

Process Writing Approach (PWA):

The Correlation between Students Writing Attitude and Writing Achievement

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ABSTRACT

Writing is an important skill that everyone can explore the idea, thought, and knowledge in the form of composition. To have good writing skills, students need to follow the writing process that improves their writing attitude. In the writing process, students are prepared to compose in several phases: pre-writing, draft writing, editing, and revising. If the students do the steps of process writing systematically, it will build students' writing attitude. In order to write well and produce a good task of writing, students need to have a positive attitude. Hence, students who have a writing attitude can influence students' writing ability. This study aimed to find out the correlation between students' writing attitude and writing achievement. Correlation research was used in this research. The participants were X.TKJ students of SMK N 1 Kayuagung. The respondents were 92 students. Written tests and questionnaires were used to collect the data. Pearson Product Moment correlation was used to analyze the data. The calculation using a Pearson product-moment coefficient found that r -obtained (0.014) was lower than r -table (0.202). It meant that there was no significant correlation between students' writing attitude and writing achievement. It can be concluded that the students have a less writing attitude.

Keywords: *Process writing approach, Writing attitude, Writing achievement, English education.*

1. INTRODUCTION

Writing is an essential skill that students can explore thought and knowledge in a piece of paper. Organization, coherent, and mechanics are some essential elements that are demanded by readers in contextual meaning. By doing good writing ability, students can develop their composition to fulfill the requirement to write academic writing, newspapers, and essays and get a job. It is the first and foremost criteria when someone is applying for a job or seeking admission in a reputed college, university, or institution [1]. The successful value of this skill would significantly provide to decrease possible interaction difficulties [2].

However, writing is considered a challenging task. Writing is a complicated strategy that allows learners to express concepts and feelings and make them clear and concrete [3]. While ESL scholars, educators, and instructors undeniably realize and highly emphasize writing value, most ESL tertiary students and young graduates find it hard and challenging to produce a coherent and extended piece of writing [4]. Many high school students find disputing to improve their writing skills after learning English for years [5]. Students usually find writing is

not an easy task, while teachers discover it challenging to support learners compose pieces of quality writing [6]

Furthermore, writing activities differ from speaking. To have a well-written composition, students need to follow some process of writing. Students become more conscious of themselves through the writing process and learn how to create and organize paper [7]. Some phases are involved in the writing process: pre-writing, drafting, revising, and editing. It's called the recursive form. While this model has been defined as recursive for writing actions, it is mostly used as a prescribed, linear method within the classroom context [8]. They can prepare and develop their writing, allowing them to write in a variety of genres, while students break down writing step by step. Students come to understand themselves better and learn how to work by writing by observing the writing process. They should explore which techniques correspond to their learning style [9].

Besides, teachers will use process writing to help students establish pre-writing, drafting, revising, editing, and publishing using the writing process. The process writing approach can help students

develop ideas confidently and produce those learners' original writing notion [10]. Process writing focuses more on a learner-centered approach and the fundamental stages of writing: preparing, drafting, revising, editing, and publishing. Teachers include structured exercises for learners to learn specific writing skills at every level [11]. The purpose of the process-based writing approach is for students to improve their writing skills to pass various courses and different writing situations [12]. The writing method focuses on how students execute their writing tasks from start to finish [13].

In addition, students will need to have a writing attitude to contribute composition writing to the process. Attitude requires an appraisal of an entity, individual, or event on a spectrum that ranges from negative to positive and makes one vulnerable to behaving in any way in the face of that object, person, or event. The teachers can collect information about the students' attitudes and expectations as critical factors in the learning process.

The writing attitude is an essential factor that correlates significantly with the writing success of the students. Student attitudes toward writing can influence the quality of writing results [14]. In writing, the students' positive or negative emotional reactions to writing skills form their writing attitudes [2]. When students seemed to have the right mindset, they were excited about writing, eager to make attempts to succeed or unsuccessful, and maintained their commitment during the assignment. Moreover, the students who had a negative attitude toward writing tend to get challenging to finish the assignment in writing [15]. Whereas they had trouble initiating the writing task because they seemed to have a pessimistic mindset, they wrote in a "matter-of-fact" way to get the job completed, and made self-defeating comments about their writing abilities [16].

For instance, writing attitude affects the standard of writing in which learners with positive attitudes perform better than those with negative attitudes. When the students have a positive attitude toward writing, they will succeed in writing composition [17]. A negative attitude toward writing during writing can contribute to less successful processing. If students have a negative attitude toward writing, they might not give their best performance because they are not confident enough to do it [15]. It can be incredibly disruptive, as it is a challenging activity that needs significant effort. Hence, this study aims to find out the correlation between writing attitude and writing achievement.

