

ABSTRACT

COMPARISON OF WRITING ACHIEVEMENT BETWEEN THE STUDENTS TAUGHT THROUGH THE PROCESS APPROACH GUIDED QUESTIONS AND THOSE THROUGH PRODUCT APPROACH GUIDED QUESTIONS

By

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The study aimed to determine i) the difference in writing achievement between the students taught through the Process Approach Guided Questions and those through Product Approach Guided Questions, ii) the students' perceptions of the implementation of Product Approach Guided Questions and Process Approach Guided Questions.

The research subjects were the first-grade students of SMAS Kartikatama Metro. The sample was 13 students of X IPA and 16 students of X IPS. The study was Pretest Posttest Control Group Design. Writing tests and questionnaires were used to collect the data. The data were analyzed using Independent Sample T-test through SPSS for the writing test and Lickert Scale based on the questionnaires.

The result showed a statistically significant difference in writing achievement between the students taught through Process Approach Guided Questions and Product Approach Guided Questions. The students in both control and experimental classes also had good perceptions of both Product Approach Guided Questions and Process Approach Guided Questions. All of the students agreed to implement the strategies. It suggests that both strategies could facilitate students to improve their writing achievement through Process Approach Guided Questions better than Product Approach Guided Questions.

Keywords: *guided questions, process approach, product approach, writing.*