TEACHING WRITING AND EVALUATING STUDENTS' WRITING (IN A PROCESS APPROACH)

By: Fitri Rayani Siregar[1]

ABSTRACT:

Bahasa Inggris telah diajarkan dari tingkat taman kanak-kanak hingga ke universitas di Indonesia. Terdapat 4 ketrampilan yang harus dikuasai dalam bahasa Inggris yaitu berbicara, mendengar, membaca dan menulis. Dari keempat ketrampilan ini mempunyai tekhnik, strategi dan pendekatan mengajar yang berbeda yang mempunyai tujuan yang sama untuk mempermudah penyampaian setiap materi kepada anak didik. Mengajar keterampilan menulis memiliki banyak pendekatan yaitu pendekatan produk l dan proses. Pendekatan proses dalam writing lebih mengajak anak didik untuk terlibat lebih banyak dalam proses pembelajaran didalam kelas. Mereka akan merasa bebas dalam menulis dan menuangkan kosakata dan dalam tulisan ini disajikan evaluasi menulis dalam pendekatan proses .
Kata Kunci: Pendekatan Proses, Mengajar Menulis dan Evaluasi.

A. INTRODUCTION

Language as a matter of common knowledge is the medium of communication which people express emotions, ideas, feelings and thoughts to every human. Then, it is one of the most for reaching of human capabilities in relation to the whole span of mankind's achievement. At the same time, language is imitate connected with society through its function, which is primary case that is communicated from individual to one or more other human society could not be exist without language. Next, there are many languages that are used by many countries. One of the important languages which the people must be achieved is English.

English is an International language which must be achieved. In Indonesian, English is the first foreign language which is learnt beginning from the primary school up to university level. The students learn English for communicating purposes both in written and spoken forms; they are reading, listening, speaking, and writing. While, writing is important and must be attention in composing English sentence. Besides, the students also must be able to write,

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[1] Lecturer of English Education Departement, FTIK, IAIN Padangsidimpuan.

because without having ability in writing, students will be difficult to have ability in English. Then, it is the communication occurred between the writer and reader. The writer transferred his thoughts, opinions or comments in written form, which was expected to be comprehended by the reader. By writing, it can improve the new ideas, giving information to the reader and can express what do you thing about something. So, writing must be learnt and achieved by every individual specifically for the students.

Furthermore as a Muslim knows that Allah SWT ordered human to read and write, which stated in Quran surah al-Alaq (96), 3-5, as follows:

[Arabic text rendered in symbol font]

Means:

1. Read! Your Lord is The most generous,
2. Who Has taught (the writing) by the pen the first person to write was prophet enouch(idris),
3. Has taught man that he knew not.[2]

From verses above, Allah explained for human to read and learn everything in the world, writtenly or not. Hence, writing is one basic language skill that is important to be learnt in learning language. These verses inform of the beginning of man's creation from a dangling clot, and that out of Allah generosity. He taught man that he did not know. Then, Allah exalted him and honored him knowledge. Knowledge is in the mind, on the tongue, and also in writing with the fingers. Therefore, writing is a knowledge of language skill that forms by using fingers and can be used to communicate and express with others in a written form. Furthermore, writing is very important to be achieved by the

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[2]Departemen Agama RI, *Al-Qur'an dan Terjemahan*, (Bandung: PT. Syamill Cipta Media, 2005), p. 597.

students. Because by writing, the students can communicate and express their ideas, opinions and information in a written form to the readers.

B. CONCEPT OF WRITING

1. Definitions of Writing

Writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. The result of writing is generally called *text*, and the recipient of text is called a reader. Motivations for writing include publication, story-telling, correspondence and diary. Writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems. Under the influence of technologies such as data storage and computer networks, the pace of correspondence and potential for collaboration increased.

As human societies emerged, the development of writing was driven by pragmatic exigencies such as exchanging information, maintaining financial accounts, codifying laws and recording history. The further explanation as follows:

> Around the 4th millennium BCE, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form. In both Ancient Egypt and Mesoamerica writing may have evolved through calendrics and a political necessity for recording historical and environmental events.[3]

Next, writing is one basic language skill that is important to be learnt beside reading, speaking and listening in language learning. It involves the application of grammatical knowledge which includes the sentence patterns, vocabulary, or diction and cultural understanding of the target language.

