The Problem of Study**

Based on the background of study above, the writer formulates the problem of study as “Does Process and Product approach affect students competence in writing descriptive text eight grade SMP Negeri 2 Percut Sei Tuan?”

## **1.3.The Objective of Study**

The objective of this study is to find out whether or not Process and Product approaches significantly affects on the students’ competence in writing different types text of eight grade at SMP Negeri 2 Percut Sei Tuan.

## **1.4.The Scope of Study**

There are many kinds of approach, theme based approach, problem based approach, task based language teaching and process and product approaches, but the writer only focus to use Process and Product Approach on the students’ competence in writing generic structure of descriptive text. In English, there are various ways to organize the sentence in piece of writing such as narrative, report, procedure, descriptive, etc. In this research, the writer only focuses in descriptive text.

## **1.5.The Significances of Study**

The finding of the research is useful in some ways.

### **1.5.1. Theoritically**

The result of this study can be used as new perspective the students’ writing types text by using Process and Product approach

The result of this study can be used an alternative in writing types text

### **1.5.2. Practically**

#### 1. To the Students

The result of research is expected to improve student ability in writing type text

#### 2. To the Teachers

The result of research is expected to solve the students problem in writing type text by applying Process and Product approach.

#### 3. To the Researchers

The result of this research can be used as the reference for the next researchers who are interested in the strategies of teaching language in writing skill

### **1.6.The Hypothesis**

Hypothesis is basic assumption or temporary answer which need the proof through the research and to know how deep the truth is.

Ha= There is a significant effect of Process and Product approach on the students' competence in descriptive text.

H0= There is no significant effect of Process and Product approach on the students' competence in descriptive text.

## **CHAPTER II**

### **REVIEW TO LITERATURE**

#### **2.1 Theoretical Framework**

In conducting this research, more theories are needed to explain some concepts of term applied in the research concerned in order to avoid misunderstanding between the writer and the readers'.

#### **2.2 Writing**

Writing is more than simply documenting ideas as they come to mind. It is a process that requires that the writer think carefully about the purpose for writing, plan what to say, plan how to say it, and understanding what the reader needs to know.

Writing ( as one of the four skills of listening, speaking, reading, and writing ) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to major syllabus strand in its own right, where mastering the ability to write effectively is seen as key objective for learners. When writing, students frequently have more time to think than they do in oral activities. According to Harmer (2007:79) writing is a form of communication to deliver through written form. According to Oktaviani. R and Saun. (2012:3) Writing is a process that the writer think and organize the ideas then rethink and organize it. It means that the writers think, plan, and write a draft after that rethink and rewrite until they are satisfied. Based on the explanation above, the writer concludes that writing is a way that use written words to express the ideas, opinion. Through writing the students can inform others, persuade, infuarite and tell how they feel, come to terms with problems, and learn to shape their though and ideas.

### **2.2.1. Teaching Writing**

Teaching writing is not easy some teachers. The teacher must be wise to chose the approach to teach the students to be a good writer. The students need to understand the purpose and context of their writing. Andrew (2008 : 180-181) state “The greatest extent possible, the teacher should provide oppurtunities for students to select writing topics that they care about, topics that invite them to say what it is they want to say. This will create greater motivation towrite, which in turn, will improve students’ writing communicating skills and result in a more interesting and engaged classroom or tutoring session. However, if student aren’t used to selecting their writing topics that may need a little help”

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical but also of conceptual and judgemental elements. According to Heaton (1988:135) “The following analysis attempts to group the many and varied skills necessary for writing good into five general components or main areas.

1. Language use : the ability to write correct and appropriate sentence ;
2. Mechanical skills : the ability to use correctly those convrrntional peculiar to the written language- e.g. punctuation, spelling ;
3. Treatment of content : the ability to think creatively and develop though, excluding all irrelevant information ;
4. Stylistics skills : the ability to manipulate sentence and paragraph, and use language effectively ;

5. Judgement skills : the ability to write in a appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.

### **2.2.2. The Process of Writing**

To create a good paragraph of writing, someone not only needs a good idea or thought to complete his or her writing but also more than just an idea but also the process of writing is considered as the value of writing. A good writing must be able to express their ideas directionally because writing is not only about what we want to write but it is how we write. According to Handayani N and Al-Hafizh M (2012:3) states that writing includes certain stages. The stages in writing activity are prewriting, writing stages which includes generating ideas, organizing ideas, writing this draft. Rewriting that consist of two seperate processes, revising and editing.

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising, and editing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas.

