

## THE IMPLEMENTATION OF PRODUCT-PROCESS APPROACH IN TEACHING AND LEARNING WRITING AT THE FIFTH STUDENTS OF ENGLISH DEPARTMEN PAMULANG UNIVERSITY-BANTEN

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### Abstract

*This research is aimed to explore the implementation of Product-Process based Approach (PPBA) in teaching and learning writing, the obstacles that students face in writing argumentative essay, and the benefits of Product-Process based Approach. This was qualitative research. This research was conducted at Pamulang University, Banten Province, from December 2015 to January 2016. It involved 22 students, consist of 12 males and 10 females at fifth semester of English Department. The researcher used several instruments to support the data such as observation, document, interview and retrospect. The result of the research revealed that first; PPBA is helpful and all students responded to this approach positively and enthusiastically. Besides the ability to write thesis statements, arguments and counterarguments was increased. Second, the students were difficult to make thesis statement, arguments and counter arguments before PPBA was implemented. Third, PPBA had given many benefits for students: a) PPBA helps the students to write better; b) PPBA helps the students to see some mistakes that cannot be seen by them through peer's revising and editing; c) PPBA makes the students to know all of the writing process; d) PPBA makes the students know how to use transition signals appropriately; and e) PPBA makes the students better in writing thesis statements, arguments and counterarguments.*

Keywords: *product based approach, process based approach, argumentative essay*

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### 1. INTRODUCTION

Unlike spoken language which is delivered spontaneously and rapidly; thought on the spot (especially in informal speech); correct structure of sentences are ignored; the topic can be jumped from one to another, written language demands people to follow logical order when they deliver ideas. Therefore, many people such as students of English department think that writing is not an easy skill and it will be more difficult when they have to write in foreign language such as English. Moreover, writing does not only focus on the content and it's organization but also on the linguistics aspect. Besides, writing requires the ability to generate ideas which follow logical order, to arrange sentences and paragraphs in logical coherence and to make readers understand the writing product and get intended messages.

In the form of writing, there is an essay which is aimed to persuade readers to agree with writer's position on an issue, that is argumentative essay. As Maimon, Peritz & Yancey (2010) stated "when you write an argument paper, you take part in a debate by stating and supporting your position on an issue". Same with spoken debate, written debate like in argumentative essay need strong evidence and factual reasons which can support each statement. Moreover, argumentative essay need more effort since the writer must deliver their statements in a very tidy arrangement from introductory paragraph to concluding paragraph. Argumentative essay is considered as difficult genre of texts to produce by many students. The reason is as this genre discusses writer's opinion on one topic and it must be supported by strong logical evidence. It is not simple for writers to defend a position on a topic to support their point of view since a great bunch of knowledge is required, in other words the writers must have as much as information needed to support and strengthen ther opinion as Oshima & Hogue (2006) said "An argumentative essay is an essay in which you agree or disaggree with an issue; using reasons to support your opinion." This text is very crucial to learn since students

will use it often in their research paper, thesis, or newspaper article when they want to give opinion on some issues in society.

In fact, according to preliminary research that the researcher did in Writing IV class of English Department in Pamulang University, it was found that many students have problems on writing argumentative essay. There are some factors why writing problem rises. One of the factors is because the students do not know how to organize their sentences into a coherent paragraph. Some of them even did not make topic sentence and supporting sentences properly. Another reason is because they are not able to generate their idea and elaborate them into a good arrangement. Next important factor that makes writing argumentative essay is their lack ability on arranging each element of argumentative essay (introduction, body paragraph, and conclusion). Moreover, it is difficult for them to deliver their arguments and counter-arguments since they do not know how to put them in their paragraphs properly. Behrens & Rosens (2010) wrote "An argument is an attempt to persuade a reader or listener that a particular and debatable claim is true." Therefore, to make the readers or listeners believe and agree with the writers or speakers' point of view, they have to convince their readers or listeners by giving well information and strong evidences to support their statements. Besides, mistakes on grammatical rules also appear.