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[3]Rosidah, "The Concept History of Writing" (*http://www.campusschool,edullofti/Primary*. accessed on Friday, December 13th 2013 retrieved on 3 pm).

Furthermore, writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking and thus develop their cognitive ability.

Moreover, Henry Guntur Tarigan stated that:

Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seseorang, sehingga orang-orang dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambaran grafik itu, menulis merupakan suatu representasi bagian dari kesatuan-kesatuan ekspresi bahasa.[4]

So, writing is lowering or drawing the symbols of graphic that describes a language that is understood by a person, so that others can read the symbols of the graphic if they understand the language and graphic picture. Writing is a representation of language expression.

While, David Nunan also explains that:

Writing is both a physical and a mental act the most basic level. On the hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organize, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.[5]

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In addition, writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing ability is the activity to transfer the ideas through words and

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[4]Henry Guntur Tarigan, *Menulis sebagai suatu Keterampilan Berbahasa*, (Bandung: Angkala, 1986), p. 21.
[5]David Nunan, *Practical English Language Teaching,* (New York: Mc. Gran Hill, 2003), p. 88.

sentences the idea will change to scientific. Whereas, H. Douglas Brown compares writing like swimming, he adds that:

> People learn to swim if there is a body of water available and usually only if someone teaches them. People learn to write if they are members of literate society and usually only if someone teaches them. Just as there are non-swimmers, poor swimmers and excellent swimmers, so it is for writers.[6]

It can be concluded that writing is like swimming, there are non-writers, poor writers and excellent writers. It means that there is no big problem in writing. Because of if someone have a willing to write and try to learn with the excellent writer, she/ he can be an excellent too. Then, based on the explanation above, the researcher concludes that writing is a creative process where a writer stimulate his thinking and ability in transforming what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

C. CONCEPT OF PROCESS APPROACH.

There are the number different approaches to the practice of writing skills both in outside the classroom. We need to choose between them. Process approach in writing. However, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre writing, editing, redrafting, and finally 'publishing' their working, a process approach aims to get heart of the various skills that should be employed when writing . the process approach to the writing first because this approach tells us that writing is teachable.

At least different theoritical views of language and the nature of language proficiency explicitly or implictily current approaches and methods in language teaching. On the process approach theory of language is the stuctural view, the view that is language is system or structuraly related elements of this system,

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[6]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p. 319.

which are generally defined in terms of grsmmatical units such as clause, phrases and sentences.

1. **Learner's Roles**

Learners now have more opportunies for meaningful writing, are less dependent on the teacher, and work collaboratively with other students. Case studies of successful second and foreign language writing programs that:

> In process-focused classroom there is a shift from language focused activities to learner-centered task in which students assume greater focused over what they write, how they write it, and the evaluation of their own writing. Presenting the writing process as exploratory, provisional and recursive, without directly explaining.[7]
> The students to find purpose, audience and content for their

composing. The students selected topics to write, initiated colaborative writing, and develop charecteristic interaction patterns with other learners.

2. **The Teacher's Roles**

The teacher's roles are likewise redefined and renegotiated and process focused classroom. Rather than attempting to constrain learners to ensure that they produce correct writing, teacher act facillitators, organizing writing experiences that enable the learnersto develop effective composing strategies. The teacher is also invesgator of the writing process employed by the students, using observation and discussion to identify sucessful approaches to different aspects of the writing in process.

To concern to help learners develop the cognitive strategies involved in writing. Nevertheleses out of the complexity and untidiness a set of procedures emerges, which for teaching purpose can be reduce to three, they are:[8]

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[7]Zamel, V, *Recent Research of Writing*, (TESOL: Quartely, 1987), p. 697-716.
[8]Lewis, M., *The Lexical Approach*, (The State of Elt and a Way Forward Hove: UK, language Teaching Publication, 1993), p. 78.

a. Pre-writing: jotting down ideas and preparing provisional plans.
b. Drafting and redrafting, involving review and revising; In other words, working out what to say and then how the best to say it
c. Editing the pre-final version, including assessing clarify for intended reader and checking accuracy.

