

The Effectiveness of Writing Approach Viewed from Students' Self-Confidence

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Abstract. Writing is an enormous challenge to produce a coherent, fluent, and extended piece of writing in one's second language. This research aims to find out the effectiveness of the process approach than the product approach in teaching writing and the interaction between teaching approaches and students' self-confidence in teaching writing. This research was an experimental study. The research was conducted at second-semester students of IAI Pangeran Diponegoro Nganjuk in which each class consists of 30 students. Writing test and self-confidence questionnaire was distributed to obtain the data. The researcher analyzed the data by using descriptive analysis and inferential statistics with ANOVA and Tukey's test. The research findings showed that students who were taught using the process approach have better writing ability than those who were taught using the product approach. Thus, teachers are suggested to apply process approach by considering students' characteristics, especially based on their self-confidence.

Keywords: *process approach, product approach, teaching writing, self-confidence.*

INTRODUCTION

Writing is an important aspect of language teaching. It is a complex process to explore thoughts, communication, and ideas. Writing support to the students to think and learn should be available for every stage [1]. Murcia said that writing is viewed as a communicative act [2]. Producing a successfully written text is a complex task that requires simultaneous control over several language systems. In some ways, it is the opposite of reading, which is the comprehension of ideas expressed in the printed symbols of a given means of communicating and recording relating to what has been communicated. Writing represents the graphic symbols which explore the language understood by readers and to articulate the students' ideas [3].

According to Byrne [4], writing is the act of graphic symbols, arranging the symbols according to certain conventions, forming words, and arranging the words to

sentences [4]. The sequence is perhaps very short, but the sentences have been put in order and linked together in certain ways to construct a coherent text. Martin and Provost said that writing is the rendering of ideas in the printed symbols of a given language applying components such as grammar, organization, and punctuation [5]. Klimova states that the component of the writing, such as envisaging what to write, planning, drafting, writing, revising, and finishing, then publishing [6]. In short, it is crucial for teachers to see writing as a complex process for students.

ESL students need more time and exercises to explore their thought and ideas in the forms of texts which enable them to have better writing skill and give them opportunities to see their progress in writing. From the definitions above, it indicates that writing ability can be defined as an expression of thinking in the form of graphic symbols on a certain medium for specific purposes. In the writing process, a writer needs to consider certain rules. It includes the control of content, organization, grammar, vocabulary, punctuation, and spelling.

A writer must also be able to structure and integrate information into a cohesive and coherent paragraph and text. A process approach is a teaching approach that focuses on the process a writer engages in when constructing meaning. The process approach may include identified steps of the writing process, such as pre-writing, writing, and re-writing. There are four steps in writing process: (1) brainstorming, (2) composing, (3) revising, (4) editing and publishing [7]. Product approach is the students' learning writing, which focuses on analysis, write down, and final results which can be measured by indicators such as quantity result of ideas. Process approach means that students learn writing by focusing on some stages and steps to produce written text followed by the development of the learner's mental process [8].

Product approach is the students' focus on imitating, copying, and transforming models given by the teacher and textbook. Nunan states that a product approach focuses on the final product, the coherent, and the error-free text [9].

Table 1. The comparison between product and process approaches.

Product Approach	Process Approach
<ul style="list-style-type: none"> • Model text to be imitated • Organization of ideas is more important than ideas themselves • One draft • Individual • Emphasis on product • Relying on teacher-corrected papers • Teacher as an audience 	<ul style="list-style-type: none"> • Text as a resource for comparison • Ideas as a starting point • More than one draft • Collaborative • Emphasis on process • Relying on conferencing and interactive feedback • Various audiences depending on the type of writing

Self-confidence is an attitude which allows people to have positive, realistic, and situations that involve them. Some rightness may be found in this matter while it is also definitely true that self-confidence can be drilled and maintained at any stages of life [10]. Self-confidence is a strong belief in oneself, such as the trust about knowledge and abilities. The expression to show the confidence is like saying: "I can do this" or "I, do this"[11].

Self-confidence is one's great thing which is important to students. Self-confidence is fundamentally a manner or attitude that allows human beings to have a positive and naturalistic perception of themselves and their competences [12]. It is represented by personal features such as vanity, hopefulness, eagerness, tenderness, admiration, independence, credence, the capability to handle critique, and emotional adulthood. Confidence is trained and not handed-down. Confidence could help students to be brave and successful learners [13]. Confident students have deep faith in their future and can accurately assess their capabilities.

METHOD

The design of this research is an experimental study with a quantitative approach. A quantitative approach is a kind of research that gives pressure in systematic analysis, using statistical analysis toward the quantitative data, which includes correlation study, experiment, and ex-post facto. A factorial design is a further development of the experimental technique which allows for two or more different characteristics, treatments, or events to be independently varied within a single study. This is a logical approach to examine multiple-causality.

This research is designed to describe and to prove the effectiveness of using a process approach in teaching writing to improve students' writing ability. The research was conducted at IAI Pangeran Diponegoro Nganjuk. The subject of the research is 60 students of the second-semester students of English Department.

This research involved the second-semester students of IAI Pangeran Diponegoro Nganjuk in the Academic Year 2017/2018. There were three steps in this research: preparation, implementation, and analyses of the data and

writing report. The writers used descriptive analysis and inferential analysis in this research. The descriptive analysis is used to know the mean, mode, median, and score of standard deviation.

Data analysis focused on analyzing the students' writing test in both experimental and controlled classes. Therefore, after classifying the data into their classes, the researcher analyzed the normality and the homogeneity of the data. The followings will be about the computation tests applied to the gained data.