To solve those problems, appropriate approaches in teaching writing should be applied to facilitate their writing learning process and monitor their comprehension in writing. The researcher will apply Product – Process based approach to give students text model and stages in writing process. Product based approach consists of familiarization, controlled writing, guided writing and free writing and Product based approach consists of pre-writing, drafting, editing, revising and publishing. Hence, the students will conduct many activities in writing process which make them able to improve their writing achievement. By implementing product approach, students are expected students' awareness on grammatical structures are increased (Pashan & Hagi: 2013), since this emphasizes mechanical aspects in writing, for example grammatical and syntactical structures. This awareness can not be neglected as misusing the features can lead to misunderstanding and ambiguity between writers and readers. Moreover, the messages which are intended to send can be distracted. Besides, text models also show the organization and elements which are used in a type of text, for example argumentative essay. Another approach, Process approach emphasized the writer of writing product as the creator of original ideas (Hashemnezhad & Hashemnezhad, 2012). This because in this process model texts are used only as comparison while students are writing their first draft. Another benefit is it can decrease students's reluctant when they start to write because they are not only required one final draft but more, so they can make some revisions after their first draft is finished. This revision can also be done among students, so they can read others' work. Hasan & Akhand (2010) believed "By responding as readers students develop awareness of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts." Moreover, Grossman (2009) stated, "...using the writing process, writing is not required to be perfect but does convey the required message to the reader". It can increase students' confidence since they know that they are not pushed to write the perfect one. As Palpanada, Rahim, and Ismail stated in 2014 that it is proved that when product and process approach are combined, they will assist students to obtain a better capacity in writing ability".

The study tried to identify the result after implementing Product-process based approach in writing an argumentative essay. It aims to answer the following questions:

1. How Product – Process approach is implemented in teaching and learning writing ?
2. What are the obstacles which students face in writing Argumentative Essay?
3. What are the benefits of Product – Process based approach in teaching and learning writing?

## 2. METHOD

This study is aimed to know the implementation of product-process based approach in undergraduate students' argumentative essay. Firstly, it will try to see how product-process based approach is implemented when students write argumentative essay. Secondly the

researcher wants to know the obstacles when product-process approach is implemented in teaching and learning argumentative essay. Finally, the researcher wants to see the benefits of product-process based approach in helping students to write argumentative essay.

The participants will be from a class in English Department of Pamulang University semester 5. They will be divided into three groups (lower, middle, and upper) and from each group the researcher will choose one student. The students are grouped to get detail information whether product-process approach can work in all of the groups, one group only, two groups only, or even do not work for all of the groups. They are all from one class where the researcher teaches English Skill; writing, and one of the subjects is to teach argumentative essay. Therefore, it will be easier to gather the data which is needed for the study. The data will be collected from observation, their assignment, interview and retrospect and analyzed to get the finding of the research.

In this research, the researcher will act as participant observer who will be the teacher as well. First of all, in teaching and learning process, the teacher will teach one of the genres of writing, that is argumentative essay. The teacher will use one approach, that is product approach and give students a model of text at first, analyze the organization of the essay including grammar and words used in the essay. Then, the students will be asked to write each paragraph of an essay by comparing to the model essay. The teacher will monitor students' writing activities and give feedback during the activities. If the students do mistakes, she will let them know and ask them correct directly. After that, the teacher collects, check and analyze those students' tasks. Another approach that the researcher will use is process approach. First of all, she will introduce students all of writing stages such as pre-writing, drafting, revising and editing. The students will also be taught some techniques of every stage. After that, students are asked to do first stage of writing process, pre-writing, to convey their idea. Here, they may use any techniques. After doing pre-writing activity, the students are asked to write their first draft without worrying any mistakes on grammar or anything else. Next, the teacher will ask the students to do revision on their first draft by answering a question list that the teacher gives related to the content of their writing, so they can know their mistakes. After answering the questions and knowing their mistakes, the students write their second draft. The last stage is editing. Almost similar to revising, in this stage, students will be asked to answer a list of questions but they are related to writing mechanics such as punctuation, capitalization, word choice and grammar. Then, they can write their final draft. Revising and editing stage can be done individually or in pair. The researcher will observe students behaviour and activities during the implementation of these two approaches. Finally, the students have to submit their task again to the teacher to analyze.

Second, the researcher will spread out the retrospect questions which will be given directly after meeting finished to students. It aims to find out the students' attitudes (such as their feeling, thought, opinion, etc.) toward product – process based approach and to see its benefits and obstacles during the implementation of those two approaches. Their answers on retrospect question list will be analyzed.

At last, the researcher is going to carry out the interview to three students. The result of this interview will be transcribed and analyzed. After that, the researcher elaborates the result completely in the next chapter to answer the research question number two and three.

### **Data Analysis**

The framework of data analysis was adapted from Creswell's (2012) qualitative process of data analysis. The researcher started by collecting data, preparing data for analysis, reading through the data, and coding data for the description to be used in the research report. The researcher analyzed the data that has been collected. First of all, the researcher analyzed the implementation of Product-Process Approach (PPBA) in teaching and learning argumentative essay. It will be done through: observation, retrospect, and interview. Observation data used to see all the phenomena which were occurred during the research, including the situation of the class at the time of writing includes students' behaviour toward writing activities. The data gathered from retrospect as one of the alternative assessments will be one of the source of the data to know how the students see the implementation of product-

process based approach in teaching and learning writing. The data gathered from interview provided more information on the teaching and learning process when they used product-process based approach and to see whether the approaches helps them in writing argumentative essay. After that, the researcher analyzed the students writing supported by interview data to know the use of product-process based approach in students' argumentative essay. Through these references the researcher determined the result of implementing product-process based approach in teaching and learning writing.