Writing as a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. In order be to easier to understand the writing ability, it is important to know process of writing.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.[9] Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

1) Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Kangguru stated the following activities provide the learning experiences for students as this stage:
a) Group brainstorming.
b) Clustering.
c) Rapid free writing.

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[9]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practise*, (USA: Cambridge University Press, 2002), p. 316.

     d) WH-Questions.

2) Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3) Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.

4) Revising, when students revise, they review their text on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

5) Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is referred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.

6) Evaluating. In evaluating student writing, the scoring may be the analytical (based on specific aspects of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing).[10]

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[10]Tim Kanguru Education, "Guru in the classroom: Teachers Guide SMA Package page 23" (www.kangguru.edu,Kang accessed on Friday, December 13th 2013 retrieved on 3 pm).

[11]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practise*, (USA: Cambridge University Press, 2002), p. 316.
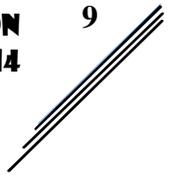
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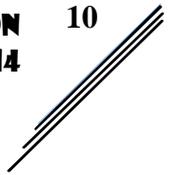
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D. A Process Approach in Teaching Writing

The are four language skills in English learning namely listening, speaking, reading, and writing. Writing as one of the four language competences that considered to be the most difficult. The second language learner writing is a difficult task for they need not only to know about what idea to write, but also need to have competences to arrange their ideas into a good readable text.[13] Thus, writing needs hard working. A good writer needs to know how to choose words, to arranges sentences, and to know how to compose good paragraph. As writing process is perceived to be one of the most essential aspect that influence students' achievement in learning language, the following elaboration then attempts to discuss the stages in teaching writing according to some experts of process approach.

Then, Ronk proposes "The writing stages as pre-writing, writing a first draft, sharing, revising into a second draft, and editing into a final draft".[14] Graves says "In term of pre-writing, drafting, revising, editing, and publishing".[15] Murray as cited in Richard, distinguishes also that there are three stages in writing as rehearsing, drafting, and revising. More, Brown and Parris summarize the process as prewriting, drafting, and revising. In addition to that, Kroll B encourages that students to do some activities during pre-writing namely brainstorming,

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[12]Tim Kanguru Education, "Guru in the classroom: Teachers Guide SMA Package page 23" (*www.kangguru.edu,Kang* accessed on Friday, December 13th 2013 retrieved on 3 pm).

[13]Richards, J., *The Language Teaching Matrix*, (New York: Cambridge University, 1990), p.68.

[14]Ronk, T., *Essay Writing: Step-by-Step*, (New York: Simon and Schuster, 2003), p.50.

[15]Graves, D., *Children Want to Write*, (Victoria: Primary English Teaching Association, 1983), p.90.

clustering, strategic questionnaire, sketching, free writing, interviewing, and information gathering.[16]

The above classification then explains that Murray, Brown, and Parris propose the writing stages in three stages and Graves and Ronk offer it in five. If Murray, Brown, and Parris suggest the stages as prewriting or rehearsing, drafting, and revising, Ronk adds sharing and editing, and Graves adds publishing besides editing. Derived from the above categorization, despites the fact that the experts offer different kinds of stage, it appears that the most prominent stages might be prewriting or rehearsing, drafting, and revising. Regarding this, the following description will present further discussion of the three stages according to Kroll, Murray, and Parris.

Further more, if Murray suggests that rehearsing or prewriting involves finding topic, thinking about the topic, and thinking about the audience and the purpose of writing.[17] Also, Parris describes that the stage deals with gathering ideas, choosing a purpose and audience, and ordering the ideas. Then, Kroll offers the prewriting in detail, which includes brainstorming, clustering, and strategic questionnaire, sketching, free writing, interviewing, and information gathering. Therefore, drawn from the experts' opinions above it seems that prewriting deals with finding and ordering ideas by brainstorming, clustering, etc, and at the same time thinking about the audience and the purpose of the writing.

