The Implementation of Process-Based Approach in Online Teaching Writing in SMA Bali Hati

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Article Info	ABSTRACT
	This study described the process-based approach implemented for Senior High School students and the challenges of teaching writing in an EFL setting for online classrooms during the pandemic of Covid-19. It was conducted at SMA Bali Hati in the academic year 2020-2021. The study applied a single instrumental case study in which the data were collected through an interview guide, observation sheet, and documentation. The result showed that the preparation was done in the online class. In addition, several problems were faced during the implementation. The results of the study indicate that teachers need to find alternatives to address the challenges.

INTRODUCTION

Education becomes one of the important aspects to be concerned about in the current situation. According to Ramírez-Montoya, Andrade-Vargas, Rivera-Rogel, & Portuguez-Castro (2021). The educational programs' curricula and structures become the critical trend to be considered in education. The curricula must be open to other disciplines since different teachers from other countries participate as well as students attend online learning. In addition, it concerns active students, innovative teachers, and great-skilled people. Teachers are expected to be a facilitator in the learning and teaching activities. This situation leads the teachers to be ready to explore students' skills. One of the crucial skills is writing skill.

Writing skill involves an activity involving elements of grammar, punctuation, spelling, and paragraph construction (Brown, 2004; Dixon, 2005; Schulten, 2010). It is crucial to know the elements to organize an appropriate writing. It concerns to formulation pattern of English structure (Brown, 2001).

As a description of crucial writing skills, an approach is needed to maximize students' effort in acquiring the writing skill (Richards & Rodgers, 1999). It directs students to develop strong writing skills (Thulasi, Salam, & Ismail, 2014; Widiati, 2004). A process-based approach becomes the solution to maximize students' writing skills since it provides several steps in creating writing (Johanis, Frans, & Ngadiman, 2010). In addition, it consists of some activities to develop writing ability (Linse, 2005; Nunan, 1991; Sun & Feng, 2009). It can be seen that this approach is suitable for writing skills.

This process presents an exercise to enrich students' skills in the writing process. It demands students to take part in the process of writing (Sun & Feng, 2009). They will be helped to see mistakes that are probably done by them in the process of writing, moreover, it helps them to divide their work into small activities that can be easier to follow. The students pick a topic, plan writing, obtain feedback, and make revisions. It guides students to work systematically. Therefore, it is good to be applied in writing classes for EFL students.

Some previous studies about process approaches concerned students' abilities in writing. The results of the study showed satisfied abilities in writing activities. Further, this study focused on the implementation, challenges/problems experienced by the teacher and students, its effect as well and their perception towards the application of a process-based approach in learning writing through online classes.

There are several preceding studies used in this study. Various researchers that had conducted an experimental study explain the effectiveness of a process-based approach through students' writing performances. As stated by (Fraenkel, Wallen, & Hyun, 2012) experimental research is one of the most influential research methodologies that is the best way to create cause-and-effect relationships among variables. The method was used by different designs in each study but for the same purpose, videlicet to see the effectiveness of the application of a process-based approach. The review of the related study is explained based on the goal of the study but still on the same topic.

The first model that was used by the researchers was a Quasi-experimental study by using existing classrooms or existing groups of students as samples of the research. Pre-test post-test control group design was conducted to see the different results that might be raised (Alodwan & Ibnian, 2014; Arici & Kaldirim, 2015; Nabhan, 2017; Saputra & Marzulina, 2013). In the design the subjects were separated into control and experimental groups, further, both groups were given pre-tests to see their preliminary ability in writing. After that, the experimental group was treated by a process-based approach while the control group did not. In the final section, both groups were given post-tests to compare the results of the groups which showed the effectiveness of the process-based approach. The second model that was conducted by Miftah (2015), was analyzing the student's enhancement in every cycle during the implementation of the process-based approach. The last model was Factorial Design that had been conducted by Rohmatika (2014), to get how the process approach affected the students with high creativity and low creativity. Factorial design is an adjustment of the pre-test and post-test control group design (Fraenkel et al., 2012). The students were divided into two groups, the experimental group which was treated with a process-based approach and the control group which was treated with a product-based approach. The results were compared to see the difference between students with high and low

creativity achievement. Furthermore, Habtamu and Belay (2023) show a descriptive study where the data was gained by observation, interviews and distributing questionnaires. To process the data, the researcher used SPSS computer software to process teachers' and students' responses to the questionnaire.