#### **1. Prewriting**

Before starting to write or type, the writers should try and decided what is they are going to say. When planning, the writers have to think about three main issues. The first is considering the purpose of their writing since this will influence not only the type of the text but also the language they use and the information they choose to include. The second is thinking about audience they are writing, for. Since this will influence not only the shape of writing but also the choise of the language, for example it is formal or informal in tone. Thirdly, considering content structure of

piece, how best to sequence the facts, the idea, or arguments which they have decided to include.

## 2. Drafting

Drafting is the first version of piece of writing. This first “go” at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts, a number of draft maybe produced on the way to the final version.

## 3. Revising

After producing a draft which is made a writer, usually they read through what they have written to see where it works and where it doesn't. They check many things from their writing, such as, the order or information, the meaning whether ambiguous or confusing. They may use a different form of words for participant sentence. Others readers or editor who comment and make suggestion usually help the writer to reflect and revise their writing. The reaction of readers to piece of writing will help the author to make appropriate.

## 4. Editing

The writer who have edited their draft, making the changes they consider to be necessary, they produce their final version. The original plan and first draft have some differences. It is caused by the things have changed in the editing process.

The writer need to represent these aspects of writing process in different way, therefore, the process wheel below clearly shows the many direction that writer can take either travelling backwards around the rim or going up and down the spokes. Only when the final version has the process reached its culmination.

### **2.2.3. The Purpose of Writing**

There are some purposes of writing. The purpose of writing are:

1. To give information or knowledge. In the order world is informative discourse.
2. To persuade the reader. In the other word is persuasive discourse.
3. To entertain the reader. In other word is literary discourse.

To make expression feel or to make a strong emotion of the reader. In other word is expressive discourse.

From the analysis above, the writer concludes that the purpose of writing are to give information, to persuade, to entertain, and as the feeling expression of the writer in the writing.

#### **2.2.4. Writing Competence**

Ramelan (2003) stated writing competence is continuous process of thinking and organizing, rethinking and reorganizing. Through writing we can inform others, carry out transactions, persuade, infuriate, and tell what we fell. However, we and know that writing or learning to write especially in a second language is not simply a matter of writing things down. It is one of the four basic skills that are very complex and difficult to be learnt. Folse, Solomon, Clabeaux (2010) describes the elements of good paragraph:

1. Unity.

Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling, idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion.

2. Order

It refers to way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.

### 3. Coherence

It is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words create bridges from one sentence to the next. Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

### 4. Completeness

It means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your idea by reinforcing your topic sentence.

#### **2.2.5. Genre of Writing**

Genre means the types of art, literature or music characterized by a specific form, content, and style. According to Hyland ( 2009: 15 ) “Genre is a term for grouping texts together, representing how writers typically use language to the respond to accuring situations. Every genre has a number of features which make it different to other genres: each has a spesific purpose, an overall structure, specific linguistic features, and is shared by members of the culture. For many people it is an

intuitively attractive concept which helps to organise the common-sense labels we use to categories texts and the situations in which they occur”.

The term ‘genre’ has been around for a long time. It has been theorised from a range of perspective, including literary studies, popular culture, linguistics, pedagogy and more recently, English/literacy education. There are three effective ways of writing genre namely knowing the purpose of the writing, the good arrangement of text element, and the good grammatical structure.

According to Pardiyono ( 2007:13 ), there are many kinds of genre are commonly used in writing. The are ; (a) *Descriptive adalah teks yg menjelaskan atau menggambarkan suatu benda, orang, tempat* (Descriptive is a text to describe a particular person,, place or thing). (b) *Recount adalah suatu teks yg menceritakan kembali pengalaman dimasa lampau* (Recount is a text to retell the events for the purpose of informing or intertaining), (c) *Narrative adalah teks yang menceritakan suatu peristiwa sehingga pembaca seolah-olah mengalami kejadian tersebut*(Narrative is a text to retell the theory that past tense and the purpose is to amuse the readers). (d) *Procedure adalah suatu teks yang menjelaskan bagaimana sesuatu dilakukan atau dicapai melalui urutan atau langkah-langkah* (Procedure is a text that is designed to tell how something is achieved through a sequence of action or steps). (e) *Explanation adalah sebuah teks yang berisi tentang proses-proses yang berhubungan dengan fenomena alam, sosial, ilmu pengetahuan dan lainnya*(Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena). (f) *Discussion adalah tulisan yang memaparkan sebuah masalah yang didiskusikan dari sudut pandang yang berbeda* (Discussion is a text which present a problematic discourse and this problem will be

discussed from different viewpoint). (g) *Exposition adalah teks yang menyampaikan sebuah pendapat* (Exposition is a text to argue for a againsts a social issue). (h) *News item adalah suatu teks yang menginformasikan pembaca tentang peristiwa yang layak diberitakan atau penting* (News item is a text that informs the readers about newsworthy or important events of day). (i) *Report teks adalah teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu informasi* (Report text is a text that announce the result of an investigation or announce something). (j) *Anecdote adalah sebuah text yang menceritakan kejadian yang tidak lazim untuk menghibur pembaca atau pendengar* (Anecdote is a text to share with others an account of an unusual or amusing incident). (k) *Review adalah teks yang melakukan kritik terhadap kelebihan dan kekurangan yang dimilikikarya untuk pembaca atau pendengar (review is a text to critique and are work or even for a public audience)*