Regarding activities during the prewriting, Kroll suggests that brainstorming involves students call out interesting topic as many as possible and other students or teacher jot down the ideas. In clustering, students and teacher cluster similar words and choose appropriate words related to chosen topic. Then, during strategic questionnaire, students answer a set of questions designed to guide their writing. Moreover, in free writing, students write non-stop on a topic for a set of time. In interviewing, students interview each other or go outside of the classroom to interview people on the chosen topic. The last, during

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[16] Kroll, B., *Teaching Writing in the EFL Context*, (Boston: Heinle and Heinle, 1991), p.78.
[17] Murray, D. F., *Literacy as Sociocultural Phenomena Prospect. Vi (1)*, (September, 1990), p.103.

information gathering, students collect information about the chosen topic through library research.

For the second stage, Murray and Parris have a rather similar opinion. Murray says that drafting involves getting ideas onto paper in a rough form, and then the writer sketches out the idea, plants, and goals, until the process of writing creates into own meaning, and Parris explains that the stage involves putting ideas down on paper and exploring new ideas during writing. Thus, drafting deals with putting ideas in a rough form and elaborating the ideas until the process of writing finds its direction. Concerning revising as another main stage in teaching writing, Murray suggests that revising involves evaluating and making deletion or additions as necessary, and Parris proposes that the same stage involves editing, proofreading, and polishing.

For details of the revising, Parris describes that editing refers to considering and organizing the idea, and proofreading refers to correcting errors such as sentence structure, usage, spelling, punctuation, and capitalization. Hence, revising stage involves some activities in evaluating piece of writing from drafting process, and the activities include editing, proofreading, and polishing. Then, although the central focus in teaching writing is the process, the aim of the process itself is to help students in producing a final written product. Since the process of writing leads on a final well-written piece, in this case, Rose proposes some required competences in producing a good piece of writing.

Rose says that to be successful in writing, a writer must have all language patterns at his/ her disposal. He explains that at the level of text, a writer must be able to select all elements in a text (story or factual text) and organize them into a coherent sequence. At the level of sentence, a writer must select words that are appropriate to topic and arrange them in meaningful phrases. At the level of word, a writer must have a variety of appropriate words to choose and know how to spell them. Rose describes that a well-written piece is an incorporation of the elements of writing in such as way that readers can experience a writer's intended meaning, readers understand a writer's premise, and readers accept or reject a writer's point of view.
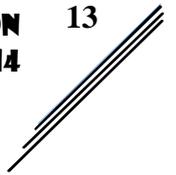
In addition to that, to be successful in writing, a writer also needs to know the convention of effective writing. An effective writing is,

> Focusing on topic and does not contain extraneous or loosely related information. It has an organizational pattern that enables the reader to follow the flow of ideas because it contains of beginning, middle, ending, and the use of transactional devices. More, an effective writing contains supporting ideas, which is developed though the use of details, such as vivid language, and mature word choice. It also follows the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure.[18]

It means that in an effective writing has an opened-middle-ended process an has many variation of sentence structure; they are supporting ideas and supporting details, punctuation, capitalization, and spelling.

E. Evaluating

Evaluation should now be redefined to take into account this process approach to the teaching of writing. Evaluation should no longer be merely the last step ofwriting process: it should no longer be merely the last step ofthe writing process; it should be ongoing and integrated into the entire writing experience. As a teacher observe and confer with students during each stage of the writing process. They have the opportunity to evaluate what students do as they write. In this integrated approach to evaluation, teachers evaluate whether or not students are utilizing specific writing process behaviours as they write, for example, writing a series of drafts of their compositions. The writer demonstrate how the integrated approach words at each stage of the writing process and to present a checklist which teachers can use to assess whether or not their students use specific behaviours of the writing process as they compose.

i. Prewriting stage

To examine students' understanding of purpose and audience, two key features of prewriting, four questions were developed for the evaluatio in the prewriting stage

- Can students identify the specific audience to whom they will write?

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[18]"An Effective Writing", (http: //www.la.unm.edu/~staight/E101-4-6/comp. 6.htm accessed on Friday, December 13th 2013 retrieved on 3 pm).