It shows that the application of a process-based approach has a positive impact on the students writing achievement, supports students in generating their ideas and reduces their writing anxiety. It is shown the result of the research that has been mentioned above that concluded the effectiveness of the application of the process-based approach. This improvement happened because the application of the approaches involves the steps of writing activities (pre-writing, drafting, revising, editing and publishing). Although Rohmatika (2014) relate that the process-based approach is more effective to be used to teaching students who have high creativity and it was stated that this approach seems to loads and demanding stages for low creativity students, it was also explained that the process-based approach gives the high creativity students opportunity to explores their ideas more. As stated by Miftah (2015) supported by Nabhan (2017) the implementation of a proper model procedure of the implementation of a process-based approach greatly helps the improvement of students' writing skills. Moreover, (Saputra & Marzulina, 2013) that had combined the process-based approach with the type-based approach shows that that approach, later called as process genre approach, affected positively the students' writing performances.

Other research about the process-based approach has compared this approach with another writing approach such as the product-based approach. The comparison was conducted to see how those approaches were conducted in a writing classroom. Both process and product-based approaches have advantages and disadvantages, the effectiveness of the application depends on the way the teachers conduct it and the students' acceptance level of those approaches. Research that had been compared the process-based approach and product-based approach applying different models of study such as quasi-experimental study (Alshalan, 2012; Hashemnezhad & Hashemnezhad, 2012; Mehr, 2017; Samsudin, 2016; Sun & Feng, 2009), factorial study (Rohmatika, 2014) and library research (Thulasi et al., 2014). The comparison between those approaches that had been observed by the previous researcher gives some explanation related to the effectiveness of the implementation of the process-based approach. Although some studies show the opposite result, it can be standard to see the obstacles that cause the ineffectiveness.

Several different results were found in the research that compares the process-based approach with other writing approaches. The research by Hashemnezhad & Hashemnezhad (2012); Mehr (2017); Samsudin (2016) shows that the application of a process-based approach has a better impact on the students' writing performances compared with the application of a product-based approach. It encourages and enlivens the reclusiveness of natural writing and it helps the students to write better writing in their accuracy, fluency and the use of discourse markers. It is supported by Sun & Feng (2009) who stated that the application of a process-based approach with a different model of teaching writing to teach a different model of students gives optimal teaching effect. Moreover, Rohmatika (2014) showed that the process-based approach is suitable for teaching students with high creativity and the application of the product-based approach is better conducted for low creativity students. On the opposite, in the Saudi Arabian context the application of a product-based approach is more effective than the application of a process-based approach (as

stated by Alshalan (2012), it is because the application of a product-based approach to writing is the most commonly used approach. In another case, Thulasi et al. (2014) suggests combining both product and process-based approach in teaching writing to help the learner achieve a better result in writing.

Other researchers observed the perception of the students through the implementation of a process-based approach to teaching writing. The students' perception was obtained by spreading the questionnaire, conducting some interview doing observation, and survey. The observation that had been conducted by Eliwarti & Maarof (2019) shows that 66.67% of students gave a highly positive perception of the implementation of a process-based approach in writing class. After that 33.33% of students gave positive perception through the questionnaire and no one student gave negative perception of this approach. They indicated their writing performance improved after the learning of writing by following the stage in a process-based approach. It is supported by the research that had been conducted by Parina (2011). The survey that identifies the opinion about the effectiveness of each stage of the process-based approach shows that the students have some opinions related to the application of the process-based approach in writing activity. The students commented that prewriting is useless. They already know what are they going to write and revising is ineffective because they do it in peer evaluation with their friend, who has the same writing knowledge. Even though they commented negatively on the pre-writing and revising activity, they mentioned that they are helped in the outlining and drafting stage because it can help them to organize their ideas in the writing activity.

Widiati's (2004) study showed the key features and the implication of the process-based approach in writing activity become a challenge in the Indonesian context. It was explained that four key features in a writing classroom suggest a benchmark for the teacher in teaching writing through a process-based approach. Widiati also states the problem faced by Indonesian pupils through the features of the process-based approach in the writing classroom to help the teacher give a maximum result of the application of this approach.