### **2.3. Text**

The concept of writing as a skill needs to be differentiated from writing a text. As a skill writing is defined as a productive written language skill. On the opposite, writing a text is a piece of written information. It is a result of writing activity. As a skill, writing is a level academic achievement.

According to Knapp, P and M. Watkins (2005:18), “text are produce in a context by individuals, individuals always produce those text as social subject ; in particular, social environments”. Text is a piece of information. A text can be linguistic unit. It can be word. It can be also sentence. Beside it can be a paragraph. Further it can be a text which is bigger than a paragraph. It means that text is meaningful linguistics unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph.

### **2.3.1. Descriptive Text**

Descriptive text is one genre of text. This text is one of the text that have to be taught to Senior High school students. Descriptive text is a kind of text to describe something, someone or place. Descriptive text has is called the generic has two main parts, they are identification and description, the structure of text is called the generic structure. Descriptive text likes describe white house, animal, fruits, etc. According to Siahaan and Shinoda (2008:89), “descriptive text is a written English text in which the writer describes an object”. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or a camping. It can be about any topic.

### **2.3.2. Generic Structure of Descriptive Text**

The generic structure of descriptive text is divided into two, they:

Identification :Identifying the phenomenon to be described.

Description : Describing the phenomenon in part, qualities, or/and characteristics.

### **2.3.3. Language Features of Descriptive Text**

The language features of descriptive text are divided into some parts, they are:

1. Focus on spesific participants
2. Use of simple present tense
3. Use of adjective

Example of Descriptive Text

My Sphynx Cat

My Sphynx cat is the only pet i have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamonis. My sphynx has a normat cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including tortoiseshell, chocolate, black, blue, lilac, chocolates, etc. He is really an amazing cat. Belive it or not, he is vey intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

## **2.4. Approach**

An approach is theory about language learning. An approach is an enlightened viewpoint toward teaching. An approach is a way of looking at teaching and learning. Underlying any language teaching approach is theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. According to Harmer (2007 : 78 ) Approach is the theories about the nature languge and language teaching. Approach is very important element in managing students in the classroom.

### **2.4.1. Approaches In Teaching Writing**

There are some approaches that can be used when the teachers are going teach writing to the students. They are:

#### **1. Genre Based Approach**

Genre based approach, teaching and learning focuses on the understanding and production of selected genres of text. Teaching and learning around text genres has become increasingly influential in main stream ELT in a number of situation.

Genre based approach is more ideal than non-genre based approach in the teaching for reading for most ESL learner. This approach helps to expose the learners to the techniques and vocabulary of the genre in question. As a fairly new method it may be difficult to find many researchers who support this approach.

## **2. Affective-Humanist Approach**

This is a reaction to the general lack of affective considerations in both audiolingualism and cognitive code.

1. Respect is emphasized for the individual (each student, the teacher ) and for his/her feelings.
2. .Communication that is meaningful to the learner is emphasized.
3. Instruction involves much work in pairs and small groups.
4. Class atmosphere is viewed as more important than materials or methods.
5. Peer support and interaction is needed for learning.
6. Learning a foreign language is viewed as a self-realization experience.
7. The teacher is viewed as a counselor or facilitator
8. The teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later it is gradually phased out.

## **3. Project Based Learning Approach**

Project based learning offers an engaging instructional approach to make learners active constructors of knowledge. Project based learning is a teaching method

which students gains knowledge and skills by working for an extended period of time to investigate and respond to a complex question, prolem, or challenge. According to Dato ( 2003:3) “Project-based learning is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons. Project based learning activities are long-term, interdisciplinary, student-centred, and integrated with real-world isuess and practices. It is a method that fosters abstract, intelectual tasks to explore complex issues. It is promotes understanding, which is true knowledge. In Project based learning, students explore make judgments, interpret and synthesise information meanigful ways. It is more representative of how adults are asked to learn and demonstrate knowledge”.

#### **4. Task Based Language Teaching Approach**

According to Goraldine, M and Sutapa. Task Based Language Teaching (TBLT) is an approach of teaching which focuses on task activity provide context to activate learning of teaching process and promotes language learning. The task class work is organized as a series of activities in classroom.