- Does this awareness affect the choices students make as they write?
- Do students vary the register according to the purpose?[19]

ii. Drafting

Sudents do not begin writing their first srafts with the composition complete in their first minds. They begin, istead, with preliminary ideas which they developed through the rehearsal activities. Through writing, rewriting, and more rewriting, students discovery what they have to say.[20]Teachers also participate in the revision conferences, and their roles is similar to that of the students. Teachers not to point out mechanical problems during the drafting stage in order to avoid sending students a false message about the relative importance of correctness. Therea are two key features in the drafting stage: the use of rough drafts and emphasis of content over mechanics. Two questions on the checklist address these features:

- Do students write rough drafts ?
- Do students place a greater emphasis on content that on mechanics?

iii. Revising

In school, revising has been the most neglected stage of the writing process, often involving merely proofreading or editing. The questions for this stage ask whether students are beginning to use the revision strategies which experienced writers find most productives. Teachers also participate in the revision conferences, and their tole is similar to that of the students. The teacher hepl students understand the purpose of revision by responding as any reader would, registrasing questions, reflecting befguddlement, and nothing places where we are puzzled about the meaning.

Four questions concern the two key features of this stage, students, participation in conferences and their willingness to make substantive changes in their writing:

- Do students share their writing in conferences?

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[19] Lee Mc Kensie,"Evaluating students' writing a process approach". *Journal Teaching Writing,* Vol 26,No Januari 1990,p.202.
[20] .Donald,Murray, *Teaching Writing as Process, Not Product.*(Boston: Houghton Mifflin.1980).p.35.
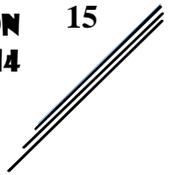
- Do students participate in discussions about classmates' writing?
- In revising, do students make changes to reflect the reactions and comments of both teacher and classmates?
- Between first and final drafts, do students make substantive or only minor changes?[21]

iv. Editing

In editing stage, teachers and students work together to polish the writing by correcting spelling, usage, puntuations, and other mechanical errors. The key feature of editing, that students increasingly assume responsibility for indentfying and correcting errors in their compositions, is reflected in the three questions which cover the editing stage:

- Do students proofread their own papers?
- Do students help proofread classmate' papers?
- Do students increasingly identify their mechanical errors?[22]

v. Publishing

The last stage of process involves publishing the final product and sharing it with an appropriate audiences. Publications may be oral, visual, or written. Oral forms include reading the compositions is directed. Oral forms include reading the compositions aloud, tape recording it, and readers' theather. Visual forms include creative dramatics, puppet shows and film stips. The most commonly used forms of publications are written; they include booklets, letters, newspaper, and anthologies.

The two key features of this final stage are publishing and sharing. Two questions on the checklist examine these features:

- Do students publish their writing in an appropriate form?
- Do students share this finished writing with an appropriate audiences?[23]

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[21] Lee Mc Kensie, *Op.Cit.,*p.204.
[22] *Ibid.,* p. *206.*
[23] *Ibid.*p.208.

CONCLUSION

Writing is very important to be achieved by the students. Because by writing, the students can communicate and express their ideas, opinions and information in a written form to the readers. As writing process is perceived to be one of the most essential aspect that influence students' achievement in learning language. To make it real, a process approach is used. The number different approaches to the practice of writing skills both in outside the classroom like teacher's role and learner's role is adviseable. More, in teaching writing skill, the teacher must clearly inform that there are some stages and language patterns that the writing roles must use. The stages as pre-writing, writing a first draft, sharing, revising into a second draft, and editing into a final draft. The way elementry students writing is evaluated must change to reflect the new process approach to writing. Teachers should no longer focus their evaluation on the product. Of far greater importance is students' ability to move effectively through the stages of the writing process, and it is ability upon which teachers should focus their assessment. Also, if the writer has known well those stages, he/ she can be as a succesful writer; of course his/ her writing can be also said by an effective writing
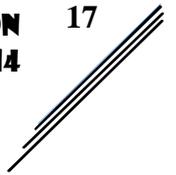
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