

THE IMPLEMENTATION OF PROCESS WRITING APPROACH IN TEACHING WRITING PROCESS ANALYSIS PARAGRAPH

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Abstract:

This paper is aimed to explain the implementation of the process writing approach in writing process analysis paragraph that is given to students of Science & Technology. The process analysis paragraph is a paragraph that explains how a process works or how something is made or done. The process paragraph is taught through several stages in the process of writing: prewriting (brainstorming covers choosing a limited topic and listing the steps in chronological order) drafting (writing the first draft based on prewriting activities and using transitional words such as first, then, next, finally etc. to tie the steps or make the paragraph coherence), revising, rewriting the second draft and proofreading. It is expected that by using this process writing approach, it will be easier for students to write well process analysis paragraph.

Keywords: *Teaching Writing, Process Writing Approach, Process Analysis Paragraph*

INTRODUCTION

Process analysis paragraph is one of academic writing modes given to the students of Science and Technology. It describes how to make/do something or to describe how something works. Students of Science and Technology must know how to write a process analysis paragraph because it relates to their subjects, for example, in their activities sometimes they have to explain or write how the system works or how to do/make something. That the reason why writing process analysis paragraph is very important to be given to the students of Science and Technology.

One of the problems encountered by the students in learning writing, including process analysis paragraph, is that some students use ineffective writing strategies. They tend to jump right into the writing task without following the stages in writing process from prewriting, planning, drafting, revising and editing. Therefore, the language teachers should be aware of the problem and have to find effective teaching strategies to be the solution of the problem. This paper, then, deals with implementing the process of writing, from prewriting, planning, drafting, revising and editing in teaching the process analysis paragraph. Through the stages, students are expected to be able to write well-process paragraph.

THE PROCESS OF WRITING

According to White & Arndt (1991) and Johnston (1996) cited in Cahyono (2000) the process writing approach is the current approach to the teaching of writing that focuses on what goes on when learners write and what the teacher can do to help the learners into the natural of writing. Writing process refers to everything a writer

does, from the moment he or she starts thinking about what to write, until the final copy is completed. So when students are producing a piece of writing, they go through some a series of steps, or stages, before it develops into a quality finished piece.

Cooper (2000) states that process writing was developed as a major procedure for helping students learn to construct meaning through writing. It is a multistep process through which students gather and organize ideas, write rough drafts, and refine and refine and polish their writing before publishing it. In a process writing, students learn a variety of writing strategies, including ways to gather and organize ideas about a topic, develop introductions or leads that grab the readers' attention, read a rough draft critically, make revisions, and proofread to identify mechanical errors.

O' Malley & Pierce (1996) say that there are three stages of the writing process: prewriting, writing and post writing. They emphasized that the stages of process writing focus on how the writer select the topic, plans the writing, composes the written pieces, and edits or revises the product afterwards.

According to Oshima and Hogue (1991), there are five stages in the process of writing, they are: prewriting, planning, writing/drafting and revising draft and writing the final copy to hand in. They add that the process writing stages are: Stage 1 (Prewriting) , Stage II (Planning: Outlining), Stage III (Writing and Revising Draft). They also explain that in Stage I : Prewriting, there are some steps should be gone through by the writer, they are Step 1: Choosing and Narrowing a Topic, Step 2: Brainstorming that includes listing, freewriting and clustering. In Stage II : The Writing Process: Planning (Outlining), there are three steps: Step 1 : Making Sublist, Step 2 : Writing the Topic Sentence and Step 3: Outlining. Stage III: The Writing Process (Writing and Revising Drafts) includes Step 1: Writing the first rough draft, Step 2; Revising Content and organization, step 3: Proofreading the Second Draft and Step 4: writing the final copy.

