

**A MODIFIED PROCESS WRITING PROCEDURE TO LOWER  
STUDENTS' WRITING ANXIETY IN SENIOR HIGH SCHOOL**

**(A Thesis)**

**By**

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2017**

## ABSTRACT

### **A MODIFIED PROCESS WRITING PROCEDURE TO LOWER STUDENTS' WRITING ANXIETY IN SENIOR HIGH SCHOOL**

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This study aims at 1) investigating the effectiveness of Modified Process Writing Procedure to lower students' writing anxiety; 2) finding out the effectiveness of Modified Process Writing Procedure to foster students' writing achievement; 3) figuring out the causes of writing anxiety mostly felt by the students.

This study employed mixed-methods approach. The samples of the study were thirty eleventh graders in a public senior high school in Pringsewu. The data were obtained from the questionnaires, writing test and interview. Quantitative statistical procedures were used to analyze the data by means of descriptive statistics and paired sample t-test. The interview data were transcribed and used to answer one of the research question.

The findings revealed that 1) the  $t_{obt}$  (10.597) is higher than the  $t_{crit}$  (2.045), then null hypothesis was rejected and Modified Process Writing Procedure is successful to help students lower students' writing anxiety. 2) The  $t_{obt}$  (7.88) is higher than the  $t_{crit}$  (2.045), then null hypothesis is rejected and Modified Process Writing Procedure is successful to help students foster their writing achievement. 3) The causes which were mostly felt by the students are linguistic difficulties, low self-confidence in writing, and insufficient writing practice, which also felt by the Asian students who learn English as second or foreign language (Zhang, 2011; Younas, 2014)

It can be concluded that the additional step in Modified Process Writing Procedure can be implemented in the classroom activity and is useful for the students to lower their writing anxiety and foster their writing achievement, especially for Indonesian students. The causes of writing anxiety felt by the students can be used by the teacher as a basis to plan an appropriate teaching writing process. Further research is needed to investigate the effect of Modified Process Writing Procedure in the other countries.

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A Thesis

Submitted in a partial fulfillment of  
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**MASTER IN ENGLISH LANGUAGE TEACHING  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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## LEMBAR PERNYATAAN

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## CURRICULUM VITAE



As the last daughter in her family, Ihyaul Layli Hasanah was born in Pringsewu, Lampung on September 1, 1988. She finished her Elementary level in SD Muhammadiyah I Pringsewu in 2001. Then, she continued her study to SMP Muhammadiyah 1 Pringsewu in 2001 and graduated in 2004. Afterward, she started her Senior High level in SMA Negeri 2 Genteng, East Java in 2004 and graduated in 2007. After that, she continued her study in Indonesia University of Education (UPI) majoring English Education in 2007. Before she graduated from UPI, she had married to Muhammad Ismail in 2011. In 2012, she gave birth her first lovely baby named Alea after finishing her S1 degree.

In 2015, she continued her study in University of Lampung and is about to get her master degree in 2017. Now, she has been working in Ganesha Operation as an English teacher for 4 years and is waiting for her second baby birth.

## **DEDICATION**

This thesis is dedicated for my beloved people:

- Mama Chotimatus Suryani and Papa Hasan Toblawi.
- My dearest Muhamad Ismail.
- My girl Iftita Qarira Azalea.
- My little baby in my womb, Atta.
- My lovely niece Zurrotun Nafisah.
- All my friends of the 3<sup>rd</sup> batch of Master in English Language Teaching.



**MOTTO**

*“And seek help through patience and prayer, and indeed, it is difficult  
except for the humbly submissive [to Allah ]”*

(Q.S. Al Baqarah: 45)

*Narrated Anas: The Prophet (peace be upon him) said, “The real  
patience is at the first stroke of calamity”*

(Sahih Al-Bukhari – Book 23 Hadith 389)

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This thesis is composed originally for the purpose of partially fulfilling the requirement of Master degree. I realize that finishing the thesis is not as easy as I thought. There are many experiences I get from the beginning to the end of the writing process. Thus, I would like to say my thankfulness to the following people who have helped, motivated, and guided me during writing process:

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As I know that there are many drawbacks in this research, I appreciate comments and suggestions for the future studies. Hopefully, this thesis can give a beneficial contribution for the better life of education.

Bandar Lampung, March 30<sup>th</sup>, 2017  
The Author,

Ihyaul Layli Hasanah



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## **I. INTRODUCTION**

This chapter explains the introduction of the study and begins with the background of the study. The research questions, objectives, and uses are also elucidated in this chapter. The scope and definitions of terms are presented in the end of this chapter as well.

### **1. 1. Background**

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking (Klimova, 2014). Writing is also one of the important tools by which students actively change the passive knowledge and information in their minds into their own language (Hashemnezhad & Hashemnezhad, 2012). It seems to be important to master the skill although as stated by Nunan (1999: 271), producing a coherent, fluent, extended piece of writing is possibly the most difficult thing to do in language. The students should think, compose and create ideas; check their connection to each other and to the main idea of the topic; memorize and recall lexical items thought to be more relevant than others; select and discard irrelevant ideas; and organize these ideas according to their importance in a way to develop the main idea (Shawish & Abdelraheem, 2010). If

the students do not have the necessary knowledge and experience of language that writing demand, which is stated by Brown & Hood (1993: 3) as one of major barriers to student confidence, it will lead them to writing anxiety (Shawish & Abdelraheem, 2010).

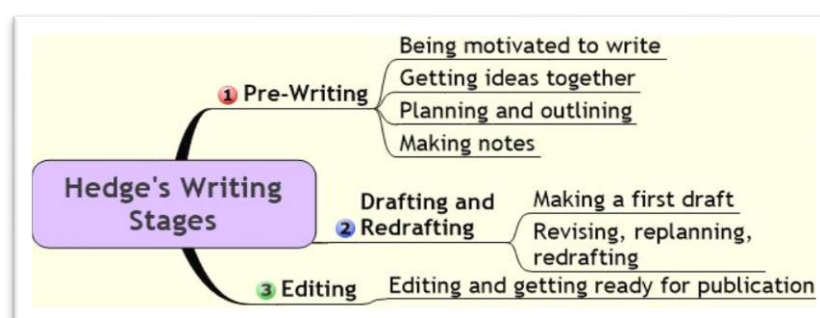
Anxiety or apprehension is a feeling of nervousness, worry, and uneasiness, which is a reaction to a situation or an event that is happening or might happen in the future (Jang & Choi, 2014). Huwari & Al Shboul (2016) state that students feel anxious in writing when teachers ask them to compose a text. Anxiety in writing can lead the students to be demotivated in writing which then may cause them to have negative attitudes towards writing (Huwari & Aziz, 2011). Kostic-Bobanovic (2016) also states that the complexity of writing as a task tends to heighten students' anxiety levels. Thus, to minimize the students' anxiety in writing, teachers should modify their teaching instruction as suggested by Huwari & Al Shboul (2016).