#### **5. Theme Based Approach**

Theme based approach is regarded as an approach that is suitable to be applied in teaching young learners since the use of this approach offers exciting possibilities for young learners and their teacher. In theme based teaching, the teachers teach the instruction conducted one particular topic. Therefore, theme based teaching has been transferred from general primary education to the teaching of English as a foreign language because it provides with motivating and meaningful use of the language.

#### **2.5. Process and Product Approach**

In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we only interested in the aim of tasks and in the end product of putting together a good piece of work. One of the disadvantages of getting students to concentrate on the process of writing is that it takes times, times to brainstorming ideas, times to draft a piece of writing. In its simplest form a form a process approach asks students to consider to procedure of putting together a good piece of work. Here the following activities to take place at first or final stages, and to put them in the best order:

1. Check language use ( grammar, vocabulary, linkers ).
2. Check punctuation ( and layout ).
3. Check your spelling.
4. Check your writing for unnecessary repetition of words and/ or information.
5. Decide on the information for each paragraph, and the order the paragraphs should go in.
6. Note down various ideas.
7. Select the best ideas for inclusion
8. Write a clean copy of the corrected version.

In this connection, it is worth mentioning what Gardner and Jhonson (1997) argue' Writing is a fluid process created by writers as they work.... In actuality, the writing process is not a highly organized linear process, but rather a continual movement between different steps of writing model. In EFL/ESL classroom, process and product approaches have dominated much of the teaching of writing over the last 20 years. In the last ten years, we have seen the growing importance of genre approaches in the EFL/ESL classrooms.

The large numbers of recent studies concerned with the measurement of strategy training for L2/FL learners have been product-oriented (Chen, 2007). Chen also mention that these studies have quantitatively measured improvements in learner's test scores following completion of a strategy training programme. Wenden (1987) mentions that the study of FL strategy training programme evaluation is concerned with the question of how outcome of the learner training of measured. For effective writing in EFL/ESL classroom, ELT practitioners suggest three approaches: process, product and genre. The best practice in any situation will depend on the type of student's competence level, the text type being studied, the curriculum and many other factors.

### **2.5.1. Process Approach**

The process writing originated in the first language (L1) classroom, where it was developed in reaction to traditional types of teaching writing. This approach, for Caudery (1997), assumes that writing normally takes place through the making of series of multiple drafts of text. Kroll (2001) defines process approach as follows:

The "process approach" serves today as an umbrella term for many types of writing courses ... What the term captures is the fact that the students writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafting and receiving feedback on their teacher, followed by revision of their evolving text. Hence a process approach tends to focus more on

varied classroom activities which promote the development of language use; brainstorming, group discussion and rewriting.

The process approach identifies four stages in writing: pre-writing, drafting/composing, revising and editing. These stages are recursive, taking place many times over in the course of composing. This approach emphasizes revision, and also feedback from others, so students may produce many drafts with much crossing out of sentences and moving around paragraphs.

The process approach model comprises of eight stages (Steele, 2004):

1. Stages one (Brainstorming): this is generating ideas by brainstorming and discussion. Students could be discussing the qualities needed to do a certain job. Brainstorming can be carried out as follows: The above brainstorming has been carried out on the topic 'Should rich countries give aid to poor countries?' in one of our EFL classroom at united International University, Dhaka, Bangladesh. The left hand side presents as the arguments for the topic while the right hand side presents as the arguments for the topic.
2. Stages two (Planning/Structuring): Student exchange ideas into note form and judge quality and usefulness of the ideas.
3. Stages three (Mind mapping): Students organize ideas into a mind map, spidergram, or linear form. This stage helps to make the hierarchical relationship of ideas which helps students with the structure of their text.
4. Stages four (Writing the first draft): Students write the first draft. This is done in the class frequently in pairs or groups.
5. Stages five (Peer feedback): Drafts are exchanged, so that students become the readers of each other work. By responding as readers students develop awareness

of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts.

6. Stages six (Editing): Drafts are returned and improvements are made based upon peer feedback.
7. Stages seven (Final draft): A final draft is written.
8. Stages eight (Evaluation and teachers' feedback): Students' writing are evaluated and teachers provide a feedback on it.

### **2.5.2. Product Approach**

A product approach is “traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p.5). For example, in a typical product-oriented classroom, students are supplied with a standard to construct a new piece of writing.

In the product approach, according to Brown (1994), teachers focus on what a final piece of writing will look like and measure it against the criteria of vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, as well as the content and organization. The normal procedure is to assign a piece of writing, collect it, and then return it for further revision with the errors either corrected or marked for the student to do the correction.