Although there are many conceptions dealing with the stages in the process of writing. All of these concepts above, however, contain similar ideas toward the stages that they are recursive stages, it means that when students are producing a piece of writing, they can go through between these stages back and forth recursively as they make revisions for the improvement of their composition

It is stated that the first stage of the process writing is prewriting. Prewriting is the planning, exploration, and preparation before writing a first draft. At this stage, the students gather idea for writing, explore them from different angles, and finally focus them by deciding on topics (Brown, 1984). The activities in prewriting begin with choosing and limiting a topic. It is impossible to write broad topic in a single paragraph. Limiting a topic to a specific focus is very important in writing so that the students can write about the topic clearly and completely. For example, it is impossible to write about pollution in one single paragraph because the topic is too broad, so it must be limited into the specific one, such as the effect of air pollution.

After choosing a limited topic, the next prewriting step is to generate ideas called brainstorming. There are three brainstorming techniques: listing, freewriting and clustering. Listing is a brainstorming technique in which the students/the writer make a list of words or phrases coming into their mind in order to get many ideas in a short time and find a specific focus for a topic. Free-writing is a brainstorming activity in which the students/the writers write freely about a topic to generate ideas as many as possible and look for a specific focus without thinking about the appropriateness, grammar, spelling, logic, or organization. Another brainstorming activity is clustering that can be used to generate ideas. In this activity the writer write a topic in the center of paper and draw a “balloon” around it. It becomes the core. Around the core, write ideas that come to mind in balloon (Oshima and Hogue, 1991)

Stage II in the writing process is planning or outlining. In this stage, students organize the ideas generated by brainstorming into an outline. There are some steps in this stage: making sub-list and preliminary outline. After making preliminary outline, the second step is writing the topic sentence. According to Oshima and Hogue (1991) topic sentence is the most general sentence in a paragraph and it expresses the central focus of the paragraph. It is the most important sentence in a paragraph because it indicates what the paragraph tells about. The next steps are writing an outline, a formal plan for a paragraph. In an outline, the students write down the main point and sub-point in chronological order.

The following stage (Stage III) includes writing the first rough draft, revising content and organization, proofreading the second draft and writing the final copy. In the process of writing and revising drafts, the students start writing their ideas down on paper in a rough draft without paying too much attention to grammar, punctuation or spelling. Smalley et al. (2001) say that while writing their first drafts, the students focus on getting meaning down on paper; do not be overly concerned with grammatical correctness. In this stage, the student can add the ideas and revising their drafts. According to Calderonello & Edwards (1986) revising is a stage where students take a fresh look, add, delete, rethink, or change ideas in their composition, make a revision for meaning, and organize for clarity and coherence they also add that revising is not the same as proofreading or editing. It is the chance for students to rethink and change the text-introduction on a paragraph. Revising involves adding new writing, or cutting out writing, or rearranging what is written, or substituting another way of saying something. In line with Calderonello & Edwards, Oshima & Hogue (1991) state that when the students write the rough draft, the students can revise and change it in order to improve it. They can check it over for content and organization, including unity, coherence and logic. The student can change, rearrange, add, or delete, all for the goal communicating thoughts more clearly, more effectively, and in a more interesting way. They also emphasize that during the first revision; do not try to correct grammar, sentence structure, spelling, or punctuation. It only concerns mainly with content and organization. After revising the first draft, then, the students rewrite the paragraph that becomes the second draft.

The next step is proofreading. The students need to proofread their work to check for grammar, sentence structure, spelling and punctuation after writing the second draft,. In this activity, Oshima & Hogue (1990) proposed to a) check over each sentence for correctness and completeness; no fragments and no choppy or run on sentences, b) check over each sentence for a subject and a verb, subject-verb agreement, correct verb tense, etc., c) check the mechanics: punctuation, spelling, capitalization, typing errors, etc, d) change vocabulary words as necessary

After proofreading the second draft, the students start writing the final copy neatly and legibly.

PROCESS ANALYSIS PARAGRAPH

There are 4 modes in academic writing: narrative, descriptive, expository and persuasive/argumentative. A narrative paragraph is the paragraph that tells what is going on in a story, and move things along, a descriptive paragraph is a paragraph that gives descriptions of something so that you can form a mental image of what is going on, an explanatory paragraph is a paragraph that provides an explanation for something, and a persuasive or argumentative paragraph is a paragraph that tries to convince the reader.