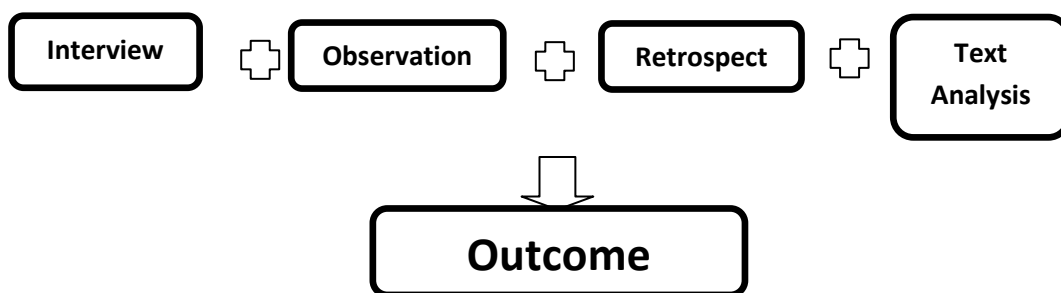


Figure 1: Data analysis

### 3. FINDING

#### a. The Implementation of Product-Process based Approach in Teaching and Learning Argumentative Essay

After analyzing the data comprehensively, the researcher found some evidences to be discussed. Based on the classroom observation, the implementation of Product-Process based Approach in teaching and learning argumentative essay has a good and positive result. Students had practiced all of the techniques that the collaboration of these two approaches suggested. From product based approach side, students are taught by showing them a model text, an example of argumentative essay which provided organization and structure of the sentences which really helped the students in capturing what argumentative essay is like. Moreover, the controlling stage of product based approach provided the students some exercises to practice writing in sentence level including writing thesis statement, writing arguments, and writing counterarguments. This kind of exercise was also used to practice using transition signals which were very important to make the idea run smoothly. Through this controlling stage, because the researcher supervised the students during the process of doing exercises, the students could know their mistakes directly and know the correct answer.

In addition, from process based approach side, all of stages in process based approach really helped the students in writing their essays. In pre writing stage, the researcher with the students did brainstorming activity by discussing about the topic that they develop into an essay. Discussing with pairs also helped them to gather some information and other point of view about the issue. Then, in drafting stage, they were not asked to make a perfect product, what they had to do is just writing their essay without being afraid to make some mistakes, because in the next stage (revising & editing) their peer will analyze their essay and helped them to find their mistakes. At the last stage, by reading their peer's comments, they started to revise their essay until they have their final draft; the researcher also gave the feedback on their essay.

The result that showed by the high and medium level students was very good. From their first argumentative essay, the researcher could not find the thesis statement in introductory paragraph of their essays. It also influences their body paragraphs which support their thesis statement. Surprisingly, after PPBA was implemented, a proper thesis statement in introductory paragraph had been written by them. They also could write body paragraph which supported by opinion from proponent and also their rebuttal. Moreover, they also support their arguments by providing some evidence that could strengthen their arguments.

Based on the facts above, the researcher could conclude that the collaboration of these two approaches gave a positive contribution to students' argumentative essay writing. The product based approach itself can help students to know the organization of texts and language features used in the text, so it can help students to transfer their idea into correct and grammatical sentences. In addition, process based approach promotes some stages which are really useful for students to improve their writing.

Moreover, the findings of the implementation of product-process based approach were in line with the previous research that has been done by Hasan & Akhand (2010), they found that while teaching business report writing, they and their students were feeling comfortable in product based approach since the task gives them fixed layout, style and organization. On the other hand, when teaching narrative or argumentative essay, they preferred to use process approach. On summary of the research, they believed that using both approaches to complement each other can help the students to develop their skills in using languages by experiencing a whole writing process as well as gaining knowledge from the model texts. The complementary use of product and process approach can help students to have the benefit of integrating critical thinking into their academic writing.

Unfortunately, the researcher found that low level student was really struggled when they had to revise their mistakes and it needed more than twice correction. The researcher also found that high and medium level students made only a few mistakes on grammar and word choices, but the low level students made much more mistakes. Moreover, low level students still did not write his thesis statement and supporting sentences properly.