Product approach model comprises of four stages (Steele, 2004):

1. Stages one

Students study model text and then the features of the genre are highlighted.

For example, if studying a formal letter, students' attention may be drawn to

the importance of paragraphing and the language used to make formal requests. If a student reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

2. Stage two

This stage consists of controlled practice of the highlighted features, usually in isolation. So if student are studying a formal letter, they may be asked to practice the language used to make formal request, for example, practicing the “I would be grateful if you would....’structure.

3. Stage three

This is the most important stage where the ideas are organized. Those who favour this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

4. Stage four

This is the end product of the learning process. Students choose from the choice of comparable writing tasks. To show what they can be as fluent and competent users of the language, students individually use the skill, structures and vocabulary they have been taught to produce the product.

## **2.6. Previous Research**

The writer present two previous studies that have relevance with this kind of the study the writer conducted. The first research was conducted by *Mujiono Kanjuruhan University of Malang who study about The Effect of Process-Product Approaches to Writing on EFL Learners’ Writing Accuracy*. This present study was to investigate the effect of process-product based approach to writing on EFL learners’ writing

accuracy. A quasi experimental design was used in the current study. To this end, 80 students of 2012 intake of English Department of Kanjuruhan University of Malang were random selected. The sample was random divided into two equal groups with 40 members. The experimental group received process based approach to writing. While participants in the control group attending the same course received product based approach to writing. The instrument used in this study were tasks which required the students to write in English. The students were asked to write according to pprocess approach. Analyzing the collected data through an independen sample test revealed that students who were provied process-based approach to writing had significantly higher impact on EFL leaners' writing accuracy. It can be concluded that giving process-based approach can improve the students' writing accuracy. The implication for language teacher is that giving process-based approach better be provided than product-based approach to writing.

Another research is conducted by *Nihat Bayat from Akadeniz Univerrisity about The Effect of Process Writing Approach on Writing Success and Anxiety*. The research aim to the process writing approach treats writing not as a completed product but as a process. Writing studies are carried out as a part of the process before the written text is completed. This approach focuses on the students in writing lesson, and the teacher only acts as a guide. The process writing approach involves activities occurring during the production of a written textt. This study investigated the effect of process writing approach on writing sucess and anxiety. The participants in this study were first-year pre school teaching students; a pretest- post test control group quasi-experimental design was employed. Experimental procedures for the study lasted 10 weeks. Data regarding the dimension of written expression we obtained

through evaluation of academic writings generated by students at the beginning and end of experimental procedures. Data associated with writing anxiety were collected through the Writing Apprehension Test. Analysis of covariance (ANOVA) was used for statistical analysis of the data. As a result of the statistical analysis, the study found that the process writing approach had a significant effect on writing success and anxiety. Based on this finding, the use of process writing approach is recommended for written expression studies.

## **2.7. Conceptual Framework**

Writing is one of the main item that should be taught at school and as one of the four skills of English. Writing as one many record of recent activities that we can read today, which can also read in the future.

In fact, most of students always get difficulties when they asked to write English. There are some many factors that cause this, they are: 1. Students want to write just because they are asked by the teacher to do that as their task and it makes them feel more difficult to write in English because they do not make it as their habit, 2. The students are still confused how to start writing, they did not know how to write systematically and how to make every sentences coherence, 3. The teacher who teach the students in writing actually motivate and encourage the students to write frequently in order to have the better quality of writing, but sometimes in the other case, the teacher do not check the students' task, so the students do not know their difficulties in writing.