A process analysis paragraph is classified to an expository writing. Brown (1984) says that the purpose of an expository writing is to explain something to your reader or to inform your reader about something. Expository writing presents information about a subject. Because expository writing is concerned with presenting facts to the audience, it should be objective and unbiased. Within academic essays, expository writing is used to present information such as report facts, summarize ideas, define terms, explain a process and give instruction

A process analysis paragraph explains how to do/make something or explains how something is done. The purpose of this type of writing is to inform, clarify, explain, define, or instruct by giving information, explaining why or how, clarifying a process, or defining a concept. Because such explanation must be clear, the process paragraph must be written in chronological order, and it must include a topic sentence that clearly states the paragraph's purpose. It must also include transition words and phrases such as: first, next, finally, as a result etc , that connect each of the steps.

Brown (1984) proposes strategies for process analysis paragraph writing: choosing limited topic, listing steps in chronological order, using transitional words (first, next, then, finally etc.) to tie the steps that make them clear and easy to follow, giving detail and accurate information. He says that the writer/the student of the model paragraph should follow the guidelines for writing process explanation, that is, begins with a topic sentence, which introduces the subject and also arouses the reader's interest. The rest of the paragraph gives the essential steps in chronological order.

IMPLEMENTING PROCESS WRITING APPROACH IN WRITING PROCESS ANALYSIS PARAGRAPH

Implementing process writing approach in explaining a process is very effective in teaching writing in ESP class, especially for engineering students. As it has been mentioned above that teaching a process analysis paragraph needs to be taught in ESP class for engineer to meet learners' specific needs in utilizing English in their specific fields such as science and technology.

Implementing writing process in writing a process analysis paragraph is divided into 5 stages: prewriting, planning, writing/drafting and revising draft and writing the final copy to hand in. In prewriting activities, it starts with choosing and limiting a topic. Teacher asks the students to find a general topic before they have to find a specific topic related to their subject, in this case, engineering. The general topic here is used in the beginning of activity as introduction. It is much easier for students to catch the material if they are familiar and have an experience with the topic. Asking the students to explain to their friends how to get to a place is chosen because all the students have their own experience to explain how to get to a place from other places. Then the teacher explains some strategies how to get to a place. It starts with limiting topic, writing topic sentence, listing steps in chronological order, use transitional words, give detail and accurate information. The same strategies are used to write a process analysis paragraph.

After the students are familiar with the general topic, they have to find a specific topic related to their subjects. They are practiced to be able to identify broad and limited topics and to distinguish them. Exercises to write limiting topics from the broader ones are given to the students in prewriting stage. The following examples are exercises given to students to practice limiting topics from broader ones taken from Brown (2004):

Exercise: Prewriting: Limiting Topics. Each of the following topics is too broad to be explained completely in one paragraph. For each broad topic, write a limited topic that can be explained in a single paragraph:

Sample: How to take care of your bicycle

Answer: How to repair a puncture in a bicycle tire

1. how to prepare nutritious meals
2. how to make wooden furniture
3. how to save someone from danger
4. how to operate a machine

The general topic (1) and (2) is purposely given to the students because those general and familiar topics will be easier to be understood by the student than the specific ones. Then the general topics are followed by specific ones that related to the students' subject, in this case, Mechanical Engineering.

After being familiar with limited topics, the students are practiced to write a good topic sentence. They have to develop a topic into a topic sentence. Many students have difficulties when they have to develop a topic into a topic sentence because they do not know the difference between them. The difficulties in distinguishing between a phrase and a sentence become the problem in developing a topic into a topic sentence. Therefore, stressing on this part is given to the students when teaching process paragraph writing. The following exercise is an example given to the students to develop topics into topic sentences.

Exercise: Writing Topic Sentences. Each of the following topics is limited enough to be explained in paragraph. On your paper, write a topic sentence for each.