One of teaching writing approaches which is considered suitable to lower students' writing anxiety is process writing approach. By using process writing approach, the teacher has a space to help the students to produce a piece of writing by guiding them follow the steps of writing. As stated by Nunan (1999: 312) that process writing approach is an approach to writing pedagogy that focuses on the steps involved in drafting and redrafting a piece of work. Traditionally, many ESL/EFL teachers have emphasized the need for ESL/EFL writers to be as correct as possible while writing in English, fundamentally concerned with the final product of writing (Kang, 2006). The teacher marks their writing and gives it back to the students without asking them to revise it. This way of teaching is

contradictory to what Abbas (2016) suggests that teachers should focus on teaching writing as a process not as a product. Moreover, Hedge (2005: 10) states that writing activities which have whole texts as the students' outcome relate appropriately to the ultimate goals of those students who need to write in their real life. Teachers, she adds, have a responsibility to build communicative potential by providing them a context where they can produce whole pieces of communication, link and develop information, ideas or arguments for a particular reader or group of readers.

One of process writing procedures is developed by Hedge (2005). The Hedge's procedure in writing was developed from her experience and investigation towards her intermediate students in writing class. From the investigation, she got information about the different strategies students adopted and the problems that some poorer students experienced. Then, she arranged writing stages which consist of three major steps and seven minor steps as shown in the following figure:

**Figure 1.1** Hedge's Writing Stages



(Source: Hedge, 2005: 51)

Hedges (2005: 52) asserts that although writing involves these overall stages, the process of writing is not that linear one. She adds that it will be more accurate to

characterize writing as a recursive activity in which the students move backwards and forwards between drafting and revising. Moreover, the other merit of Hedge's writing stages is that she puts 'being motivated to write' as one of activities in pre-writing stage. This activity helps students realize that writing needs goals and audience. Hedge (2005: 52) emphasizes two questions before writing which she puts in her first step (being motivated to write): what the purpose of the writing is; and who the writer is writing for. The answers of these two questions, she adds, provide the writer with a sense of purpose and a sense of audience which will give the writer a writing context that influences the composition processes. Here, giving motivation means giving the students a context before writing.

However, based on pre-research interview, the students do not only need motivation to write English composition. They also need guidance in pre-writing activity to aid them generating and elaborating their ideas, which is not clearly explained by Hedge. It means that putting 'being guided to write' after 'being motivated to write' is deliberately needed by the students. Thus, the process writing procedure is begun by giving the students motivation and guidance in form of modeling writing and guided writing. This additional step is inspired by Seow's (2002) statement, which states that teachers should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.

Several previous studies have been conducted around the world dealing with process writing approach and its contribution in learning process. Bayat (2014) has investigated the effect of the process writing approach on writing success and anxiety. The participants in this study were first-year Turkish preschool teaching

students. He employed a quasi-experimental design. As a result of the statistical analysis, the study finds that the process writing approach has a significant effect on writing success and anxiety. Based on this finding, he suggests that the use of process writing approach is recommended for written expression studies.

In the same year, Alodwan & Ibnian (2014) from Jordan has done a study aimed at investigating the effect of using the process approach to writing on developing university students' essay writing skills. The sample of the study consisted of 90 non-English major students classified into two classes, one served as an experimental group and the other one as control. The results of the study show that the process approach to writing has positively affected the students' essay writing skills in EFL.

Furthermore, Faraj (2015) investigated the effect of teacher's scaffolding with teaching writing process on improving students' writing skills. For this investigation, he employed 30 students all native speakers of Kurdish language in the twenty-to-twenty-three-year age studying at English Language. They were only one experimental group. Pre-test and post-test were conducted for assessing how much students achieved from what had been taught. The result is that students' achievement in post-test compared to pre-test reveals significant improvement. Also, he concludes that scaffolding students' writings through writing process approach meets the students' needs in EFL writing, and then it has improved their writing skill.

The opposite result regarding process writing was revealed by Klimova (2014). She conducted a study which involved 14 distant students Management of

Tourism in their third year of study at FIM. They were asked to write an abstract of their final Bachelor paper. At the beginning of the experiment students were divided into two groups, each comprised 7 students. One group (A) was then taught the writing of abstracts through the product approach by being provided model abstracts of British provenience and the other group (B) was taught through the process approach to writing. The result shows that neither of process approach and product approach is more appropriate for the learning and teaching of writing skills. The product approach to writing is slightly better for the teaching of writing skills.

Previously, Gomez et al (1996) conducted a study examining the effectiveness of free writing versus structured writing instruction with a group of 48 low-achieving limited English proficient (LEP) Hispanic students in an intensive 6-week summer program. Structured Writing samples show significant growth in five of nine scores and Free Writing only one. Tests between treatments show significant differences on just one score, in favor of Structured Writing. From this research, they suggest that structured writing is better than free writing.

The elaboration of the ideas above led the researcher to investigate the effectiveness of a modified process writing procedure proposed in this study to support or to weaken the previous research. Moreover, the results of the study hopefully help students lower their writing anxiety so that they can foster their writing ability to reach better writing achievement in senior high school. This achievement may also lead them to have better chance in their near future then may help them have a better life.



## **1. 2. Research Questions**

Based on the problems elaborated in the background, the study persuades three research questions as follows:

1. How is the effectiveness of Modified Process Writing Procedure in lowering students' writing anxiety?
2. How is the effectiveness of Modified Process Writing Procedure in fostering students' writing achievement?
3. What are the causes of writing anxiety mostly felt by the students?

## **1. 3. Objectives**

The objectives of the study are as follows:

1. Investigating the effectiveness of Modified Process Writing Procedure in lowering students' writing anxiety.
2. Examining the effectiveness of Modified Process Writing Procedure in fostering students' writing achievement.
3. Finding out the causes of writing anxiety mostly felt by the students

## **1. 4. Uses**

A process writing procedure modified in this study is expected to give its contribution to both theoretical and practical uses as follow.

#### **1.4.1. Theoretical Uses**

The results of this study are expected to:

- a. Be a useful and scientific reference to further research and development dealing with process writing approach and students' writing anxiety
- b. Support or weaken the previous research dealing with process writing approach and students' writing anxiety.

#### **1.4.2. Practical Uses**

In terms of practical uses, there are at least three educational components that are expected to gain the benefits of this study practically. Those are the students, the English teachers, and the school.

- a. The students can develop their writing achievement and lower their writing anxiety guided by their teachers using Modified Process Writing Procedure.
- b. The teacher can apply Modified Process Writing Procedure in teaching writing to their students in order to lower their writing anxiety and foster their writing achievement.
- c. The related school can use the result of the study as stepping stone to other further research concerning process of English teaching and learning.

### **1.5. Scope**

In order to investigate and develop the variables more deeply, delimitation is needed in this study. The process writing procedures modified in this study came from Hedge's writing stages. Meanwhile, the writing anxiety investigated in this

study is based on the second language writing anxiety inventory developed by Cheng (2004) and the causes of second language writing anxiety inventory developed by Rezaei & Jafari (2014).

#### **1. 6. Definitions of Terms**

Keeping away from the possibility of misinterpretation dealing with the key terms in the title and variables, here are the definitions of the terms.

- a. Modified Process Writing Procedure is a series of process writing stages modified from Hedge's writing stages.
- b. Writing anxiety is a fear of the writing process that controls over the expected gain from the ability to write, which may eventually lead to relatively enduring predispositions to dislike, evade or fear writing (adapted from Tadesse, 2013).
- c. Writing achievement is the students' final score of writing after being taught using modified process writing procedure.