The first feature is the provision of adequate time. As the need for the application of a process-based approach follows some phases in writing, the importance of adequate time will help the approach be conducted effectively. Following the phase of writing will help the students to write more systematically. Problems encountered in the Indonesian context are about the limited time in writing classes, teachers' commitment to monitor students' work and students' motivation in following the phase chiefly in the revising phase to produce effective writing.

The second feature is the importance of the ownership. It means that students are given a recognizance and full control of their writing. It is done to give the students the confidence in writing. Teachers as facilitators, support and clarify the students' work; they do not change students' writing. Unfortunately, the knowledge in Southeast Asia and other Asian country tend to 'conserve' rather than 'extend' (Ballard & Clanchy, 1984 in Widiati, 2004). Students assume that teachers' evaluation is the truth that must be followed by them even though it is against their ideas. Students must be motivated to decide whether their text meets the intended purpose and they do not need to fully reckon their teacher to do that.

The third feature is the value of constructive feedback. The feedback is important to give the students a different perspective on their writing. The feedback can be gotten from the teacher or their friend. In the Indonesian context, students are more believe to revise with their teacher rather than their friend because they think their friends' ability is just the same as theirs. Students still figure the teacher as the expert of the knowledge and the one they trust to revise their homework. Therefore, cooperative and collaborative learning in the class is important to give the students to solve their problems independently. By discussing the group work they can build their positive independence, individual and group accountability, interpersonal and small group skills, face-to-face promotive interaction and group processing (Jacobs & Seow, 2015; Vargas, 2014; Winarni, 2012; Zilles, Lange, & Holte, 2011).

The last feature is a collaborative environment. As the phase of the process-based approach requires the students to revise, they must have a peer discussion to see other perspectives through their writings. The problem is building up mutual trust among the students so they can learn by the discussion in the group work. Widiati also explains that the problem that is faced in the Indonesian context is the culture, to which children, are expected to adhere. That is affecting the habitual in learning that they only become a good listener for their teacher. Changing this practice to the new models where the students must dominate the classroom is still becoming a challenge in Indonesian education.

From previous research can be concluded that a process-based approach has positive impacts on the students' writing. Even though the application of the process-based approach shows some disadvantages such as it takes a lengthy time the apply and some features that can be challenging in the Indonesian context, it can be proven, by the previous study, that the application of the process-based approach gives many beneficial for the students, especially in their writing performances.

The present study has an objective to describe the process-based approach and its problem in writing classes found in Senior high school students This study also intends to describe the application of the process-based approach for online classrooms during the pandemic of Covid-19. The participants in this study were selected from conducting observation in SMA Bali Hati in the academic year 2020-2021. It can give significance for the educator to consider this approach to be conducted for their writing class. Thus, the present study was conducted to describe the application of a process-based approach in a writing class of 11th-grade students at SMA Bali Hati in the academic year 2020-2021.

METHODS

This research used Descriptive Qualitative design. Qualitative research design is concerned with qualitative phenomena that investigate the quality of relationship activities, situations or material (Fraenkel et al., 2012; Kothari, 2004). Besides, quantitative research is a kind of research that is concerned with the measurement of quantity or amount (Kothari, 2004). The research described the application and the problems towards the application of the process-based approach in online learning qualitatively. More specifically, this study used a single instrumental case study, whereas the data were collected through observation, interview and documentation to present the application and difficulties during the implementation of a process-based approach in teaching

writing through online classes. A case study can be either explanatory, exploratory or descriptive; it focuses on the contemporary phenomenon in a real-life setting and it is a method that is used in both qualitative and quantitative research that is focused on a specific or typical phase of the overall personalities (M. Iqbal Hasan, 2002 in Astuti, 2017; Kamasak, Yavuz, Kar, & Baykut, 2017).

