

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

**(A Thesis)**

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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LAMPUNG UNIVERSITY**

**2022**

## **ABSTRACT**

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

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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.*

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**Submitted in a Partial Fulfillment of  
The Requirements for S-2 Degree**



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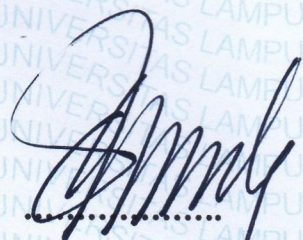
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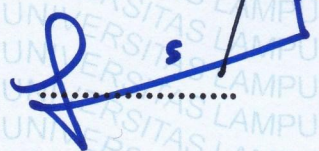
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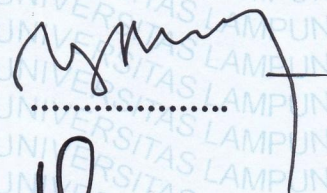
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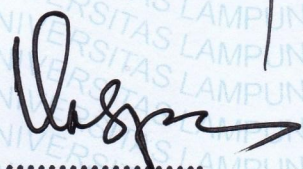
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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## **CURRICULUM VITAE**

Erin Cahya Fadillia was born on September 15<sup>th</sup>, 1997 in Metro, Lampung. She is the only child in the family of Syahmin Marga and Siti Asiyah.

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## **DEDICATION**

The writer dedicates this work to:

1. Her beloved parents – Syahmin Marga and Siti Asiyah
2. Her Almamater – University of Lampung
3. Her friends in Master in English Education Study Program
4. English Teachers

**MOTTO**

*Do your best and Allah will do the rest.*

*-ei-*



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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions, are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers, and to those who want to conduct further research.

Bandar Lampung, Juni 2022

The Writer

Erin Cahya Fadillia



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## **I. INTRODUCTION**

This chapter describes the introduction of the research, which deals with several points such as the background of the problem, research questions, objectives of the study, uses of the research, scope of the investigation, and definition of terms.

### **1.1 Background of the Problem**

Writing is regarded as one of the essential skills students need to master. Tiwari (2005) defined writing as a process of transferring thoughts into written words. It is in line with Raimes (1983) that, theoretically, writing skills requires the students to be able to express their idea, feeling, and thought, which are arranged in words, sentences, and text using their eyes, brain, and hand. It might be challenging to organize and generate thoughts and turn these ideas into legible text. In the context of education, writing becomes an essential skill for students because it is a part of four prominent skills that students need to master. However, it is not easy to master this skill. Richards and Renandya (2002) declared that writing is the most challenging skill for second or foreign language learners to master. The difficulty becomes more noticeable if their language proficiency is weak.

Writing is not an easy skill to master. The following reasons also support it. Firstly, the writing skill is placed in the last part after three skills: listening, speaking, and reading. Secondly, writing is essential for students' communication in their daily lives, such as writing short messages, letters, or stories. Although the students are familiar with writing, it has many important points that make writing not easy as it is assumed. Therefore, writing is needed.

Moreover, most students find difficulties in stating their ideas. Richard and Renandya (2002) state that the difficulty lies in generating and organizing ideas but also in translating these ideas into readable text. Thus, the students must

consider planning and arranging steps and spelling, punctuation, and word choices.

Concerning the above statement, the students have a low capability of writing in English, as several previous studies support. Mohammed and Sadoon (2020) found that the difficulty of writing is not only the facets of generating and organizing ideas but also in translating those ideas into readable text. It is related to Flora, Cahyadi, and Sukirlan (2020). They argue that the students still have problems expressing their ideas in English. Furthermore, Suryani, Millatina, Fidyati, and Rahmi (2020) also found that students find it difficult for them to express their ideas on paper. In conformity with Firdani and Fitriani (2017), the students do not know what they have to write. Although they have written several lines, they mostly find it difficult to continue their writing. This is due to the students' inability to express their ideas in written form.