RESULT

Normality test is employed in this research. Normality test is to know whether a population is normal or not. The normality test was applied to the writing scores of experimental and control classes in accordance with the self-confidence. Then, Lilliefors test was employed to find out the normality of the teaching materials and self-confidence.

Table 2. The Summary of Normality test using Lilliefors

No.	Variables	Number of Data	L _o	L _t	Description
1.	Writing score of the students taught by using Process Approach (A1)	30	0.0924	0.161	Normal
2.	Writing score of the students taught by using Product Approach (A2)	30	0.1398	0.161	Normal
3.	Writing score of the students having High Self-Confidence (B1)	30	0.1243	0.161	Normal
4.	Writing score of the students having Low Self-Confidence (B2)	30	0.1515	0.161	Normal
5.	Writing score of the students having High Self-Confidence taught by using Process Approach (A1B1)	15	0.1515	0.22	Normal
6.	Writing score of the students having Low Self-Confidence taught by using Process Approach (A2B1)	15	0.19906	0.22	Normal
7.	Writing score of the students having High Self-Confidence taught by using Product Approach (A1B2)	15	0.1932	0.22	Normal
8.	Writing score of the students having Low Self-Confidence taught by using Product Approach (A2B2)	15	0.1088	0.22	Normal

The students' writing scores are dependent variables, while the teaching approaches and self-confidence are independent variables. The summary of the test of the homogeneity is presented in Table 3.

Table 3. The Summary of Homogeneity test of Variance

S	df	1/(df)	s_i^2	Log s_i^2	(df) Log s_i^2
1	14	0.071429	30.09524	1.478498	20.69896897
2	14	0.071429	23.17143	1.364953	19.10933934
3	14	0.071429	30.11429	1.478773	20.70281593
4	14	0.071429	15.26667	1.183744	16.57241913
Σ	56	0.285714			77.08354337
χ_o^2	2				7.81
HOMOGENEOUS					

Based on the result of homogeneity testing, it showed that the value of chi-square observation (χ_o^2) is two while the table value of the chi-square (χ_i^2) at the level of significance $\alpha=0.05$ is 7.81. Because χ_o^2 is lower than χ_i^2 , it can be concluded that the data are homogeneous.

Anova

In this research, the hypothesis tests aimed at finding out if there are effects of the independent and attributive variables upon the dependent variables. These tests are also intended to reveal if there is an interaction among those variables. The summary of the data is presented as follows.

Table 4. The Summary of the Mean Scores

Self-Confidence (B)	Teaching Approaches (A)		Total
	Process Approach (A1)	Product Approach (A2)	
High Self-Confidence(B1)	$\bar{X} = 84.33$	$\bar{X} = 77.4$	$\bar{X} = 80.86$
Low Self-Confidence (B2)	$\bar{X} = 66.22$	$\bar{X} = 66.13$	$\bar{X} = 66.17$
Total	$\bar{X} = 75.27$	$\bar{X} = 71.76$	

Table 5. The Summary of a 2x2 Multifactor Analysis of Variance

Source of Variance	SS	Df	MS	F _o	F _(.05)
Between columns	183.75	1	183.75	7.450763	4.02
Between rows	3241.35	1	3241.35	131.4315	4.02
Columns by rows (interaction)	176.8167	1	176.8167	7.169627	4.02
Between groups	3601.917	3	1200.639		
Within groups	1381.067	56	24.6619		
Total	4982.983	59			

Tukey Test

The following table shows the summary of multiple comparative tests using Tukey Test.

Table 6. Summary of the Tukey Test

No.	Between-Group	q _o	q _{table}	Significance
1.	A ₁ -A ₂	3.860249	2.89	Significant
2.	B ₁ -B ₂	16.21305	2.89	Significant
3.	A ₁ B ₁ -A ₂ B ₁	5.407225	3.01	Significant
4.	A ₁ B ₂ -A ₂ B ₂	0.051993	3.01	Not Significant

Because the q_o between columns (3.86) is higher than q_{table} (2.89), the difference in the means between columns is significant. It means that the effect of teaching writing using Process Approach to the second-semester students of IAI Pangeran Diponegoro Nganjuk in the Academic Year of 2017/2018 differs significantly from that teaching writing using Product Approach. The mean score of the students taught using Process Approach (75.27) is higher than the mean score of the students taught using Product Approach (71.76). Thus, it can be concluded that the Process Approach is more effective than Product Approach in teaching writing.

DISCUSSION

The result of this research shows that teaching approaches and self-confidence play an important role in the students' writing ability. Teaching approaches and self-confidence mutually influence one another in writing ability [8]. It means that writing ability depends on the self-confidence and teaching approach. Process Approach is more effective for the students having high self-confidence, and product approach is more effective for the students having low self-confidence. Therefore, it can be said that there is an interaction effect between teaching approaches and self-confidence upon the students' writing ability.

CONCLUSION

Based on the findings, it can be concluded that the process approach is effective to teach writing, and there is an interaction between teaching approach and the students' self-confidence in teaching writing. This can be seen from the finding of this research that students taught by using Process Approach and having high self-confidence could produce better writing achievement than those having high self-confidence and taught by using Product Approach [10]. And, that the students' writing ability between the students who have low self-confidence and taught by using Process Approach and the students who have low self-confidence and taught by using Product Approach is no significantly different. It means that the Process Approach is an effective approach to teach writing at IAI Pangeran Diponegoro Nganjuk in the Academic Year of 2017/2018.

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