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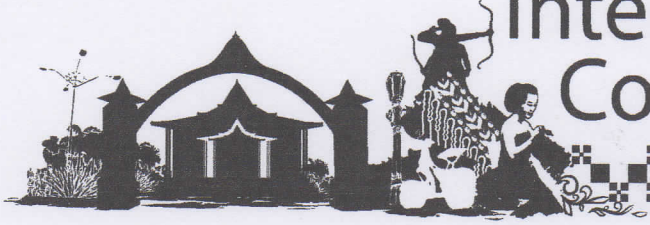
The 61st TEFLIN International Conference 2014



Solo, 7 - 9 October 2014

PROCEEDINGS

English Language Curriculum Development:
Implications for Innovations in Language Policy and Planning,
Pedagogical Practices, and Teacher Professional Development

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Rektor,

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NIK. 298601102

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY

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FOREWORD

These proceedings feature 335 papers out of 531 papers presented at the The 61st TEFLIN International Conference. Enmeshed in the theme, "*English Language Curriculum Development: Implications for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development",* the papers present different lines of scholarship which address such topics as (1) language policy, (2) language planning, (3) needs analysis, (4) language syllabus and lesson planning, (5) language materials evaluation and development, (6) instructional design and language teaching methodology, (7) instructional media and technology, (8) language classroom management, (9) language testing and assessment, (10) language program evaluation, and (11) teacher professional development. The proceedings are alphabetically organized based on authors' names.

All the papers in these proceedings were not peer-reviewed, but the papers published in these proceedings met the basic requirements set out by the committee. All the papers do not exceed a total of five pages (including tables, figures, and references). In the editing process, the editors extended the maximum page limit up to six pages in order to include more papers.

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceedings and find them enlightening and useful.

Surakarta, 7 October 2014
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The organizing committee of the 61st International TEFLIN Conference would like to acknowledge the following colleagues who served as anonymous reviewers for abstract/proposal submissions.

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THE EFFECT OF PROCESS-PRODUCT APPROACH TO WRITING ON EFL LEARNERS' WRITING ACCURACY

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Abstract: This present study was to investigate the effect of process-product based approach to writing on EFL learner's 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 randomly selected. The sample was randomly 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 instruments used in this study were tasks which required the students to write in English. The students were asked to write according to process approach. Analyzing the collected data through an independent sample *t* test revealed that students who were provided process-based approach to writing had significantly higher impact on EFL learners' 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.

Keywords: *Process-product approach to writing, EFL learner, writing accuracy*

There are the four language skills that must be mastered by students to learn English, namely listening, speaking, reading and writing. Among the four language skills that are taught in school, writing is the hardest skill to learn. It requires special skills that include the ability to express the opinion of learner. This ability can be achieved only if a learner capable to master several techniques like how to get writing ideas. In fact, students got difficulties to achieve competence to write in English. Brown (2007) has found that the writers of the L2 do planning less, less accurate, fluent and less effective in stating objectives than L1 ones. They also differ in the use of appropriate conventions of grammar and rhetoric and lexical variety.

The observation pointed out that the students of 2012 intake of Department of English Education did not do brainstorming and discussion, they got difficulties to exchange ideas and to judge quality and usefulness of the ideas. They also did not organize ideas into a mind map, spider gram or linier form and make first draft of their writing. They usually need a long time to find ideas for writing English. After getting the idea for their writing, they are still struggling in the ideas of putting reasonable coherence and accuracy of theirs. The problem is still occurred in terms of grammar, spelling, vocabulary, and punctuation. There were no clear guidance from the teacher. Students only have a model text of previous meetings and writing topics. There were no other processes that can help students to produce good writing. Teachers just focused on the results of the student's writing without paying too much attention to the process. From these facts, it can be concluded that teachers prefer to use product-oriented approach in writing rather than the process.

Hyland (2003) has defined that the process approach puts major focus on the *process* of writing, such as how writers develop their ideas. He has explained that the students are given enough time to go through the writing process along with appropriate feedback from both their teachers and peers, they can develop their first drafts which might be unorganized and full of grammatical errors to final drafts which are better organized with fewer grammatical errors. Dealing with process approach, Steele (2004) divides into eight stages. Stage one is brainstorming. It is generating ideas by brainstorming and discussion. Stage two is planning or structuring. In the term of it, students can exchange ideas into note form and judge quality and usefulness of the ideas. Stage three is mind mapping. In this case, students organize ideas into a mind map. This stage helps the learners to make the hierarchical relationship of ideas which helps them with the structure of their texts. Stage four is drafting. In this stage students write the first draft. This is done in the class frequently in pairs or groups. Meanwhile stage five is peer feedback. Writing drafts are exchanged, students become the readers of each others 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. Editing puts on stage six. The progress can made based upon peer feedback. Stage seven is final draft. And the last stage of process approach according to Steele (2004) are evaluation and teachers' feedback. He has explained that in this final stage, the teacher evaluates and proves feedback to learners' writings. Onazawa, (2010) defines that process approach is an approach to writing in which students focus on the process. Dealing with this, students are allowed to manage their own writing by giving them the opportunity to think like they wrote. Brown (2001) argues that students can give their message through a complex process of writing. He claims that the process approach is advantageous for students in learning due to intrinsic motivation as a language student here where they can focus on the content and the messages they write.

Badger and White (2000) emphasizes that writing in process approaches is seen as predominantly to do with linguistic skills and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure. Many studies show that a lot of educators are positive towards the process approach and think that the students will benefit greatly from this approach (Raimes 1983, Stewart and Cheung 1989, White and Arndt 1991). Research findings from most studies on the effectiveness of the process approach show that it is in general an effective approach in helping students improve their writing skills (Hasan & Akhand 2010), (Belinda 2006), (Cheung 1999), (Tyson 1999), (Jacob &Talshir 1998).