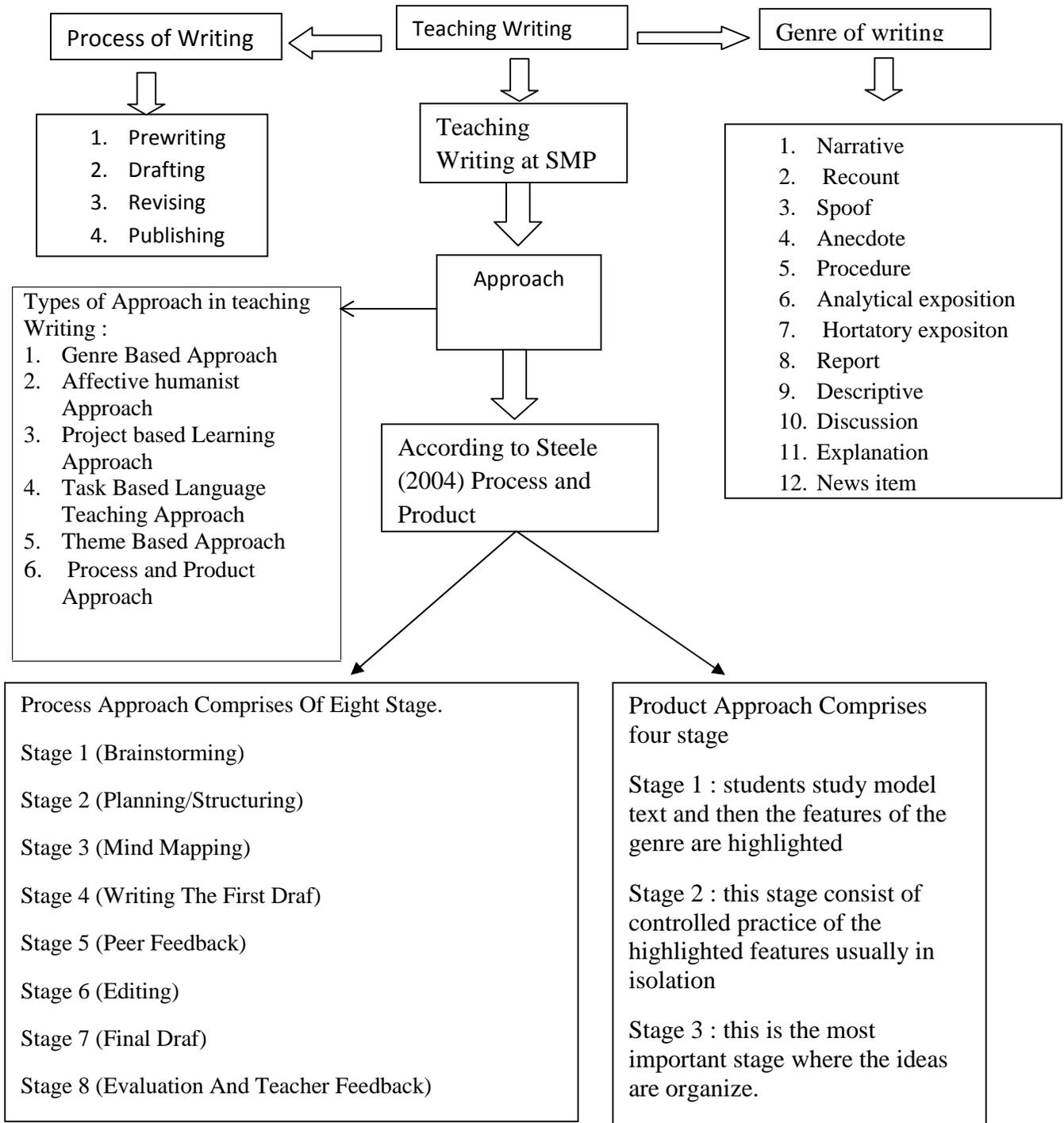
Approach is an approach general nature. An approach is an enlightend viewpoint toward teaching. According to Harmer ( 2004 : 257 ) there are many

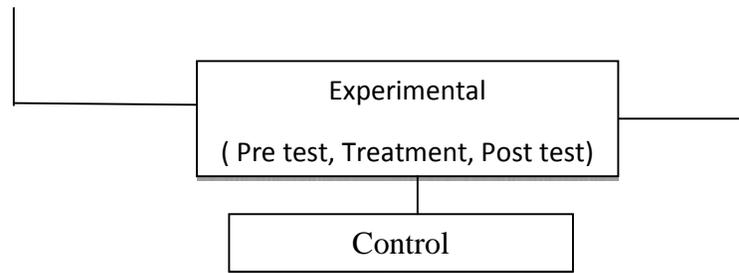
approaches in teaching writing. They are: Affective Humanist approach, Genre based approach, Smarth approach, Project based learning approach

The researcher applied approach in teaching writing at SMP Negeri 2 Percut Sei Tuan by using Process and Product Approaches. This research was designed by using experimental quantitative research. In this experimental research there are two classes, namely Experimental and Control group. The researcher conclude class VIII-1 as experimental group and VIII-2 as control group.

The writer will given the same pre –test to experimental and control group. The test were used to find the student’s writing skill of both groups. The result of the test were compared to find out effect of using approach on the students’ writing ability. After the pre-test was carry out both of experimental and control group, the experimetal group was taught by used approach in writing typesn of text. In control group, the student’s was taught without approach on the students writing.

After the writer do it the treatment, the post test was administered to both experimental group and control group. The result of both groups were analyzed to find out if the effect of process and product approaches on the students’ writing competence was significant or not.