This chapter has explained the background of the study, the research questions, objectives, the uses, the scope and the definitions of terms. The next chapter will elaborate the literature review of the study.

## **II. LITERATURE REVIEWS**

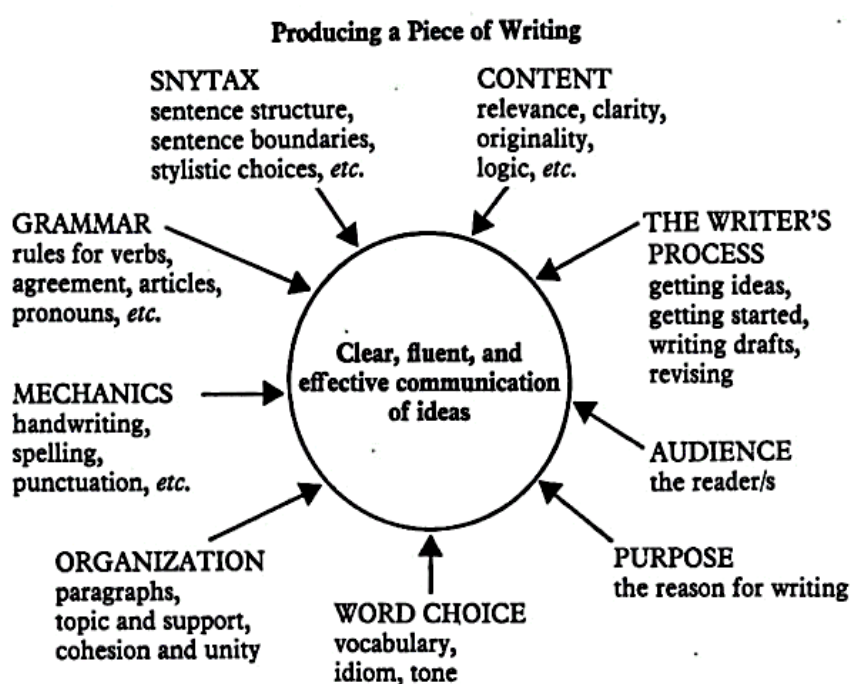
This chapter elaborates the literature reviews of the study and begins with the concept of writing and types of writing approach. The concept of teaching writing, process writing procedure, process writing procedure in teaching writing, the concept of a modified process writing procedure, students' writing anxiety, the types of students' writing anxiety, the levels of students' writing anxiety, and the causes of students' writing anxiety are also elucidated in this chapter. Theoretical assumptions and hypotheses are presented in the end of this chapter as well.

### **2.1. The Concept of Writing**

Producing a coherent, fluent, extended piece of writing is probably the most difficulty thing there is to do in language (Nunan, 1999: 271). Writing has a unique position in language teaching (Klimova, 2014) that is one of the important tools by which students actively change the passive knowledge and information in their minds into their own language (Hashemnezhad & Hashemnezhad, 2012). Writing is also one of productive skills which has to be learned by the students

consciously because most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. (Harmer, 2004: 3). Raimes (1983: 6) provides the picture about producing a piece of writing. There are several 'things' which must be concerned. Those are content, the writers' process, audience, purpose, word choice, organization, mechanics, grammar, and syntax.

**Figure 2.1** Producing a Piece of Writing



(Source: Raimes, 1983: 6)

Raimes (1983: 3) suggests that the fact that people have to communicate with each other in writing is not the only reason to put it as parts of the English syllabus. The other important reason, she adds, is that writing helps the students learn. Writing reinforces the grammatical structures, idioms and vocabulary that have to be taught by the teacher. When the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to

say. Also, when writing, the students necessarily become very involved with the new language. The effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning (*ibid*). Therefore, training students to write demands the care and attention of language teachers.

## **2.2. Types of Writing Approach**

There are at least three types of writing approach: product writing, process writing and creative writing. Product writing is one of the most practiced approaches in schools around the world (Palpanadan et al, 2014). This writing approach encourages students to produce an end product which may be likened to a model essay or the essay normally provided by teachers (*ibid*). Klimova (2014) states that the product writing usually involves the presentation of a model text, which is discussed and analyzed. The steps of product writing are: familiarization, controlled writing, guided writing, and free writing (Palpanadan, 2014).

Meanwhile, process writing is a finished paper as the result of the complex interaction of activities which include several stages of development (Williams, 2003: 106). Raimes (1983: 10) states that in the writing process, the students do not write on a given topic in a restricted time and hand in the composition for the teacher to ‘correct’ – which usually means to find the errors. Rather, she adds, they explore a topic through writing, showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new ideas. The steps of process writing are: being motivated to write; planning and outlining; making notes; making a first draft; revising, replanning, redrafting; editing and getting ready for publication (Hedge, 2005: 52).

The last but not least is creative writing. Creative writing is one area where the imagination has a chance to run free (Harmer, 2004: 40). Harmer (2004: 41) points out that the teachers concern with the tasks that provoke the students to go beyond the everyday, take some chances, and use the language to express more personal, complex thoughts and images.

In this research, process writing approach is chosen as the focus of the study. The consideration of choosing this approach is that by a modification and adjustment, this approach may help students reduce their writing anxiety.

### **2.3. The Concept of Teaching Writing**

Raimes (1983: 5) states that there is no answer to the questions of how to teach writing in ESL classes. Harmer (1998: 79) provides the reason why teachers teach writing. Harmer (1998) proposes four reasons to teach writing to students of English as a foreign language: reinforcement, language development, learning style, and writing as a skill. It seems to suggest that the teacher should provide the activities which involve those four things which are useful for the students to help them write a composition. The teacher should also teach or introduce the aspects of writing (content, organization, vocabulary, language use, and mechanics) to the students in order that they have good basic in writing.

In another book, Harmer (2004) also provides the teacher's tasks in teaching writing. Those are demonstrating; motivating and provoking; supporting; responding; and evaluating (p. 41-42). These activities may be very helpful for the students because of Sundem's (2006: 64) statement that one successful technique is to model the procedure; ask the students to share their writing; and finally



support the students as they attempt their writing on their own. Thus, the teacher is expected to be a good writer in order that she can model the procedure of writing in front of the students. She/he is also expected to provide an appropriate writing procedure which the students can follow and apply.

#### **2.4. Process Writing Procedure**

There are many ways to teach writing based on process writing approach. Harmer (2004: 4-6) suggests four main elements in writing process: planning, drafting, editing and final version. He states that these steps are not linear, but rather recursive. It means that the students plan, draft, revise and can go back to re-plan and re-draft. The probable weakness of this writing process is Harmer only provides the core of process writing approach in his steps. He elaborates several activities that the students may do in each step. Yet, he does not specify which activity is better than the others.

In 2006, Sundem proposed more specific steps in writing process. There are six stages of writing process: prewriting; drafting; self-revising; peer/adult revising; editing; and publishing (p. 42). Here, the students are asked to create publishable product started by generating ideas; choosing and organizing these ideas; writing and revising their pieces; and formatting them for publication. However, motivation to write was not put by Sundem in his steps of writing. Motivating to write means leading the students to decide what they write and who they write for.