Process writing is an approach to write where students' training focuses on building their written products rather than on their products [18]. Process writing is a writing method where language learners concentrate on how their written products are created rather than on their products. In the end, learners need to finish their items, but the writing process itself is more pressured [19]. The process writing approach takes the student author through the pre-writing, drafting, revision, and editing process [20]. The abilities it brings to learners, who make a personal connection to the subject and understand the writing processes, are an integral element of the process writing approach [21].

In addition, writing attitude is one-factor motivating learners to compose a composition piece during the writing process. Writing attitudes are most likely influenced by one's experience of appraisal by others and are expressed in a students' judgments at or imagines others leveling at his job. As a whole, the attitude towards writing has a profound influence on achievement. It implies that a positive mindset plays a crucial role and influences the learners' attitudes towards the language being processed. In other words, it is possible that maintaining positive or negative attitudes towards a language can lead to difficult or easy learning [22].

Writing attitude is proven to be an essential factor that correlates significantly with the students' writing performance, as reported by several studies. Bulut (2017) found that writing attitudes were closely associated with each other, and writing attitudes explicitly and substantially affect summary writing [23]. Paker & Erarslan (2015) explored that the writing skills' overall results showed that the students' attitude towards writing abilities had a positive influence on their writing skills [6]. Takkaç Tulgar (2019) stated that nearly all the participants' positive attitudes towards reading and writing were positive in the target sense [24]. Thus, as a positive attitude leads to more investment in the mission, teachers are advised to build a favorable environment on shifting the learners' mindset to a positive attitude [25].

2. METHOD

This research used a correlation design. The participants were X.TKJ students of SMK N 1 Kayuagung. To select the subject, this study used a purposive sampling technique. The respondents were 92 students. Written test and a writing attitude questionnaire were used to collect the data. In the

written test, students wrote a paragraph based on the topic. There were five themes about the descriptive text. Writing attitude questionnaires adapted from Ho [26]. In the questionnaire, 1-5 Likert scale ranging from “Strongly Disagree” to “Strongly Agree” was used to find out the attitudes of the participants. In the questionnaire, a 1-5 Likert scale ranging from "Strongly Disagree" to "Strongly Agree" was used to determine the participants' attitudes. This study used a Pearson product-moment coefficient correlation was to run the data.

3. RESULT AND DISCUSSION

Based on the written test result in Figure 1, the highest score was 88, and the lowest score was 25. The mean score was 53,61 with standard deviation was 15.709.

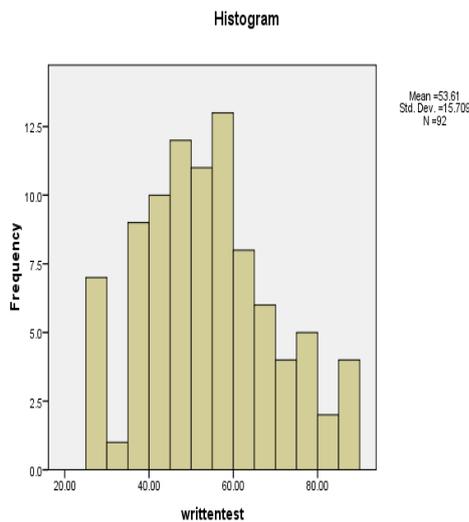


Figure 1. Result of written test

From the writing attitude questionnaire analysis in Table 1, the highest mean score was 3,86 (I like to work with my classmates), and the lowest score was 2,921 (I think it is easy to write in English).

Table 1. Result of writing attitude

| No | Indicators | Mean | SD |
|----|--------------------------------------|--------|---------|
| 1 | I like writing | 3.7283 | 1.15885 |
| 2 | I like the writing lessons in school | 3.6522 | 1.25299 |
| 3 | I think writing is interesting | 3.4565 | 1.16178 |

| | | | |
|---|---|--------|---------|
| 4 | I think it is easy to write in English | 2.9130 | .89752 |
| 5 | I have confidence in writing in English | 3.2174 | 1.00358 |
| 6 | I like to be given a lot of guidance from the teacher | 3.8587 | 1.35534 |
| 7 | I like to work with classmates | 3.8696 | 1.18801 |
| 8 | I think grammar is more important than content | 3.4130 | 1.14020 |