**Figure 2.1. Conceptual Framework of The Effect of Process and Product Approaches on the students' competence in writing descriptive text**

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

This research was designed by using experimental quantitative research. According to John ( 2009 : 4 ) “Quantitative research is a means for testing objective theories by examining the relationship among variables, these variable in turn, can be measured. Typically on instruments, so that numbered data can be analyzed using statistical procedures”.

In this experimental research, there were two classes, namely experimental group and control group. The experimental group was the one who used Process and Product while the control group who used the conventional approach. The design can be figured as following.

**Table 3.1 Research Design**

Group	Pre- Test	Treatment	Post – Test
Experimental		Using process and product approach	
Control		Conventional Teaching	

#### 3.2. Population and Sample

In this research, the writer has found the population and sample before taking the data.

##### 3.2.1. Population

According to Arikunto (2010: 173) “populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi” (populasi is a set of all elements

processing one or more attributes of interest if someone want to observe all of the elements in the research area, so his research called population research). The population of this research were the eight grade students of SMP Negeri 2 Percut Sei Tuan. There were eight classes, namely VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8. Total of students were 160 students.

### **3.2.2. Sample**

The sample of research were consists of two classes. The students that were taken as the sample will about 40 students from the total number of population, and then they were divided into two groups: the experimental group and control group. Each contained 20 students.

### **1.3 Instrument of Collecting Data**

The instrument of this research will writing descriptive text. The text will essay writing. The test will written in a form of descriptive text by applying Process and Product approach. The reseacher conducted pre-test, treatment and post-test.

### **3.4 The Procedure of Collecting Data**

The writer conducted an experimental group and control group. The experimental group was given the treatment by applying Process and Product approach while the control group was conventional approach. The research procedure consisted of three parts namely, pre-test, the treatment and post-test. The pre-test was administered before treatment. Both experimental and control group was given the same pre-test. The test was used to find the students ability on writing different types text of both group. Both of group had been given the same test, they were asked to write types of text. In post-test was also same, the students had given the same test of types text. The result of the pre-test was compared with the post-test ( after treatment

) to find out the effect of Process and Product approach on students' ability in writing different types text. Procedure can be seen as the following:

### 1. Pre- Test

The pre- test was administered before treatment. Both experimental group and control group were given the same pre- test. The test were used to find the student's writing skill of both groups. Both experimental and control group were give the same test they were asked to write text based on the given topic. The result of the test were compared to find out the effect of using approach on the students' writing ability.

### 2. Treatment

After the pre- test was carry out both experimental and control group, the experimental group was taught by used approach in writing types text. In control group, the students' was taught without approach on students writing.

**Table3.2. Teaching Procedure in Experimental Group and Control Group**

Experimental Group	Control Group
<p>Teacher greets the students.            Teacher tell the lesson or material that will be discussed to the students.            Teacher gives one topic to the students            Teacher asks the students to imagine that they are in the condition which is related to the topic            After imagine, teacher asks the students to write ssome sentence in Indonesia related to the topic            Then teacher asks the students to translate them into English            The teacher explain to the students about descriptive text such as definition, generic structure and language features            The teacher assesses the students to arrange their sentence into descriptive text form by considering the generic structure and language features</p>	<p>Teacher greets the students            Teacher introduces the lesson or material to the students            Teacher explain the kinds of the text.            Shared the example of descriptive text to each students            Teacher asks the students to read the descriptive text            Teacher ask the students to looking for the generic structure of descriptive text.            Teacher and students discuss it together            Teacher assesses the students to make their own descriptive text and decided the generic structure</p>

### 3. Post-Test

After the treatment had been conducted, the post-test was administered to both experimental group and control group, the result of both groups were analyzed to find out if the effect of process and product approaches on the students' writing competence was significant or not.

#### 3.5. The Scoring Test

In scoring test the written test, the cumulative score is ranging 0-100. To score the students' performance in writing a descriptive text, some criteria were used. According to Weigle (2002:116) scoring depending on the purpose of the assessment, script may rate on such as features of content (30), organization (20), vocabulary (20), language use (25) and mechanics (5). The total score is 100.

Based on the explanation above about scoring the test, it can be specified that the criteria of scoring writing types text was used the following components/criteria. The criteria of scoring writing a descriptive text are follows:

#### 3.6. The Assessment of Writing

In order to evaluate the mastery of the students in writing skill, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. There are five components in writing assessment according to Jacobs et al, scale (Weigle, 2002:116), namely

##### 1. Content

Content refers to the students' ability to write the ideas and information in the form of logical statement.

27 – 30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assign topic.
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22 – 26	Average to good ; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor ; limited knowledge of subject, little substance, inadequate development of topic.
13 – 16	Very poor ; does not show the knowledge of subject, not substantive, no patient, or not enough to evaluate.