In collecting the research data, it was needed a way to select the participants to determine the subjects from the population of SMA Bali Hati (Ary et al., 2010). The sample becomes part of its population (Ary et al., 2010; Cohen, Manion, & Morrison, 2007). In this study, the sampling proposed by Dawson (2002) was used to manage the samples. Non-probability sampling was used in this present study to get the participants of the research as the sample. This is because the formation of the new group will disrupt teaching and learning activity and it took quite a long time, therefore, the existing classes were used as samples in this present study. This way of sampling involves non-random procedures for selecting the member of the sample and the main advantages are connivance and economy (Ary et al., 2010). In this present study, the population was the eleventh-grade students of SMA Bali Hati which consisted of 18 students. The class was taught writing by a process-based approach through online learning by the teacher in learning about explanation text.

The research instrument is a significant factor in obtaining data. The research instrument is used by the researcher to collect accurate, complete, and systematic data. To get the worth and representative findings, the research instrument should be valid and reliable (Brown, 2004). Two instruments were used in this study an observation sheet and an interview guide. The data were required to answer the researcher's problem under study that will be collected through administering the research instrument. The observation was conducted with the guidance of the observation sheets to describe the application of a process-based approach in a classroom setting. The next interview was conducted to see how the problem was faced by the teacher.

As stated by Ary et al. (2010) data analysis is the most complex phase of qualitative research it is obtained from interviews, field notes of observation and analysis of documents. Ary also mentioned that analyzing the data in qualitative research involves reduction and organization of the data, systemization, knowing patterns, and discovering its importance

RESULTS AND DISCUSSION

The learning activities carried out by the teacher begin when the teacher prepares a lesson plan that will be used as a guide in teaching explanatory writing. The lesson plans made by the teacher already contain several things that support learning activities such as time allocation for each paragraph of the topic to be taught at that time, and objectives of learning. The cognitive domain (remembering, understanding, applying, analyzing, evaluating, and creating), the type of material and the assessment system used, the initial activities, core activities, and final activities planned by the writing teacher well. The teacher has also arranged the material to be given to students which the teacher seems to have prepared carefully. Learning materials are in the form of printouts, online files, videos and verbal explanations from the teacher.

Before applying the process approach in writing activities, the teacher gives students the basic concepts of paragraphs covering material on paragraph structure, joining clauses and clauses, punctuation marks, sentence structures, and sorts of sentences to students. Students are explained how to make a good paragraph by giving examples and asking them to practice it. Discussions are always carried out to see students' understanding of the paragraph type being taught.

At the beginning of learning a new paragraph, after engaging students to read and listen to the material previously organized by the teacher, the teacher gives students the chance to discuss the paragraph being studied. After students are given material about the types of paragraphs being taught, students are invited to do pre-writing. Though pre-writing was not carried out in all periods of paragraph learning, the teacher had taught strategies to students in the pre-writing stage.

The implementation of the process approach in SMA Bali Hati in the academic year 2020-2021 began with pre-writing. The teacher placed the attention on the writing process in which he guided the students to do pre-writing. They were supported by their teacher to do data collection. In addition, they were also free to ask their teacher if they had questions to be asked. Moreover, the discussion among students was allowed to be done. On one condition, the topic of their writing was designed by their teacher. The students could write different titles but still in line with the topic.

The students followed some activities in conducting this strategy, namely organizing, discussing, looking for information, and brainstorming. The feedback was given along the activities. It included suggestions and comments on students' writing outlines. The students were given chances to share their opinions about their works without minding their grammatical aspects. When the students had finished their outlines, they were asked to read loudly their works as well and the revision was given. In addition, teachers also scored students' participation for those who shared their opinions or questions. After conducting pre-writing, it was continued to form an outline to be a draft of writing which could be done at home. It gave plenty of time for the students to make their drafts. In addition, they also had chances to ask related questions when they met difficulty with their draft. The students could submit their work online. However, the draft was taken from the pre-writing outline. It was taken from some sources to form sentences. The results of language usage in students' writing were different compared to the sources.

During the drafting phase, the teachers assisted the students in comprehending their outlines. It was done to make better results compared to their outline. They could add more information. In addition, in online classes, their teacher gave suggestions for work. The teacher could tolerate students' accuracy. It was difficult for the teacher to see students' development since students made their drafts at home. Unfortunately, some students also still had not accomplished their task. It indicates that the strategy can be different for some students as well as suggestions given by the teacher.