Sample : How to repair a puncture in a bicycle tire

Answer : Repairing a puncture is not difficult if you follow five steps

1. how to rescue someone for fire
2. how the printing press work
3. how to change oil on a car

In explaining or writing process analysis paragraph, the student should write the steps in chronological order. Oshima and Hague (1991) states that writing the outline will improve writing for three reasons: (a) it will help students in organizing ideas, (b) it will help students in writing more quickly, (c) it will help students in improving grammar. Therefore, after writing the topic sentence, the students are assigned to make a list in order the steps that explain how to do/make something or how something work as an outline of a paragraph. It is a formal plan for a paragraph. In an outline, the students write down the main point and sub-point in chronological order. Another exercise relating to chronological order is writing the steps in the correct order from the incorrect one.

In a paragraph arranged in chronological order, the sequence of events or steps should be indicated by transitional words: *first, second, next, then, therefore, as a result, finally etc.* Using transitional words to tie the steps in process paragraph makes it easier for readers to follow the idea. Transitional words give the paragraph coherence (Oshima & Hogue, 1991). So in prewriting activity, the teacher asks the students to do exercises such as: listing or identifying transitional words in process analysis paragraph.

In sum, prewriting activity in process paragraph writing involve; selecting a limited topic, developing the topic into topic sentence, writing list of steps (outline) in chronological order using transitional words that make the relationships among ideas clear.

The following activity is writing a process analysis paragraph. It is stage III in the process of writing. Based on the activities done in prewriting, the student has to write a paragraph that explains how to do or make something. In this case, they have to plan a paragraph that is related to their subjects and revise it.

In revising activity, the students are assigned to check their writing assignment based on checklist questions (Brown, 1984) as follows:

1. Did you limit your topic to one that can be fully explain in one paragraph?
2. Did you begin your paragraph with a topic sentence?
3. Did you mention any tools and supplies that are needed?
4. Did you put the steps in chronological order?
5. Did you use transitional words to make clear the order of the steps?
6. Did you include only essential information?
7. Did you proofread your paragraph for correcting grammar, usage, spelling, and punctuation?

In revising activity, sharing with classmate through peer-editing is suggested to make helpful comment to improve the paragraph. Then proofreading is done by the students for correcting grammar, sentence structure, spelling, and punctuation

TEACHER EVALUATION

The final step is teacher evaluation or feedback. In this step, students will have an opportunity to receive comments and instructive feedback directly from the teacher. Brown (2004) states that to give the students the maximum benefit of assessment, it is important to consider earlier stage (from freewriting to the first draft or two) and later stages (revising and finalizing) of producing a written text

Furthermore Brown (2004) suggests that in assessing the initial stage of the process teachers should: a) focus primarily on meaning, main idea, and organization b)comment on the introductory paragraph c) make general comments about the clarity of the main idea and logic or appropriateness of the organization d) ignore minor (local) grammatical and lexical errors e) indicate what appear to be major (global) errors (e.g. by underlining the text in question), but allow the writer to make correction f) Do not rewrite questionable, ungrammatical, or awkward sentences; rather, probe with a question about meaning, g) comment on features that appear to be irrelevant to the topic

Whereas , for assessing later stages of the process of writing, Brown (2004) suggests to : a) comment on the specific clarity and strength of all main ideas and supporting ideas, and on argument and logic, b) call attention to minor (local) grammatical and mechanical (spelling, punctuation) errors, but direct the writer to self-correct, c) comment on any further word choices and expressions that may not be

awkward but are not as clear or direct as they could be, d) point out any problems with cohesive devices within and across paragraph, e) if appropriate, comment on documentation, citation of sources, evidence, and other support, f) comment on the adequacy and strength of the conclusion.

CONCLUSION

The process writing approach is a very effective strategy to teach process analysis paragraph because the characteristic of this approach provide students with some stages: prewriting, planning, write a rough draft, rewriting the second draft and proofread it for grammar and mechanics. It will be easier for students to write well analysis paragraph if they implement process writing approach. In other word, through these stages of the process of writing, students will be able to develop their writing skill, step-by-step, in producing a well process analysis paragraph. Therefore, it is suggested for the English teachers to apply process writing approach when they are teaching the process analysis paragraph.

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