**b. The Obstacles that the Students Face when They Write Argumentative Essay**

The researcher classified the students' obstacles in writing argumentative essay as the following:

No	Original Writing	Comment
<b>FORMAT</b>		
1	It can be seen on appendix	Some of them still did not intend the paragraph.
<b>MECHANICS</b>		
1	One of famous company which like sponsoring the sport event is cigarette company, <b>However, Allowing</b> cigarette company to be one of the sponsor is not relevant with the event	Incorrect use of capital letters and punctuation
2	....., they were inspired from their senior that succeeded in many championship mix couple Tantowi Ahmad/ <b>Liliyana natsir and man</b> couple <b>hendra Setiawan/mohammad ahsan,....</b>	Incorrect use of capital letters
3	<b>first</b> , smoking <b>Isn't</b> expensive hobby if we compare with another hobby.	Incorrect use of capital letters
<b>CONTENT</b>		

	See the appendix of students' essay & the rubric score	Most of the students had written the essay as the assignment required. What they discussed in their essays was not out of the topic. They also had delivered their idea on the essay.
<b>ORGANIZATION</b>		
1	Introductory paragraph: Social media is the reason for many of the world's problems and solutions. It can be used to raise awareness for an important cause, but it can also be used to spread hate, especially between teenagers. Being a teenager, I can be the first to say that a social media is how most teens ruin their life, but is it the right way? Austen McCann makes a brilliant point in his article, "Social media has allowed them to take their life online and instead of saying goodbye to friends at school and waiting to see them next day.." Although social media can connect teens to the world, friends and family around them, it is actually one of the highest ranking causes of suicide among teenagers in the 21 <sup>st</sup> century. As important as connection via internet can be, social media does not have to be the primary source for teenagers.	There is no thesis statements in this introductory paragraph. What the writer's primary goal is had not been mentioned here. It will influence the process of body paragraphs' writing, because when a writer has not found his/her thesis statement, it is very hard for him/her to write the body paragraphs as they are used to support thesis statement.
2	Body paragraph 1: One of the company such as cigarette company who want to promote its product to support a certain events such as sport events as a developer or donator for the event to get more benefit.	This body paragraph only consists of one sentence. It also does not support its introductory paragraph.
3	Introductory paragraph: A few years ago, MUI issued a fatwa smoking cigarette. When I heard, my thoughts went immediately to the world of sport in Indonesia. Maybe, many people will confuse what cigarette do to sports? In my opinion, tobacco obviously related to Indonesian sports. Because many sports sponsored by a cigarette.	There is no thesis statement.
<b>GRAMMAR &amp; SENTENCE STRUCTURES</b>		
1	Although cigarette has evidence that cigarette has any disadvantages too.	It is a dependent clause, not a complete sentence.
2	To conclude, Any topic that arise in public <b>will debated</b> by people who care and don't care about that topic	There should <b>be</b> before debated.
3	Cigarette company <b>will promoting</b> in various event.	<b>Promoting</b> should be <b>promote</b>

After seeing the finding on documents, it can be inferred that most of students in 05SIGMA had difficulties in writing thesis statements, arguments, and counter arguments since they needed appropriate background knowledge about the issue to strengthen their opinion. Besides, the students found difficulties in using transition signal which usually used in thesis statement, argument, and counterargument. Then, after getting exercise on using transition signals, making thesis statement, arguments and counter arguments under the researcher's control

they could make them better. The result of students' essay after PPBA was implemented can be seen as follow:

Student	Introductory Paragrph	Body Paragraph	Note
<b>High</b>	<p>Many sport events are held in Indonesia because most of Indonesian like sport especially watching sport events. The sport events which are very popular in our society are football competition, badminton, motorbike racing and others. They directly grab so many audiences and make many companies are willing to be the sponsors. <i>One of those companies is cigarette company which has been the biggest sponsor and giving many advantages; however, allowing cigarette company sponsorship in sport events will bring more challenges than its advantages.</i></p>	<p><i>Proponents claim that cigarette has big roles to fund and promote the events. To make a good sport event, we need a lot of money for athletes, organizing the events, modal and promotion. If cigarette company is banned to be the sponsor, all sport events in Indonesia will be difficult to run with inimum budget from government. <u>In fact, cigarette company is not the only sponsor that can fund or promote the sport events. If we ban it, there are still many sponsors willing to do wwhat cigarette company does, for instance, healthy drink company, snack company and many other sponsors. Too, based on PP (government regulation) 109/2012 about tobacco product control, tobacco sponsorship is no longer allowed to put the logo in sponsored event. This is the beginning step from the government to decrease cigarette influence on persuading people or teenagers to smoke. In addition, allowing cigarette company to be the sport event sponsor means that we also allow teenagers who watch it to smoke or start to think that smoking is fine as what all cigarette advertisement teach about.</u></i></p>	<p>The student had been abl to write a proper thesis statement in introductory paragraph. She also had been able to support her thesis statement by writing a good topic sentence in her body paragraph. He provides proponent's point of view and rebuted it at the end.</p>
<b>Medium</b>	<p>For many years, pople start to be common with some sport events supported by cigarette company such as badminton, football, and volleyball. These events are inspiring for them. <i>Although some people have a</i></p>	<p><i>Proponents believe that cigarette company has been right to support sport events because those are entertaining program. They declare that they will have a new spirit after watching sport events; however, there is no correlation betwn both of them. Cigarette company inviytes people to have unhealthy lifstyl, but sport</i></p>	<p>The student had been abl to write a proper thesis statement in introductory paragraph. She also had been able to support her thesis statement by writing a good topic sentence in her body paragraph. He provides proponent's point of view and rebuted it at the end, venthough there were still</p>