In order to address the problem highlighted above, there are approaches to teaching writing. Brown (2001) simplifies the teaching writing approaches into product and process approaches. The product and process approaches are considered practical approaches to encouraging students to enhance their writing achievement. The product Approach requires the students to know the text they will write. This approach allows the students to learn from the model. Those activities help the students understand first to produce the text. According to Steele (2004), the Product Approach has four main stages: model text, controlled practice, organizing ideas, and final product. Saeidi and Sahebkhair (2011) argue that models can lead students to be aware of various aspects of writing, such as style, vocabulary, organization, and structure. Showing the models might help students get more explicit instruction on the product writing they will produce. Palpanadan, Salam, and Ismail (2015) reported that the product approach is helpful for language teachers in introducing various types of writing. The study also found that model writing can be very effective if applying different techniques accompanies it. The approach will help to achieve the best outcomes in developing students' writing skills.

Besides, Alodwan and Ibnian (2014) also believe that the process approach to writing could enable teachers to focus on the various parts of the writing and give better chances for students to experiment with their language. In addition, such orientation could help students to develop confidence and establish fluency before they are concerned with finished writing. Furthermore, Wirawati, Ratminingsih, and Tantra (2013) also found a significant difference in students' competency in writing different texts taught using the process approach and product approach. Both approaches can give some benefits to students in their writing competency.

Steele (2004) compares the Product Approach and Process Approach. The product approach reflects a traditional, teacher-centered approach that focuses on what to write. Shortly, Zhou (2015) states that it is a one-way communication channel between the teacher and the students: Throughout the four stages, students write individually, and the teacher reviews individually. Moreover, Thanh (2017) states that the product approach is less time-consuming. While the process approach is student-centered, it sees writing as a recursive process of planning, drafting, and revising that overlaps and intertwines. Students can freely discuss topics with peers or in groups, share ideas, communicate with classmates and the teacher, and receive feedback from the teacher during the writing process. Zhou (2015) stated that students, even those who are not good at writing, can learn to write.

However, the product approach has weaknesses in process skills, such as text planning given a relatively minor role, and learners' knowledge and skills are disregarded in the classroom. The product approach's strengths include recognizing the need for learners to be provided with linguistic knowledge about texts and understanding that imitation is one of the learning processes. While the process approaches weaknesses, they frequently regard all writing as being produced by the same set of processes; they put insufficient focus on the types of texts that writers produce and why such texts are produced; they provide insufficient input, particularly in terms of linguistic knowledge, to learners in order for them to write successfully. The main benefits of the process approach are that they recognize the value of writing abilities and appreciate that what



students bring to the writing classroom contributes to the development of writing ability (Badger and White, 2000).

About the above statements, the researcher assumed that Product Approach Guided Questions facilitate the students in writing. According to Steele (2004), the Product Approach has four main stages: model text, controlled practice, organizing ideas, and final product. In addition, Saeidi and Sahebkhair (2011) argue that students can learn how to recognize different aspects of writing from models. Showing the model might help students get more explicit instruction on the product writing they will produce. Therefore, Guided Questions can help the students start writing by answering the questions as the model to make a writing product. According to Axelrod and Cooper (1985), there are steps of Guided Questions, such as; thinking about the subject, answering each question briefly, and writing the response quickly without much planning. In conclusion, the Guided Questions steps consider the writing product produced by the students by answering the questions as the starting point for students in generating ideas.

However, the researcher assumed that writing needs a process. In conformity with Harmer (2004), we also need to concentrate on the writing process because the students have a chance to plan and modify what will finally appear as the finished draft. Then, it is called the writing process, with its recursiveness and multiple drafting. The researcher proposed a process approach to give the students a chance to revise and draft through the writing process. Hyland (2003) argues that the students are given enough time to go through the writing process and appropriate teacher feedback. Feedback from the teacher will help the students who have difficulties interpreting the questions so that students can write better-finished drafts. Furthermore, Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003) stated that the Process Approach emphasizes five main elements; prewriting, planning, drafting, editing (reflecting, peer/tutor review (and feedback) and revising), and final version.

Therefore, the researcher intends to use Guided Questions with a Product and Process Approach in teaching writing. Several studies proved the effectiveness of Guided Questions in teaching EFL students. Pertiwi and Kareviati (2021) believed that Guided Questions techniques facilitate students to develop ideas and give another point of view in writing. Furthermore, Hariyanto (2018) argues that the Guided Questions technique has a significant influence on students' procedure text writing ability. Husin, Meliyanti, and Sutapa (2014) also found that the Guided Questions technique successfully helps the students in generating their ideas for writing.