Badger and White (2000) explains that process approach is the traditional way to teach writing. It focuses on the appropriate use of vocabulary, syntax and cohesive devices. This approach is consistent with sentence level structuralist linguistics and bottom-up processing (Nunan 1999). Tankiengsirisin (2006) emphasizes that product approaches focuses on a composition which is made up of a series of part of words, sentence, and paragraphs. In this case, the students are asked to complete a set of predetermined tasks or exercises, particularly putting or rearranging word into grammatical sentence. Tangkiengsirisin (2006) argues that this is simply a grammar exercise in a controlled context rather than an act of composing. According to him, product approach emphasizes the students' ability to memorize and apply grammar rules. When required to craft a paragraph or a composition. The students simply follow a fixed organizational pattern and they asked to complete tasks that emphasizes syntactic accuracy.

To know the differences between process and product approaches of writing, Steele (2004) makes comparison such as table 1.

No	Process Approach	Product Approach
1	Text as a resource for comparison	Imitate model text
2	Ideas as starting point	Organization of ideas are more important than ideas themselves
3	More than on draft	One draft
4	More global, focused on purpose, theme, text type i.e. reader is emphasized	Features highlighted including controlled practice of those features
5	Collaborative	Individual
6	Emphasizes an creative process	Emphasis an end product

Process approach is similar to task based learning in that students are provided considerable freedom within the task. The students are not curved by preventive teaching of lexical or grammatical items (Steele, 2004)

Method

This study was an experimental study by making use of the pre-test, post-test, control, two-group-quasi- experimental design was used for this study. This allowed the application of treatment on the experimental group and comparison with the control group The researcher employed t-test to compare pre-tests and post-tests of the two groups for all the hypotheses and to test whether there were significant differences between the means.

There were 4 classes used as the population and 2 classes used as the sample of the study. One of the classes was assigned as the process approach group and the other one is the product approach. The data were gathered through writing test which was conducted after 4 meetings of the treatments. The data were analyzed by using *t test* which was assisted by SPSS 22.0.

Findings and Discussion

Based on the result of *t test* analysis, it is found that mean scores of the students who were taught by using process have better score than those who were taught by using product one. The result of *t test* shows that the significant value is .000. It is less than .05. Statistical analysis can be seen as the following table.

Table 2. The t-test analysis of the pre-test and post - test scores of the Experimental Group

Test Type	Mean	SD	Sig. (2-tailed)	α	N
Pre-test	6.9750	.94699	.000	.05	40
Post-test	7.8750	1.01748			40

Table 2 shows that P=.000 is less than α=.05; hence the null hypothesis was rejected. This implies that there was significant difference between the pre-test and post scores of the students in the experimental group. The

implication of this is that, the performance of the Experimental group after treatment changed for better and the change was significant.

Table 3. The t-test analysis of the pre-test and post - test scores of the Control Group

Test Type	Mean	SD	Sig. (2-tailed)	χ	N
Pre-test	6.0750	.65584	.128	.05	40
Post-test	6.3500	.92126			40

Table 3 shows that P=.128 is greater than χ=.05; hence the null hypothesis was accepted. This implies that there was no significant difference between the pre-test and post scores of the students in the control group. The implication of this is that, the performance of the control group after treatment did not change for better and the change was not significant.

Table 4. The t-test analysis of the Post-test scores on the overall performance of the Control and Experimental

Groups	Mean	SD	Sig. (2-tailed)	χ	N
Experiment Group	7.8750	1.01748	.000	.05	40
Control Group	6.3500	.92126			40

Table 4 shows that P=.000 is less than χ=.05; hence the null hypothesis was rejected. This implies that there was significant difference between the experiment and control groups The mean score (7.8750) for the Experimental group is greater than the mean score (6.3500) of the Control group, this implied that treatment had significant effect on overall performance in writing. The Experimental group performance is better than that of the Control group.

From all of the average mean scores above, it is clear that process approach is consistently better than the product approach. The mean scores of process approach group are consistently higher than the product approach because from the application we can see that firstly, process approach gave more opportunities for the students to write. Brown (2001) states one of the advantages of the process approach is it gives the students chance to think as they write. According to him that thinking process enriches the students' knowledge and ideas. Dealing with thinking process, Brown (2001) explains that the students have fresh and a lot of ideas and there will be no limitation to put the ideas into the writing. Brown (2001) explains the students are the creators of language, they need to focus on content and massage and the students' ideas are highly valued. It can make the students feel comfortable where it could lead them to produce any kind of text maximally. Using process approach can enhance motivation and developing positive attitudes toward writing (Nunan,1991). Besides, the students can use a collaborative writing during revision and edition step.

The Process approach which was the treatment given to the experimental class according to Johnson (1993), Oden (1999) and Okedara (2002) is a non-linear, exploratory and generative approach, which permits students to discover and reformulate their ideas as they attempt to appropriate meaning to their work. Trupe (2001) says that students who are asked or required to spend more time on a paper will think more about their topic, retain more information, and develop more powerful insights.

Conclusion

Based on the findings and discussion in previous section, it can be concluded that:

1. There was significant difference between the pre-test and post scores of the students in the experimental group.
2. There was not significant difference between the pre-test and post scores of the students in the control group.
3. There was a significant different between the students who were given process approach and those given product approach on students' writing accuracy.

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Biodata

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