	<i>deal about cigarette company as a sponsor, there are negative effects behind its real purposes.</i>	<i>events invite people to have healthy lifestyle. <u>Actually, cigarette company is not the one and only sponsor for holding those events. There are many sponsors such as mineral water, bank, or mobile network provider. Moreover, they have mor positive influence for the audience such as how important to drink mineral water, save their money, or build better communication with family.</u></i>	some errors on grammatical form.
<b>Low</b>	Health can be achieved esily if we follow the health lifestyle and some exercises. There are so many company to support sports events to make people know more about healthy life, such as cigarette company to support that events it self. Many cigarette company will get more benefit through support sport events.	Some company who support the sport event will get more benefit. The company get more benefit because they will get new customers to buy their product, they will share their product to other. Some other people said, it just profitable the company it self not for people who visit that events.	By reading the student's introductory and body paragraph, the rsearcher saw that hee still got confused in generating his idea into written form. There was no thesis statement in the introductory paragraph that showed his position in this issue. In his body paragraph, there was no proponent's point of view and his rebuttal.

Moreover, after practicing all of the writing process, when the researcher compared their first writing before PPBA was implemented to the second writing after PPBA was implemented, the second writing was getting better. It was because in their second writing the students had some exercises on making thesis statement, argument, and counterargument. This exercise gave them opportunity to practice, so they could avoid the same mistakes. Besides, the brainstorming activities gave them some information about the topic they would write and they could discuss the topic with their peers.

Furthermore, when the researcher compared their raw draft with their final draft, it could be seen that their final draft was getting much better than their raw drafts. It was because the students helped each other in analyzing their friend's essay by reading and then answer some questions on the revising and editing worksheet. It was really helpful, since the peer' correction could show the mistakes that could not see by the writer of the essay. Unfortunately, the result showed that low level student could not get as much as the improvement that the high and medium level students could. Moreover, it could be concluded that product-process based approach could improve high and medium level students achievement in writing argumentative essay more than the low level students could.

**c. The Benefits of Product-Process based Approach**

Based on the analysis of interview, supported by the analysis of documents, it had been proven that PPBA had given many benefits, especially for students. First, PPBA helps the students to to write better; Second, PPBA helps the students to see some mistakes that cannot be seen by them through peer's revising and editing; third, PPBA makes the students to know all of the writing process; fourth, PPBA makes the



students know how to use transition signals appropriately; and the last, PPBA makes the students better in writing thesis statements, arguments and counterarguments. These findings were in line with Palpanada, Salam, and Ismail (2014). They suggested teachers to design activities by blending the process approach with product approach to make learning process more effective.

#### 4. CONCLUSION

Based on the first research question how product-process based approach is implemented in teaching and learning writing argumentative essay, the researcher found that all of the students felt easy to conduct and implement all of the stages which were provided by product-process approach. Moreover, most of the students were really appreciated to the activity of using the combination of these two approaches during the writing class although few of them were struggling in applying these approaches. After PPBA was used in teaching and learning argumentative essay writing in class 05SIMA, the researcher found that PPBA could improve the students' writing skill. It can be seen from the students' progress from the first assignment before PPBA was implemented until the last assignment after PPBA was implemented. Their writing showed significant improvement from time to time. Furthermore, most of the students did not make the same writing errors. The thesis statement in introductory paragraph, arguments, and counterarguments in body paragraph that they made as their raw draft became better after they got some exercise on making them under the researcher's control. The students' final drafts were also much better because their peers helped them in analyzing their essays. To sum up, after conducting and implementing PPBA the students were able to make better writing.

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