Hedge (2005: 51) has put motivation in her writing stages. She divides writing process into seven steps: being motivated to write; getting ideas together; planning and outlining; making notes; making a first draft; revising, replanning, redrafting; editing and getting ready for publication. She suggests that the

teacher's roles is to provide an environment in which students will learn about writing, see models of good writing, get plenty of practice in writing, and receive help during the writing process (Hedge, 2005: 55). In other words, the teacher should set up classroom writing activities which are able to encourage students to go through a process of planning, organizing, composing, and revising.

## **2.5. Process Writing Procedure in Teaching Writing**

Some previous studies have been conducted around the world dealing with process writing approach and its contribution in teaching writing. Bayat (2014) has investigated the effect of the process writing approach on writing success and anxiety. The participants in this study were first-year Turkish preschool teaching students. He employed a quasi-experimental design. As a result of the statistical analysis, the study has found that the process writing approach has a significant effect on writing success and anxiety. Based on this finding, he suggested that the use of process writing approach is recommended for written expression studies.

In the same year, Alodwan & Ibnian (2014) from Jordan have done a study aimed at investigating the effect of using the process approach to writing on developing university students' essay writing skills. The sample of the study consisted of 90 non-English major students classified into two classes, one served as an experimental group and the other one as control. The result of the study shows that the process approach to writing has positively affected the students' essay writing skills in EFL.

Furthermore, Faraj (2015) has investigated the effect of teacher's scaffolding with teaching writing process on improving students' writing skills. For this investigation, he employed 30 students all native speakers of Kurdish language in

the twenty-to-twenty-three-year age studying at English Language. They were only one experimental group. Pre-test and post-test were conducted for assessing how much students achieved from what had been taught. The result is that students' achievement in post-test compared to pre-test reveals significant improvement. Also, he concludes that scaffolding students' writings through writing process approach meets the students' needs in EFL writing, and then it has improved their writing skill.

## 2.6. The Concept of Modified Process Writing Procedure

As stated in the background, the modification of the Hedge's process writing stages lies on the first sub-step of pre-writing. 'Being guided to write' is put after 'being motivated to write'. This additional step is based on pre-research interview to some students who state that motivation is not enough for them to start writing. They said that they would be very happy and helpful if the teacher provided them writing guidance. Hence, the modified process writing procedure is as follows:

**Table 2.1** The Comparison of Hedge's Process Writing Stages and Modified Process Writing Procedure

The Core step of Process Writing	Hedge's process writing stages	Modified Process Writing Procedure
<b>Pre-Writing</b>	1. Being motivated to write	1. Being motivated to write
	2. Getting ideas together	2. <i>Being guided to write</i>
	3. Planning and outlining	3. Getting ideas together
	4. Making notes	4. Planning and outlining
<b>Drafting and Redrafting</b>		5. Making notes
	5. Making a first draft	6. Making a first draft
	6. Revising, replanning, redrafting	7. Revising, replanning, redrafting
<b>Editing</b>	7. Editing and getting ready for publication	8. Editing and getting ready for publication

The modified process writing procedure consists of eight steps as follows:

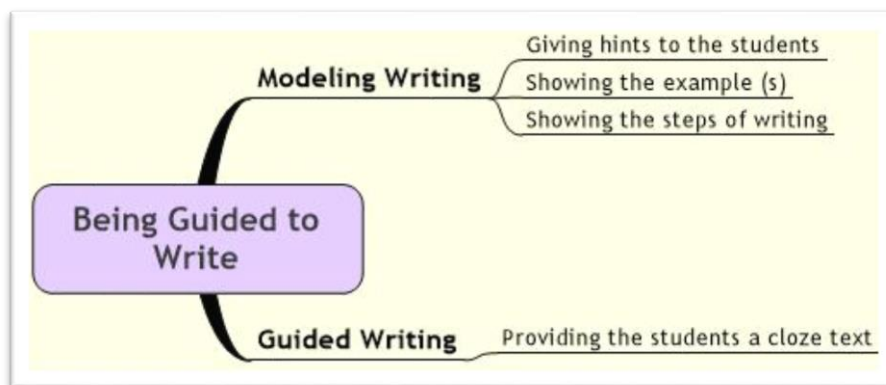
### 2.6.1 Being motivated to write

In motivating the students to write, the teacher plays the role as a motivator. Motivation is still needed by the students in writing in order that the students know what and who they are writing for. The students are guided to find out the function of writing for their real life and where and when they can use their writing.

### 2.6.2 Being guided to write

There are at least two activities in this step: modeling writing and guided writing. Modeling writing is conducted by the teacher whereas guided writing is done by the students. The activities which are done by the students and the teacher are shown in the following figure:

**Figure 2.2 Being Guided to Write**



The first activity is modeling writing. In modeling writing, the teacher's role as a guide is really required. As shown in the figure above, the first activity is giving hints to the students based on the purpose of writing. The teacher gives the

students some tips for writing, explain briefly about organization of the text which wants to write and illustrating the uses of certain vocabulary, phrases, and expressions related to the text. Afterwards, the teacher shows the example(s) of certain writing and guides the students to identify the organization of the text and the use of vocabulary, expressions, and phrases in the text. Then, the last is that the teacher shows how to write a certain kind of text in front of the students.

The last activity of this step is guided writing activity. Here, a cloze text is provided for the students to help them practice to write before drafting. This is not the individual activity. The students are provided the cloze text in the display then they are asked to fill in the blank together like playing the game.

### **2.6.3 Getting ideas together**

In this step, the teacher asks the students to work in pair and brainstorm about the ideas of writing. Their ideas should be different but they may give their pair suggestion to find out the other ideas. Here, the teacher acts as a facilitator.

### **2.6.4 Planning and outlining**

After each student gets their own idea of writing, they are guided to plan what they want to write by making an outline. They may use their own ideas or search for additional information in internet. Here, the teacher acts as a guide and a facilitator.

### **2.6.5 Making notes**

When the students search for additional information from reading text(s), they should make notes of what they need from the text. Not all information in the text

is needed. Hence, this activity is useful for students to filter the information they read. Here, the teacher plays the role as a facilitator.

### **2.6.6 Making a first draft**

Nothing is perfect for a first draft. This statement will motivate the students not to fear to write. A first draft is written based on the outline and notes planned in the previous steps. The important thing of this step is ensuring the students that writing is a process activity. There will be revising, replanning, and redrafting.

### **2.6.7 Revising, replanning, redrafting**

After the students finish their first draft, the next step is revising. The first reviser is their pair. This activity is called pair correction. The students will read and correct their pair's writing. Then, they give some suggestion (if any) to make the text better.

Based on the pair correction and suggestion, the students re-plan and redraft their writing. The draft will be their second draft. The second draft then is read and corrected by the second reviser, the teacher. This activity is called teacher correction. The teacher gives correction and suggestion based on the aspects of writing (grammar, vocabulary, mechanics, fluency, and relevance). The revision of this draft is the final draft of writing. Here, the teacher acts as a reviser

### **2.6.8 Editing and getting ready for publication**

Editing is the post-writing activity. The final draft is edited after being graded by the teacher. Here, the teacher acts as an editor. The last but not least is publication. The students are asked to sign up in an e-pal's website that is

www.penpalworld.com. The body of the letter written by them about their life is uploaded as their profile for their account. Then, they can start writing a letter for their new pal.