Then, the revising phase was done after the process of editing. This phase is concerned with the idea, cohesiveness, and structure of their writing. In this activity, students were invited to give comments and revise their writing considering the structure of the paragraph, idea, and coherence. The process of editing and revising was done frequently to encourage students' participation. The teacher held the main role of guiding the students in conducting editing and revision. It aimed at

making students able to revise by themselves. In addition, peer assessment among students was also done to encourage feedback from other students. It was done due to limited time discussing with the teacher. Besides peer assessment, students were also asked to revise their errors or mistakes in their writing together in the form of discussion. It made students find out and evaluate their work along with the online discussion.

Moreover, students were guided to revise for the first time related to plagiarism. Students were asked to write their work originally. After that, the students were given tricks or tips to avoid plagiarism by doing a proper quotation starting from their paragraph. The revising activity aimed to check the originality of students' writing.

The process of editing was done at the beginning. Then, it was followed by revision. It was conducted in several rounds by the teachers. Students were permitted to read the text loudly to see their errors in writing especially in grammar, accuracy, and structure. Students were given time to recheck their writing.

The editing process was done by the teacher before the application of the revising process but it was done sequentially in every paragraph that was taken by the teacher as a model to help the students in revising and editing practice. Students were allowed to read aloud the text so that they could see the mistakes in their writing to see the sentences' grammar accuracy and organization. In addition, students were given time to find out their errors. Then, the feedbacks were given to the students so they knew their mistakes. Moreover, the teachers guided them to follow a strategy for editing using peer or computer assistance.

In the last phase, the students were required to share their work. It was done by sending their work online. It gave chance for other students to read their friend works. The teacher assessed the students on their result of writing based on the rubric and the process of writing done continuously by the students. In addition, the participation of the students during their learning activity was also scored. It gave students experience in the writing process.

CONCLUSION

Based on the findings and the discussion, it can be concluded that 1) The outcomes of this study indicate that the implementation of the process approach in writing classes at SMA Bali Hati was done well in online meetings. Students needed to carry out writing activities by following systematic stages in creating a final writing. The activities that help students organize their ideas and the information that they have gathered can be seen as having good impacts on students' writing activities. The application of the process approach in the writing class also shows good influences on the students' ability to analyze the mistakes that are found both in the paragraphs they make and in the paragraphs of other students. This is connected to the highlighting in editing and revising activities carried out by students which are highlighted by the teacher. Furthermore, the application of the process approach in writing activities also gives students the chance to cooperate with other students and teachers to develop their writing and share ideas during learning activities. Moreover, students are not obsessed with producing the final writing that will be collected but they focus on activities that lead them to produce the final writing. 2) The problem that was tackled by the teacher came from two factors the first factor met by the teacher based on

observations that have been made, was the contribution of students to online learning. Students who were primarily expected to play an active role in following the writing lesson using a process approach were less than optimal in their application so in online classroom activities the role of the teacher was still seen to control the activities in the classroom. The teacher is still seen as the center of activities in the classroom where in several meetings the teacher is seen asking students to be more active in uttering their opinions or questions they have in online class. Some students are already seen actively contributing to class activities, but most of the other students only passively participate in learning in which students just show their attendance in the online session. It cannot be denied that discussions conducted online are indeed more difficult. Teachers also cannot supervise students directly, so interaction that should be an important part of the process approach cannot run well. Despite that problem, after seeing the number of meetings that have been conducted by teachers and students in writing activities, students seem to begin to participate in writing activities more freely where the active increase of participants happens gradually in each meeting. The time restraints seemed to be the main factor in why this can occur. In the online meeting, the drafting activity was also not highlighted after students were given material on the genre, they studied they were directly asked to collect the results of their writing so that they could continue to the next activity (editing and revising). Besides that, the prewriting activities that should have been done at the beginning of the writing activity were also not highlighted in online learning. As far as the observation was done in the online learning, the students started their writing directly to the drafting process without the activity of pre-writing. It was hard to know whether the students had done it or not in their house. If the students applied the strategies of the prewriting in their house there were no activities in the online class that indicated the application of that activity. As well as publishing activities that are only done by students by sending the final results of their writing online, so that no additional discussion is conducted after the final writing is submitted.

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