There is another factor besides teaching strategies, approaches, and techniques that the teacher uses in teaching writing; perceptions are believed to be essential in assuring the teaching-learning process's efficacy. Kreitner and Angelo (2010) define perceptions as a cognitive process that enables us to interpret and understand our surroundings. Students' perception is an essential element in the teaching-learning process because it might influence their choice of the technique or approach used in learning writing. So, the students' perceptions can be harmful, positive, or highly optimistic. When the students' perception is positive, they will have a good interest in joining and being concerned with the teaching-learning process. A positive perception will give the teachers effective feedback to improve students' writing. However, if the perception is negative, the teaching-learning process and the teachers' feedback will be disturbed, and their writing cannot be improved.

Thus, teaching writing through the Product Approach is an excellent choice to help the students get ideas by using questions as the model for producing the writing product. While the students also need a Process Approach to give them a chance to revise and draft their writing before it becomes a finished draft. The researcher wants to see the comparison between Product Approach Guided Questions and Process Approach Guided Questions. No previous research inserts Guided Questions into the Process Approach and Product Approach. Therefore, the researcher wants to find out the difference in writing achievement between the

students taught through Product Approach Guided Questions and those through Process Approach Guided Question.

### **1.2 Research Questions**

Based on the explanation above, the researcher formulated the research questions as follows:

1. Is there any significant difference in writing achievement between the students taught through Product Approach Guided Questions and those through Process Approach Guided Questions?
2. What are the students' perceptions of the implementation of Product Approach Guided Questions and Process Approach Guided Questions?

### **1.3 Objectives of the Research**

By relating to the formulation of the problems, the objectives of the research are as follows:

1. To find out the difference in writing achievement between the students taught through Product Approach Guided Questions and those through Process Approach Guided Questions.
2. To determine the students' perceptions of implementing Product Approach Guided Questions and Process Approach Guided Questions.

### **1.4 Uses of the Research**

The uses of the research are as follows:

1. Theoretically  
This research is to determine the enhancement of the students' writing achievement between the students taught through Product Approach Guided Questions and those through Process Approach Guided Questions.
2. Practically
  - a. Information for those who want to use an appropriate technique and approach to enhance the students' writing narrative text.
  - b. To be a reference for the following researchers who will research Product Approach Guided Questions and Process Approach Guided Questions.

### **1.5 Scope of the Research**

This research focuses on finding out the difference between students' writing narrative text after being taught by using Product Approach Guided Questions and Process Approach Guided Questions, finding out the aspects of students' writing enhanced the most after being taught by using Product Approach Guided Questions and Process Approach Guided Questions, and also the students' perceptions after being introduced by using Product Approach Guided Questions and Process Approach Guided Questions. The first-grade students of Senior High School were the participants of this study.

### **1.6 Definition of Terms**

Some terms are defined to give a basic understanding of the related variables and concepts. These are stated below:

1. Writing is an activity that students do to express their ideas by forming visible letters into meaningful words on a piece of paper or other media using correct grammatical rules in English.
2. Guided Questions is a technique in which the students are guided in expressing their idea to write, and the teacher gives them questions related to the topic.
3. A product Approach is an approach to teaching that gives a model to make the writing product.
4. The Process Approach is an approach to teaching that focuses on the process of writing to make a good product.
5. A narrative text is a text which tells a story. It can be based on an imaginary or real incident, such as the students' experiences through a short essay.
6. Perception is people's opinion about something they think is true. It refers to someone's sense or view of a particular object.

The terms are discussed in detail in the following chapter.



## **II. LITERATURE REVIEW**

This chapter discusses the theories concerning writing, teaching writing, narrative text, approaches to teaching writing, process approach, guided questions, modified guided questions technique, perception, theoretical assumption, and hypotheses.

### **2.1 Writing**

Writing is a tool for communication in written form. Through writing, people can express their ideas, feeling, and expressions or share something with others in written form. According to Wyrick (2011), writing is a productive skill and a creative act in expressing ideas. Writing also can help the students to explore their thoughts and feelings. Then, Byrne (1995) stated that writing is the process of transforming thoughts into language or written form.