## **2.7. Students' Writing Anxiety**

Writing anxiety or apprehension is a serious problem faced by the most EFL/ESL learners because their writing in the mother tongue is different than writing in the foreign language (Huwari & Al-Shboul, 2016). Writing anxiety refers to a situation and subject specific individual differences associated with a person's tendencies to approach or avoid situation to potentially enquire writing accompanied by some amount of perceived evaluation (Kostic-Bobanovic, 2016). It encompasses a fear of the writing process that controls over the expected gain from the ability to write, which may eventually lead to relatively enduring predispositions to dislike, evade or fear writing (Tadesse, 2013).

Individuals with high apprehension/anxiety of writing would fear evaluation of their writing (Daly & Miller, 1975). They add that the individuals avoid writing when possible and when forced to write exhibit high level of anxiety. If most of the students have high level of writing anxiety, this condition may influence their writing learning process and their writing achievement. The teacher, as the responsible one in a class, should provide a writing technique to reduce the anxiety.

## **2.8. The Types of Students' Writing Anxiety**

Cheng (2004) has developed a questionnaire of writing anxiety and divided it into three types of writing anxiety: cognitive anxiety, somatic anxiety, and avoidance



behavior. Cognitive anxiety refers to the mental aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about others' perceptions (Cheng, 2004). Whereas somatic anxiety refers to one's perception of the physiological effects of the anxiety experience, as reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension (Cheng, 2004). Meanwhile, avoidance behavior deals with reflection in avoidance in writing.

## **2.9. The Level of Students' Writing Anxiety**

Rezaei & Jafari (2014) provide the rating scale to measure students' level of anxiety. They divide the level into three: high, moderate, and low. This level is based on SLWAI score which is ranged from 22 – 110. The students' level is categorized as high if a total score is above 65 points. If the total score is between 65 – 50, it indicates that the students' level is in moderate level. If the total of students' score is below 50, it means that the students' level is low.

## **2.10. The Cause of Students' Writing Anxiety**

The cause of students' writing anxiety is the term used by Rezaei and Jafari (2014) to define the students' anxiety in composing a writing product. Based on their research, there are some causes of students' writing anxiety such as fear of teacher's negative comment; fear of writing tests; insufficient writing practice; insufficient writing technique; problems with topic choice; linguistic difficulties; pressure for perfect work; high frequency of writing assignments; time pressure; and low self confidence in writing. Those categories of the causes are the basis of CSLWAI questionnaire.

### **2.11. Theoretical Assumption**

As stated by Nunan (1999: 271) that producing coherent, fluent, extended piece of writing is possibly the most difficult thing to do in language. It is also felt by Indonesian students who learn English as a foreign language. Based on pre-research interview, the students have difficulties in organizing and elaborating the ideas. They also tend to feel that they do not have necessary knowledge and experience of language that writing demand, which is stated by Brown & Hood (1993: 3) as one of major barriers to students' confidence. As the result, these problems may lead them to writing anxiety.

Huwari & Al Shboul (2016) state that students feel anxious in writing when teachers ask them to compose a text. Anxiety in writing can lead the students to be demotivated in writing which then may cause them to have negative attitudes towards writing (Huwari & Aziz, 2012). Kostic-Bobanovic (2016) also states that the complexity of writing as a task tends to heighten students' anxiety levels. Thus, to minimize the students' anxiety in writing, teachers should modify their teaching instruction as suggested by Huwari & Al Shboul (2016).

In this study, a modification was made towards Hedge's writing stages, which are based on a process writing approach. Bayat (2014) has investigated the effect of the process writing approach on writing success and anxiety. The result is that the process writing approach has a significant effect on writing success and anxiety. Then, he suggests that process approach can be applied to lower writing anxiety. It is also suggested that writing should be introduced and taught as a process (Abbas, 2016) in order to facilitate the students' long-learning process and writing

skill mastery, and also to build confidence and motivation (Puengpipattrakul, 2014).

The modification itself was based on pre-research interview which shows that Indonesian students do not only need motivation to write. In fact, they also need guidance to compose a good writing. Hence, 'being guided to write' activity, which is not clearly explained by Hedge, is considered being added after 'being motivated to write' as part of modified Hedge's writing stages. This additional step is inspired by Seow's (2002) statement, which states that teachers should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.

Based on the framework of the study above, it is assumed that a modified process writing procedure seems to be able to lower students writing anxiety and foster students achievement since this procedure provides the students guidance in pre-writing activity and allow students to revise, re-plan, and re-draft their writing.

## **2.12. Hypotheses of the study**

According to research questions proposed in this study, there are four hypotheses in this study. The first hypothesis deals with the first research question about the effectiveness of modified process writing procedures in lowering students' writing anxiety. The hypothesis is as follows.

- $H_0$  : A modified process writing procedure is not effective to lower students' writing anxiety.
- $H_1$  : A modified process writing procedure is effective to

lower students' writing anxiety.

Moreover, the second hypothesis deals with the second research question about the effectiveness of modified process writing procedures in fostering students' writing achievement. The hypothesis is as follows.

- $H_0$  : A modified process writing procedure is not effective to foster students' writing achievement.
- $H_1$  : A modified process writing procedure is effective to foster students' writing achievement.

The third hypothesis deals with the third research question about the causes of students' writing anxiety. The hypothesis is as follows:

- The possible causes of writing anxiety which are mostly perceived by the students can be fear of teacher's negative comment; fear of writing tests; insufficient writing practice; insufficient writing technique; problems with topic choice; linguistic difficulties; pressure for perfect work; high frequency of writing assignments; time pressure; and low self confidence in writing.

This chapter has elaborated the literature reviews of the study which consist of the concept of writing, types of writing approach, the concept of teaching writing, process writing procedure, process writing procedure in teaching writing, the concept of a modified process writing procedure, students' writing anxiety, the types of students' writing anxiety, the causes of students' writing anxiety,

theoretical assumptions and hypotheses. The next chapter will explain about the research method employed in this study.

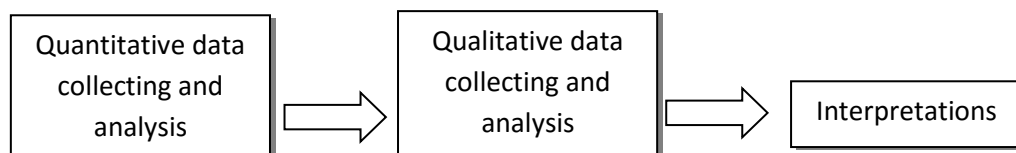
### III. RESEARCH METHODS

This chapter deals with the research methods used in modifying process writing procedures. They consist of research design, population and sample, research instruments, data collection, data analysis, data treatment, and hypothesis testing.

#### 3.1 Research Design

This study employed mixed-methods approach in form of explanatory sequential design. As stated by Creswell (2012: 542), the explanatory sequential design consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The design is as follows:

**Figure 3.1** Explanatory Sequential Design



*(Sources: Adapted from Creswell, 2012: 542)*

A quantitative approach employed in this study is pre-experimental design by means of one-group pretest-posttest design. The researcher only uses one experimental class so that the notation is as follows:

$$T_1 \times T_2$$

Note:

$T_1$  = Pretest

$T_2$  = Posttest

$X$  = Treatment (Modified Process Writing Procedure)

To follow up the results of the quantitative data, the researcher uses qualitative approach by means of interviews to support the quantitative results regarding student writing anxiety before, during, and after the treatment.

