

Application of a Process Approach in the Ability to Write Persuasive Text: Classroom Action Research

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Abstract—The purpose of this study was to improve students' persuasive text writing skills by applying the process approach in class VIII at MTs 7 Bantul. This research is a classroom action research. The subjects of this study were VIII B class students, totaling 32 students. Data collection is done through observation, testing, and documentation techniques. The instruments used in this study are observation sheets and writing performance tests. This study shows that the process approach can improve persuasive text writing skills of class VIII students of MTs Negeri 7 Bantul. The increase is known based on the results of observations and the value of student test results. The observation results showed an increase, namely in the first cycle of indicators that were implemented 12 of the 20 indicators were assessed (sufficient), then in the second cycle increased to 15 indicators from the 20 indicators assessed (Good). Based on the results of the student writing skills test, the percentage of pre-action was 60.96%, increased in the first cycle to 77%, and in the second cycle increased to 79.78%, which means that individual and classical completeness of students has been achieved.

Keywords—writing ability, process approach, persuasive text

I. INTRODUCTION

Writing is a person's skill in expressing thoughts and feelings conveyed through written language. Writing is also a process that is not simple. The process that is passed by someone in the form of determining the topic, composing sentences, changing, and deleting every part that is felt less and finally the whole work that can be enjoyed by the reader. Sayed in [1], that through writing skills one can communicate to various messages to readers near or far, known or unknown. Hudelson in [2], says that teachers play an important role in the development of children's writing, the beliefs and assumptions held by the teacher about writing influence the child's assumptions about writing and then on the child's writing. This combination can occur because school is another important writing context [2]. The current curriculum is text based. It is expected that all students are proficient in writing according to the fourth basic competency that must be achieved.

Concerns about the inability of students to write persuasion texts turned out to be true, based on the results of interviews with teachers and students, so far students have difficulty in writing persuasive paragraphs. Most students still do not understand the text of persuasion, sometimes still equating with the text of argumentation. Besides that, the

ability to express ideas and thoughts in a systematic and logical framework and the ability to use strong words is still felt weak. In addition, students also still have not maximally developed a language that is more interesting and convincing to their readers. This is what causes some students to be reluctant to write. The writing learning, especially persuasion texts, have been carried out with conventional methods, so they are less varied. However, teachers are very important in the teaching and learning process that students are expected to be interested in the learning delivered.

The application of the process approach is expected to improve the ability to write persuasive texts. The process approach is a teaching approach that gives students the opportunity to appreciate the process of finding or composing a concept as a process skill. According to Tompkins [3] the process approach in writing learning has several stages, namely, writing, writing drafts, revising, editing, and publishing the results of writing. Each stage of the process approach provides opportunities for students to focus more from the prewriting stage to the publication stage so that it is suitable for writing so that the results can be better and the writing can be understood by the reader.

The stages in the writing process are as follows: Prewriting Stage The prewriting stage is preparation for writing, which is to find and find something to be expressed [3]. The prewriting stage in the writing process is rarely considered, but this stage is a very important and decisive stage in the later stages of writing. Activities that can be carried out by students are: (a) choosing topics, (b) considering objectives and forms, (c) looking for, obtaining and composing ideas and writing material. Draft Preparation Stage Drafting phase is an author's activity in tracing and developing the ideas that have been made in the first step both through storytelling, questioning, grouping, and quick writing. [3]. Improvement Phase This stage of improvement the author screens the ideas in writing. Students usually end the writing process once they end and complete the rough draft [3]. Revision is not an improvement of writing, a revision is to bring together the needs of the reader by adding, replacing, eliminating, and rearranging the writing language.

Editing Stage Completion of a writing by correcting spelling and other errors is done at this stage with the aim of being "ready to read". Activities at this stage include: (a) taking distance from writing, (b) correcting the beginning by

marking errors; and (c) correcting errors. Publication Stage This stage is characterized by publishing writing and perfecting it by reading opinions and comments. Readers can be classmates, teachers, school employees, or even school principals [3].

Furthermore, Perloff in [4] also mentions that persuasion is a conscious effort by an individual to change the attitudes, beliefs, or behavior of another person or group of individuals through the transmission of several messages. Reinforced in Write For Texas online companion workbook: Teaching Expository and Persuasive Texts in [5] stated that the purpose of writing persuasion is to convince readers to adopt the author's point of view in a statement that is conveyed through agreement with the suggested action.

Motivated from above explanation, this study presents the application of a process approach in the ability to write persuasive text. It is based on classroom action research.

The rest of this paper is organized as follow: Section II describes the proposed method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this conclusion.

II. PROPOSED METHOD

This type of research is Classroom Action Research [6,7]. The design of this class action research uses a cycle system of spiral models Kemmis and Taggart [8,9]. There are four components of research in each cycle, namely planning, action, observation and reflection [10].

A. Time and Place of Research

This research was conducted at MTsN 7 Bantul. The time of the study was conducted from September August 2018. The research subjects were class VIII B students at MTsN 7 Bantul with 32 students. Research Procedure This study aims to present verbal data in the form of student and teacher behavior and the work results of students in learning persuasive text writing using a process approach. The research implementation activities were carried out in 2 cycles.