## 2. Organization

Organization refers to the students' ability to write ideas and information in good logical order. The topic and the supporting sentences are clearly stated.

18 – 20	Very good to excellent; ideas clearly state/ support, cohesive, time, sequence, spatial, particular to general to particular.
14 – 17	Average to good ; somewhat copy, loose organize but main ideas stand out, limit support, logical sequencing and development.
10 – 13	Fair to poor ; non-fluent, ideas confuse or disconnect, lacks logical sequencing and development.
7 – 9	Very poor ; does not communicate, no organization, or not enough to evaluate.

## 3. Vocabulary

Vocabulary refers stated to the students' ability in using word or idiom to express ideas logically, and also refers to the ability to use the synonym, antonym, prefix, and suffix exactly.

18 – 20	Very good to excellent; effective words idioms choices and usage, word form mastery appropriate register.
14 – 17	Average to good ; adequate range, occasional errors of words/ idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor ; limited range, frequent errors of words/ idioms form, choice, usage and meaning obscured.
7 – 9	Very poor ; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

## 4. Language Use

Language Use refers to the students' ability in writing sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs and time signal.

22 – 25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronoun preposition.
18 - 21	Average to good ; simple construction minor problems in complex instructions several errors of agreement, tenses, number of words order/ function, articles pronoun, preposition and meeting seldom obscure.
11 – 17	Fair to poor ; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, articles pronoun, preposition and or fragments meaning confused or obscure.
5 – 10	Very poor ; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

#### 5. Mechanics

Mechanics refers to the students' in using words appropriately; by using function correctly, paragraph, and the text can read used correctly.

5	Very good to excellent; demonstrate mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good ; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscure.
3	Fair to poor ; frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscure or confuse.
2	Very poor ; no mastery convention, dominate by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

### 3.7.The Technique for Analyzing Data

The step in analyzing data, they are :

1. Calculating th scene of the pretest and post test in experimental and control group

2. Tabulating data from the scoring of the experimental and control group
3. Test hypothesis by using the formula t-test.
4. Comparing the score
5. Concluding and answering the hypothesis

To know the effect of result ofn this research, the test is calculated using test formula as follows that developed by Arikunto :

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2} \left( \frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where:

Mx : the name of experimental group

My : the name of control group

Dx : the standard deviation of experimental group

Dy : the standard deviation of control group

Nx : the total number of sample in experimental group

Ny : the total number of sample in control group

### **3.8. Validity and Reliability of the Test**

There are two important in a research in text. There are validity and reliability.

#### **3.8.1. The Validity of the Test**

Validity refers to the extent to which a test actually measure what it is supposed to measure and nothing else. According to Best and Kahn (2006:289),

“validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Valid determined how well the test is. A test is that has validity in one situation may invalid in a different situation. There are some kinds of validity such construct validity, content validity, etc. In this research, the writer will use content validity to see whether the test is valid or not

**Table 3.7. Content Validity**

Content	Kinds of DescriptiveText	Test Item	Kinds of Test	Score
Descriptive Text	Identification	1 Paragraph (human)	Essay	10
		1 Paragraph (place)	Essay	10
		1 Paragrap (animals)	Essay	10
		1 Paragraph (profession)	Essay	10
		1 Paragraph (things)	Essay	10
	Description	1 Paragraph (human)	Essay	10
		1 Paragraph (place)	Essay	10
		1 Paragrap (animals)	Essay	10
		1 Paragraph (profession)	Essay	10
		1 Paragraph (things)	Essay	10
<b>Total</b>			<b>100</b>	

### 3.8.2. The Reliability of the Test

According to Arikunto (2010:178), reliability show in one meaning, namely an instrument that can be believed to collect the data because this instrument is good. This test concludes that the degree is consistently, it means test is separated on different occasions by different people. In this study, the test is used in writing test form. The scoring of writing test involves the subjectivity.

To get the reliability of the test, the writer use Kuder Richardson 21 formula (KR21) as the following:

$$(KR_{21}) = \frac{K}{K-1} \left( 1 - \frac{M(K-M)}{KSD^2} \right)$$

Where:

KR21 = Reliability of the Text

K = Number of Items in the Test

M = Mean of the Test

SD2 = Standard Deviation

According to Arikunto (2010:313), the categories of coefficient correlation is one of tools statistic that uses to compare the result of measurements from two variables which has different so that determine the levels of relationship between other variables. The categories of coefficient correlation are as the following:

0.00 – 0.20 = the reliability is very low

0.21 – 0.40 = the reliability is low

0.41 – 0.60 = the reliability is fair

0.61 – 0.80 = the reliability is high

0.81 – above = the reliability is very high