## **3.2 Population and Sample**

### **3.2.1 Population**

The population of this study was the eleventh-grade students of SMAN 02 Pringsewu. The eleventh graders were chosen with the assumption that their English writing skill is in intermediate level so that the process writing procedure could be applied for the student. Moreover, they were chosen since based on the curriculum, they have already studied most of tenses and grammar lesson.

Meanwhile, the school was chosen since based on the interview, the students' writing problem were found there and needed to be solved.



### **3.2.2 Samples**

The samples of the study were thirty of eleventh-grade students of SMAN 02 Pringsewu. There are nine classes of the eleventh graders and the sample was chosen randomly based on their classroom. The names of the samples was coded into numbers. It was done in order to ensure the privacy of research data as Creswell (2012: 23) suggests that names of the participants should be removed from all data collection forms and assign a number or letter to each form.

Meanwhile, the participants of the interview were chosen purposively as suggested by Creswell (2012: 206). The participants were chosen based on their writing anxiety level. It was planned to choose two students for each level of writing anxiety, which were low, moderate, and high. However, after conducting the pretest and analyzing the data, it was found that there was none of them who got low score of writing anxiety. Finally, six students from moderate and high level were chosen as the participants of the interview. The identity of them was also concealed and renamed.

## **3.3 Research Instruments**

In this study, the instruments which were used to collect the data are interview guides, questionnaires and writing test. The following subchapters provide the further explanation concerning the instruments.

### **3.3.1 Interview Guides**

Interview guides were used to gain the data regarding students' writing anxiety. The type of the interview was semi-structured interview in which a written list of questions as a guide is used, but the questions can be modified to get more information (Mackey & Gass, 2005: 173); and a-focus-group interview, which is

the process of collection data through interview with a group of people (Creswell, 2012: 218). The interview was held three times: before, during, and after the treatment towards six students. The interview before the treatment was used as data to answer the third research question while the interview during and after the treatment were used as clarification for the first and second research question. The guideline of interview is adapted from Demirel (2011) as follows:

**Table 3.1** The Guideline of Interview

Aspects of writing anxiety	Number of items		
	Before	During	After
The students' writing anxiety before, during, and after the treatment	1 2 4 6 8 10 11 14 16 18	20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 41	46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 66 70
Factors causing anxiety	3 5 9 12 15 19	40	65
Factors which helped them cope with their writing anxiety	7 13 17	42 43 44	67 68 69
Their suggestion for improving their writing		45	71

*(Source: Adapted from Demirel, 2011)*

### 3.3.2 Questionnaire

The questionnaires used in this study were second language writing anxiety inventory (SLWAI) developed by Cheng (2004) and causes of second language writing anxiety inventory (CSLWAI) developed by Rezaei & Jafari (2014). Those two questionnaires were employed to gain the data dealing with the students' writing anxiety. Those two instruments were translated into Bahasa Indonesia (see Appendix 7: 127 – 133)

SLWAI consists of 22 items, scored on a Five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The 22 items of the modified SLWAI are divided into three categories of anxiety, such as Cognitive Anxiety (1, 3, 7, 9, 14,

17, 20, 21), Somatic Anxiety (2, 6, 8, 11, 13, 15, 19), and Avoidance Behavior (4, 5, 10, 12, 16, 18, 22). For each item, respondents were required to respond with an answer: strongly agree (5), agree (4), uncertain (3), disagree (2), and strongly disagree (1). Yet, there were seven items which should be counted reversely (1 for strongly agree to 5 for strongly disagree). Those are the items number 1, 4, 7, 17, 18, 21, and 22. Thus, higher score shows higher level of writing anxiety (see Appendix 7: 127). The following is the table of specification of SLWAI adopted from Cheng (2004):

**Table 3.2** Table of Specification of SLWAI

Aspects of writing anxiety	Example	Number of items
Cognitive anxiety	“While writing English compositions, I feel worried and uneasy if I know they will be evaluated”	1 3 7 9 14 17 20 21
Somatic anxiety	“I feel my heart pounding when I write English compositions under time constraint”	2 6 8 11 13 15 19
Avoidance behavior	“I usually do my best to avoid writing English composition”	4 5 10 12 16 18 22

*(Source: Adopted from Cheng, 2004)*

Moreover, CSLWAI is 10-item questionnaire developed by Rezaei & Jafari (2014) on the basis of causes of writing anxiety (including fear of teacher's negative comment, fear of writing tests, insufficient writing practice, insufficient writing technique, problems with topic choice, linguistic difficulties, pressure for perfect work, high frequency of writing assignments, time pressure, and low self confidence in writing). One item was added (item number 2), which is about the fear of getting bad score, to complete the questionnaire. This questionnaire was also the root of conducting the interview (see Appendix 7: 133).

Meanwhile, the table of specification of CSLWAI is as follows:

**Table 3.3** Table of Specification of CSLWAI

Aspects of causes of writing anxiety	Example	Number of items
Fear of teacher's negative comment	"I worry about the negative comments and evaluation of the teacher"	1
Fear of getting bad score (additional)	"I worry about getting bad score from teacher."	2
Fear of writing tests	"I'm afraid of writing tests."	3
Insufficient writing practice	"I have lack of sufficient English writing practice which makes me feel anxious."	4
Insufficient writing technique	"I don't have a good command of English writing techniques which makes me feel anxious."	5
Problems with topic choice	"I don't know what to write on the topic given by the teacher so I feel upset."	6
Linguistic difficulties	"I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc."	7
Pressure for perfect work	"I'm under pressure to offer a perfect work which makes me upset."	8
High frequency of writing assignments	"I feel anxious due to high frequency of writing assignments"	9
Time pressure	"I feel worry when I have to write under time constraints."	10
Low self confidence in writing	"I have a low-confidence in English writing."	11

(Source: Adapted from Rezaei and Jafari, 2014)

### 3.3.3 Writing Test

Writing test was conducted before and after the treatment. This instrument was used to know the effectiveness of the modified process writing procedure. The topic was chosen based on the Curriculum of 2013, school syllabus, and teacher's suggestion, which is personal letter. The aspect of writing assessed are content, organization, vocabulary, language use, and mechanics.