Based on the Table 2, the data showed 14,1% student dislike writing and 70,7% students like writing. There was 14,1% of students disagree, and 61,9% of students agree with indicator number 1. There was 21,7% of students disagree, and 61,9% of students agree with indicator number 2. There was 18,5% of students disagree, and 54,4% of students agree with indicator number 3. There was 27,2% of students disagree, and 20,6% of students agree with indicator number 4. There was 22,9% of students disagree, and 32,6% of students agree with indicator number 5. There was 21,8% of students disagree, and 73,9% of students agree with indicator number 6. There was 15,2% of students disagree, and 72,9% of students agree with indicator number 7. There was 15,3% of students disagree, and 55,4% of students agree with indicator number 8.

Table 2. Result percentage of writing attitude

| No | Indicators | Disagree | Neutral | Agree |
|----|--------------------------------------|----------|---------|-------|
| 1 | I like writing | 14,1 | 15,2 | 70,7 |
| 2 | I like the writing lessons in school | 21,7 | 16,3 | 61,9 |
| 3 | I think writing is interesting | 18,5 | 27,2 | 54,4 |
| 4 | I think it is easy to | 27,2 | 52,2 | 20,6 |

| | | | | |
|---|---|------|------|------|
| | write in English | | | |
| 5 | I have confidence in writing in English | 22,9 | 44,6 | 32,6 |
| 6 | I like to be given a lot of guidance from the teacher | 21,8 | 3,3 | 73,9 |
| 7 | I like to work with classmates | 15,2 | 12 | 72,9 |
| 8 | I think grammar is more important than content | 15,3 | 29,3 | 55,4 |

After running the data by using a Pearson product-moment coefficient in Table 3, it showed no significant correlation between students' writing attitude and writing achievement ($r=.014$, sig.893).

Table 3. Correlation between writing attitude and writing achievement

| | | Writing test | Writing attitude |
|------------------|---------------------|--------------|------------------|
| Writing test | Pearson Correlation | 1 | .014 |
| | Sig. (2-tailed) | | .893 |
| | N | 92 | 92 |
| Writing attitude | Pearson Correlation | .014 | 1 |
| | Sig. (2-tailed) | .893 | |
| | N | 92 | 94 |

The study showed that students had a negative attitude toward writing. They thought writing in

English was not easy because half of the students considered it was not easy to write in English. The researcher argued that students might face significant obstacles before, during, and after writing, having previous bad experiences, fear of getting lost while writing, lack of comfort, trust, self-esteem, and negative expectations before and after writing about their project. The data of the questionnaire showed that they did not have confidence in writing English. Some students could not write a successful paragraph when they have less writing attitude during the writing class. Consequently, they were going to have a lower writing output.

Besides, the learners had trouble in writing assignments. They did not understand how to organize their thoughts and which sections to focus on. Moreover, their grammar and vocabulary were missing. The students are expected to write in the correct structure in the writing process, so they are afraid of making mistakes. The students emphasize grammar and vocabulary; they become demotivated to write and stress before writing anything. This leads to negative attitudes toward writing being developed. Students who had a negative attitude to writing viewed writing as challenging and stressful and felt little they could do [15]. Many learners appear to display negative attitudes towards writing. When asked to write, even students who excel in other language skills face the same difficulties; they are afraid of making writing mistakes and are not sure of showing their thoughts by writing as it is, in fact, beyond their ability [22]. In conclusion, because students had less attitude towards writing activities, there was no significant association between students' writing attitude and writing achievement.

4. CONCLUSION

There was no meaningful correlation between the writing attitude of students and writing achievement based on the finding. It happened because students did not like writing or had trouble writing assignments in particular. They did not know how to arrange their ideas and which parts to concentrate. Students are supposed to write in the correct framework in the writing process because they are afraid of making mistakes. Furthermore, their vocabulary and grammar were lacking. It can be assumed that the students were less likely to compose.

Since the outcome showed that English teachers could inspire and develop students' writing skills by applying an exciting approach and technique to a

negative attitude towards writing, students must have a positive attitude towards achieving English skills, especially writing skills.

AUTHORS' CONTRIBUTIONS

This paper aimed to find out the correlation between students' writing attitude and writing achievement towards process writing approach. Hopefully, this study could help learners to know more their attitude and potential in writing so that they could follow the process writing before begin to write. This study hopefully can get information about the relationship between students' writing attitude and writing achievement for English teachers. English teachers can explain the process writing approach as an approach to help students develop good writing composition.

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