In capturing data related to writing skills using assessment guidelines [3]. The class teacher as a research collaborator in providing scores to assess simple essay writing skills refers to the assessment guidelines of the modified Tompkins. The data analysis technique used for data improvement in writing skills with a process approach was analyzed by descriptive statistical analysis and qualitative data were analyzed by groove model. This technique consists of three lines of activities that take place simultaneously namely data reduction, data presentation, conclusion / verification. Data that has been collected is processed in such a way and analyzed using analytical signs that have been compiled. Analyzing data is carried out based on analytical signs based on the criteria for qualification results. In processing data the results of research writing skills, percentage calculation formula.

III. RESEARCH RESULTS AND DISCUSSION

The results of the study included observation data and students' writing skills during the study. The explanation is described in Table I. Meanwhile, based on the Table II, it can be stated that observation data which a process evaluation through four criteria / aspects of assessment

which is derived into 20 indicator questions, namely attention, enthusiasm, activeness, and learning atmosphere.

TABLE I. EXPOSURE TO OBSERVATION RESULTS

Cycle	Meeting	Indicator	Implemented	%	Category	Average
I	1	20	10	50	Less	61,67 (Enough)
	2	20	12	60	Enough	
	3	20	15	75	Well	
II	1	20	15	75	Well	80 (Well)
	2	20	16	80	Well	
	3	20	17	85	Very good	

TABLE II. IMPROVED STUDENT WRITING ABILITY

Activities	Writing Aspects					Average and Qualifications
	Content	Organization	Using the Language	Vocabulary	Mechanical	
Pre-action	18	12	7	17	6,81	60,96% (not complete)
cycle 1	23	17	8,6	21	7,9	77 % (complete)
cycle 2	24	17	9	22	7,9	79,78% (complete)

From the observations carried out that there was an increase in research at each stage, this shows the enthusiasm and enthusiasm of students in learning. Based on the student writing ability table, it can also be stated that there is a significant increase in each activity starting from pre-action, cycle 1 and cycle 2. The conclusion is that the application of a process approach to improve students' persuasive text writing skills is quite reasonable. Tompkins and Hoskisson in [3], states that: "learning to use the writing process (approach) is more important than any particular writing projects student might be involved, because the writing process is a tool. Students need many opportunities to learn to use the writing process ". The writing activities carried out by students through the pre-writing, writing, revision, editing, and publication stages produce writing of good quality. This shows the activities in the writing process influence the results achieved. This can be proven through the results of the writing skills test with the achievement of the average score of students who have reached the desired target, namely the average classical completeness of 75%.

Some of the existing research findings are (1) The use of a process approach can improve students' ability to write text persuasion. (2) The intensity of students 'writing skills increases, which is from writing fluency to being smooth and easy (3) The results of students' writing skills increase, writing tidiness gets better, the application of spelling and punctuation is correct, (4) Students are trained in various ways or experience, such as daring to express opinions and be willing to accept differences of opinion and dare to display their work in front of the class (5) The teacher changes function from a knowledge provider to a facilitator, dynamist and motivator. Writing skills evaluation consists of process evaluation and outcome evaluation. Process evaluation is done by observing the behavior of the teacher (practitioner) and the behavior of students during learning.

Furthermore, evaluation of the results carried out, namely assessing writing or essays of students. Planning evaluation of the learning process, the teacher lists in detail the aspects that need to be observed, such as the activities and creativity of students during the learning process. While the evaluation planning of teacher results also includes detailed aspects that need to be assessed based on learning outcomes in the form of writing or essays. The results of the study by applying a process approach based on observations showed that the successful application of a process approach to improve students' ability to write text persuasion.

Writing skills are not abilities that are inherited from generation to generation but are skills in the process of teaching and learning and perseverance. Writing skills will experience growth and development through practice. This means that, writing skills are more inclined towards practice than theory. Writing characteristics like this require writing learning that allows students to practice a lot, practice, or experience various experiences in writing activities. Therefore, to improve writing skills need to apply an approach that can provide opportunities for students to experience the writing process itself. Based on the description above, the process approach can improve persuasive text writing skills of class VIII B students at MTsN 7 Bantul.

IV. CONCLUSION

Based on the results of the study through applying a process approach to improve persuasive text writing skills of class VIII students at MTsN 7 Bantul, it can be concluded that the ability to write persuasive texts in class VIII B students at MTsN 7 Bantul increased. The increase in writing ability is known from the results of observations and test indicators from the first cycle reaching an average of 61.67% having enough categories, then in cycle 1 it increased to 80%, and became good from the 20 indicators observed. Based on the evaluation of the results of student writing tests that were carried out. The study revealed that the average results of students' writing skills in Cycle I the percentage of classical completeness of students reached 77%, increasing in the second cycle to 79.78%. It is recommended to the teacher, if you want to improve writing skills students should use and apply a process approach.

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