In assessing the students' writing, impression method is used to get the reliable results of students' writing test as suggested by Heaton (1990: 147). Impression method refers to one or more markers/raters awarding a single mark based on the total impression of the composition as the whole (Heaton, 1990: 147). The

rater/marker is Muhammad Fadli S. Pd. He is a professional teacher in one of the best English course in Bandar Lampung. He has taught English, especially Grammar, since 2008. Now, he is continuing his master degree in Lampung University. The aspects of writing assessing from the students' writing was adapted from Heaton (1990: 146) as follows:

**Table 3.4** Rating Scales of Writing Assessment

Content (30)	Excellent to very good 30 – 27	Good to average 26 – 22	Fair to poor 21 – 17	Very poor 16 – 13
	Message is clear, precise, and shows insight. Letter includes all parts of a letter, also encourages a response from the reader.	Message is clear. Letter includes six parts of a letter	Message is mostly clear. Letter includes five parts of a letter,	Message is not focused. Ideas wander. The reader may have to infer at times.
Organization (20)	Excellent to very good 20 – 18	Good to average 17 – 14	Fair to poor 13 – 10	Very poor 9 – 7
	All ideas are expressed in clear and organized way. It is easy to figure out what the letter is about. The ideas are elaborated well	Most ideas are expressed in a pretty clear manner, but they could have elaborated better	Ideas are somewhat organized, but are not very clear. It takes more than one reading to figure out what the letter is about	The letter seems to be a collection of unrelated sentences. It is very difficult to figure out what the letter is about.
Vocabulary (20)	Excellent to very good 20 – 18	Good to average 17 – 14	Fair to poor 13 – 10	Very poor 9 – 7
	Letter is sophisticated range, uses effective words, phrases, and expressions.	Letter is adequate range, uses occasional errors of words, phrases, and expressions, meaning is not obscured.	Letter is limited range, uses frequent errors of words, phrases, and expressions.	Letter is like translation, little knowledge of English vocabulary.
Language use (25)	Excellent to very good 25 – 22	Good to average 21 – 19	Fair to poor 18 – 11	Very poor 10 – 5
	Sentence and paragraphs are complete, well-constructed and of varied structure.	Most sentences are complete and well-structures. Paragraphing is generally done.	Some sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences and paragraphing needs lots of work.
Mechanics (5)	Excellent to very good 5	Good to average 4	Fair to poor 3	Very poor 2

	Letter has excellent punctuation, spelling, and grammar with no more than 5% of errors	Letter has very good punctuation, spelling, and grammar with no more than 10% of errors	Punctuation, spelling, and grammar slightly distract the reader. There are no more than 15% of errors	Punctuation, spelling, and grammar significantly distract the reader. There are more than 15% errors.
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*(Source: Adapted from Heaton, 1990)*

### **3.4 Data Collection**

There are several steps in collecting the data. Those are conducting pre-research observation and interview, administering SLWAI questionnaire and CSLWAI questionnaire and conducting writing pre-test and post-test.

#### **3.4.1 Conducting Pre-Research Interview**

The interview was conducted in the early beginning of the research to clarify the students' problem. The data of the pre-research were interview transcriptions.

#### **3.4.2 Administering SLWAI Questionnaire and CSLWAI Questionnaire Before and After the Treatment**

SLWAI and CSLWAI questionnaire in this study refer to a students' self-report for investigating the students' writing anxiety and the causes of the students' writing anxiety. For SLWAI, it was held three times, before, during, and after the treatment, towards 30 students of XI graders as the samples (one class). Before filling the questionnaire, the students were given a brief explanation about the aims of the study and the direction of how to fill the questionnaire. They were also informed that this questionnaire would not affect their grades. The data of this step were questionnaire result scores.

Meanwhile, CSLWAI questionnaire was filled by the students before the treatment to know the causes of writing anxiety mostly felt by the students.

### **3.4.3 Conducting Writing Pretest and Posttest**

Writing pre-test was conducted before the treatment to know the students' writing ability before being given the treatment. After the treatment, the post-test was done to know the students' writing achievement. The data of this step were the scores of pretest and posttest.

### **3.4.4 Conducting the Interview Before, During and After the Treatment**

The type of interview conducted in this research was focus-group interview, which involve the participants based on their level of anxiety. Six students from moderate and high level were chosen as the participants of the interview. The interviews were conducted three times: before, during, and after the treatment. The data of this step were interview transcriptions.

## **3.5 Data Analysis**

There are three research questions which were answered by analyzing the gathered data. The gathered data were analyzed by using descriptive statistics (mean, maximum, minimum, standard deviation and variance) and paired sample t-test. Paired sample t-test was used to measure the difference between students' writing anxiety and achievement before and after the treatment. This study only used one experimental class without control class. Thus, paired sample t-test was employed.

### **3.6 Data Treatment**

There are several assumptions before using paired sample t-test. One of them is the populations being considered are normally distributed (Kranzler & Moursund, 1999: 96). The validity and reliability of the questionnaire were also measured as follows.

#### **3.6.1 Test of Normality**

As stated before that one of the requirements of using parametric statistics is the distributions of the data are roughly normal in shape. Thus, the normality of the data from the students' writing pretest, posttest and the questionnaires are tested by utilizing Kolmogorov-Smirnov formula in SPSS 17.0 computer software for Windows as suggested by Sudarmanto (2013: 123).

The guideline used to determine whether the data are normally distributed or not is suggested by Sudarmanto (2013: 123) as follows:

- If the value of Sig. in Kolmogorov-Smirnov column is higher than the value of alpha, which is  $>0.05$ , then the analyzed data will be normally distributed.
- If the value of Sig. in Kolmogorov-Smirnov column is smaller than the value of alpha, which is  $>0.05$ , then the analyzed data will not be normally distributed.

The hypotheses for students' pretest score of normal distribution are as follows:



- $H_0$  : Students' pretest scores were normally distributed
- $H_1$  : Students' pretest scores were not normally distributed

Having been analyzed by using SPSS 17.0, it was measured that the students' pretest score were normally distributed since the value of Sig. in Kolmogorov-Smirnov column is 0.178 (higher than 0.05) (see Appendix 10: 136).

Moreover, the normality of the students' posttest scores is also tested by providing the following hypotheses:

- $H_0$  : Students' posttest scores are normally distributed
- $H_1$  : Student' posttest scores are not normally distributed

The students' posttest scores were also normally distributed since the value of Sig. in Kolmogorov-Smirnov column is 0.200 (higher than 0.05) (see Appendix 10: 136).

Then, the normality of the students' SLWAI scores is also tested by providing the following hypotheses:

- $H_0$  : Students' SLWAI scores are normally distributed
- $H_1$  : Students' SLWAI scores are not normally distributed

Three groups of SLWAI scores (before, during, after the treatment) were normally distributed with the value of Sig. in Kolmogorov-Smirnov column were 0.200, 0.165, and 0.200 respectively (higher than 0.05) (see Appendix 10: 136).

### 3.6.2 Test of validity of the questionnaire

One of the criteria of a good instrument is that the instrument must be valid. In this study, SLWAI and CSLWAI questionnaires were the instruments used to gather the data dealing with students' writing anxiety. Thus, construct validity is used to measure the questionnaire validity.

### 3.6.3 Test of validity of the writing test

A good writing test should be arranged by following a series of procedures. One of them is testing the validity. Content and construct validity are considered to be the ways of measuring this test validity. These procedures were conducted during and after the process of arranging the test by consulting to the advisors.

The content validity was measured based on Core Competences and Basic Competences of Curriculum 2013 as follows:

**Table 3.5** The Content Validity of Writing Test

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural	3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya
	1.7 Menangkap makna teks surat pribadi.
	1.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<p>pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p> <p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan</p>	
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Moreover, the construct validity of the writing test was measured based on the theory of personal letter e.g. the format of the personal letter.

### **3.6.4 Test of reliability of the questionnaire**

In testing reliability, an internal consistency measure was employed. Internal consistency measures are procedures to determine whether all the items in a test are measuring the same thing (Ary et al, 2010: 643). Cohen et al (2007: 147-148) suggest that there are two main forms which are used to measure internal consistency of instrument, split-half techniques and alpha coefficient (Cronbach's alpha). In this study, Cronbach's alpha was used since it is the most common way to assess the reliability of self-reported items (Vanderstoep & Johnston, 2009: 63) and provides a correlation coefficient of each item with the sum of all the other items (Cohen et al, 2007: 148). Besides, Cronbach's alpha can be used for testing reliability when the variables are continuous, e.g. popular Likert scale (strongly agree to strongly disagree) (Creswell, 2012: 162). Thus, the questionnaire, which was considered as Likert scale questionnaire, could be tested by using Cronbach's alpha.

The formula for alpha is:

$$\alpha = \frac{nr_{ii}}{1 + (n - 1)r_{ii}}$$

(Cohen et al, 2007: 506)

Note:

n = the number of items in the questionnaire

$r_{ii}$  = the average of all the inter-item correlations.

Similar to the validity testing, SPSS 17.0 computer software was used to compute and analyze the reliability of the questionnaire. To determine the reliability of the questionnaire, Cohen et al (2007: 506) provide the following guideline.

**Table 3.6** The Guideline for Describing Alpha Value

alpha value	Descriptions
> 0.90	very highly reliable
0.80-0.90	highly reliable
0.70-0.79	reliable
0.60-0.69	marginally/minimally reliable
< 0.60	unacceptably low reliability

(Source: Cohen et al, 2007: 506)

Having been tested by using SPSS 17.0, the alpha value of SLWAI questionnaire is 0.811 while the alpha value of CSLWAI questionnaire is 0.815 (see Appendix 10: 136). Thus, it can be concluded that the questionnaire was highly reliable and ready to use.

### 3.6.5 Test of reliability of writing test

In testing the reliability of the writing test, inter-rater reliability were used as suggested by Vanderstoep & Johnston (2009: 65). A measure has high inter-rater

reliability if two people who are observing a behavior agree on the nature of that behavior (ibid). Thus, Pearson Product Moment Correlation was applied to measure the correlation between the pretest and posttest score given by Rater 1 and Rater 2. The results are as follow:

**Table 3.7** The Correlation between Pretest Score Given by Rater 1 and Rater 2

		Rater 1	Rater 2
Rater 1 (pretest)	Pearson Correlation	1	.929**
	Sig. (2-tailed)		.000
	N	30	30
Rater 2 (pretest)	Pearson Correlation	.929**	1
	Sig. (2-tailed)	.000	
	N	30	30

**Table 3.8** The Correlation between Posttest Score Given by Rater 1 and Rater 2

		Rater 1	Rater 2
Rater 1 (posttest)	Pearson Correlation	1	.927**
	Sig. (2-tailed)		.000
	N	30	30
Rater 2 (posttest)	Pearson Correlation	.927**	1
	Sig. (2-tailed)	.000	
	N	30	30

From the tables above, the reliability of the writing test is considered high since the correlation score is very high.

### 3.7 Hypothesis Testing

There are three kinds of hypotheses in this study, but only two of them which are tested in this step. Those are the hypotheses to examine the effectiveness of modified process writing procedures in lowering students' writing anxiety and the effectiveness of modified process writing procedure in fostering students' writing achievement. The following is the first hypothesis:

- $H_0$  : A modified process writing procedure is not effective to lower students' writing anxiety.

- $H_1$  : A modified process writing procedure is effective to lower students' writing anxiety.

Moreover, the second hypothesis deals with the second research question about the effectiveness of modified process writing procedures in fostering students' writing achievement. The hypothesis is as follows.

- $H_0$  : A modified process writing procedure is not effective to foster students' writing achievement.
- $H_1$  : A modified process writing procedure is effective to foster students' writing achievement.

After finding the  $t_{obt}$  and  $t_{critical}$  for df (29) at significant level of  $p < 0.05$ , hypothesis testing was conducted to determine whether the difference is significant or not.

- If the value of  $t_{obt} > t_{critical}$ , then  $H_0$  is rejected,  $H_1$  is accepted.
- If the value of  $t_{obt} < t_{critical}$ , then  $H_0$  is accepted,  $H_1$  is rejected.

This chapter has discussed the research methods used in modifying process writing procedures. They consist of research design, sources of the data, population and sample, research instruments, data collection, data analysis, data treatment, and hypothesis testing. The next chapter will discuss the findings and discussion of the study.

## **V. CONCLUSIONS AND SUGGESTIONS**

Chapter five comprises the conclusions and the suggestions derived from the results and discussion. The conclusions are organized based on the results and discussion. Moreover, the suggestions of the study contain the advices for the teacher and researcher, also the weaknesses of the study which need further research.

### **5.1 Conclusions**

The main goals of this study are to figure out the effectiveness of Modified Process Writing Procedure in lowering students' writing anxiety; to examine the effectiveness of Modified Process Writing Procedure in fostering students' writing achievement; and to find out the causes of writing anxiety mostly felt by the students. The findings about effectiveness of Modified Process Writing Procedure to lower students' writing anxiety and to foster students' writing achievement can be used to strengthen the previous studies about process writing approach. Moreover, the finding about the causes of writing anxiety mostly felt by the students can be used by the teacher to plan and arrange the teaching writing process as a

reference to lower students' writing anxiety and improve students' writing achievement.

There are some points which can be concluded from this study as follows:

1. Based on the results and previous studies, process writing approach is effective to lower students' writing anxiety, especially for Asian students who learn English as foreign language. The writing proses can also be modified by adding one useful step needed by the students. The additional step, which is 'being guided to write', can be implemented in the classroom activity to lower students' writing anxiety. It is because their knowledge about writing increased along the treatment. In 'being guided to write' stage, the students were given hints to write. They were also provided model of writing, in which the teacher modeled how to make the outline of the letter, the draft of the letter, and the reply of the letter. By giving the students the guide and the model of writing, the students think that writing can be learnt and can be done by them.
2. The process writing approach is also effective to foster students' writing achievement in some countries in Asia. Modified Process Writing Procedure implemented in the classroom can help students generate and elaborate the ideas of writing better than before. Additional step, which is being guided to write, gives a space for the teacher to motivate and guide the students to start writing. By knowing what to write and who they write for, the students are easier to write down their ideas in outline and elaborate them in the first draft.



3. The first three causes mostly felt by the students (linguistic difficulties, low self-confident and insufficient writing practice) in Indonesia are also felt by the students who learn English as second and foreign language in Asia. The students lacked self-confidence in writing because they rarely wrote something in English. They did not get used to practicing it. Hence, it made them have difficulties in linguistics such as inadequate mastery of vocabulary, simple sentence structures, and grammatical errors. Here, the teacher's roles as learning guide and facilitator are very crucial.

## **5.2 Suggestions**

Based on the results and discussion, Modified Process Writing Procedure can be implemented to teach writing at school effectively. However, there are some weaknesses needed to overcome for next research or implementation. Some suggestions are delivered to teachers and researchers.

1. For the teachers, it is suggested to implement Modified Process Writing Procedure along with the teaching of grammar and mechanics in order that the students can produce better writing.
2. For the researchers, it is recommended for them to conduct further research dealing with the modification of process writing approach in other countries whose the students learn English either as second or foreign language. A training combination between Modified Process Writing Procedure and a particular learning strategy is possible to do considering that those two methods are needed by the students.

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