Furthermore, Harmer (2004) stated that writing is a way of expressing ideas and generating language. Through writing, people need to recall what in their memory is about and what they are going to write. Moreover, writing can be defined as a discovery process, Langan (2006). It is also a process of organizing ideas, putting them on paper, and reshaping and revising them. It means that after writers organize their idea, they construct them in written form. In order to do understandable writing, the writer should re-read and revise it so the reader can understand the information of the text.

According to Jacobs, Holly, Stephen, Zinggraf, Deanne, Wormuth, Faye, Jane, and Hughey (1981), good writing needs to meet five aspects:

#### **a. Content**

Content is the ability to think creatively and develop thoughts. Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups

of related statements that a writer presents as a unit in developing a subject. This term is related to the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis. Unity can be identified by seeing the topic sentence and the main idea. Each sentence does not relate to the idea and should be omitted. In addition, Hosseinpour (2014) states that content include knowledge of the subject, thesis development, topic coverage, relevance of details, substance, and quality of details writing.

b. Organization

The organization is to write appropriately. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas. While smooth flow refers to how well one idea or sentence leads to another. Organization concerns fluency of expression, clarity in the statement of ideas, support, and organization of ideas, sequencing, and development of ideas (Hosseinpour, 2014). The organization is concerned with the composition of the structure and flow of ideas – within and between – paragraphs (Quellmalz and Burry, 1983).

c. Vocabulary

Vocabulary is the ability to use words or idioms. Vocabulary refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as possible. As a general rule, clarity should be the primary objective. The selection of words that express the meaning correctly is considered much. Furthermore, Hosseinpour (2014) says that vocabulary concerns range, the accuracy of word or idiom choice, mastery of word forms, appropriateness of register, and effectiveness in the transmission of meaning.

d. Language use

Language use is the ability to write appropriate structure. Language use refers to correct grammatical and syntactic patterns or separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraphs. Grammar focuses on proper sentence structures

and constructions; accuracy and correctness in using agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseipour, 2014).

e. Mechanic

The mechanic is the ability to use punctuation, capitalization, spelling, and layout correctly. Mechanic refers to the use of graphic conventions of the language. For instance, the steps of arranging letters (spelling), punctuation, hyphenation, capitalization, and paragraph indentation (Hosseipour, 2014).

There are some types of writing text. Derewianka (1990) defines a text as a meaningful stretch of language, oral or written. Below are the types of writing text included in the syllabus.

2.1.1. Types of Writing Text

a. Descriptive Text

The descriptive text describes a particular person, thing, or place. It mentions a specific person, place, or thing by mentioning its characteristics, parts, quantities, or qualities.

b. Recount Text

Recount text retells events that have already happened in time order. It begins with background information about when and where to describe the series of events in time order.

c. Procedure Text

Procedure text gives instructions on how to make or do something. It begins with a statement of goal (which could be the title), a list of materials needed, and a series of steps (instructions) in order.

d. Narrative Text

Narrative text tells a story using a series of events. The scene or the event is set in a time and place that characters are introduced. It usually has a problem that is addressed and may contain a message.

From the explanation above, it can be concluded that some types of writing are based on the syllabus. This research taught writing narrative text because the text was suitable for the syllabus of the sample in this research.

### 2.1.2. Narrative Text

#### a. The Definition of Narrative Text

According to Ayres (2008), narrative texts are a form of discourse fixed by writing. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing; for example, characters tell the history of something based on the development of writing from time to time. From these opinions, it can be said that a narrative text is usually a product of writing developed and tied together to become a story that happened at a particular time in the past.

The narrative text has the purpose of entertaining the reader. Anderson & Anderson (1997) explain that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Gibbon (2002) also says that narratives, like all text types, have a purpose which may be to entertain or perhaps to teach (as fables do). It becomes why narrative has a social function in entertaining, amusing, and dealing with actual or various experiences differently.

There are many kinds of narrative text: legends, fables, fairy stories, ballads, and personal experiences. Neo in Suryani, Millatina, Fidyati, and Rahmi (2020) mentions that there are many different types of narrative text, including humor, mystery, romance, fantasy, crime, science fiction, diary, novels, speculative fiction, and adventure.

#### b. Language Feature

The language features of narrative text are:

1. A narrative text usually uses past tense.
2. The verbs used in a narrative are behavioral processes and verbal processes. Behavioral processes: do, make, sing, sit, sleep. Verbal processes: say, remark, insist, ask.



3. The use of a noun phrase, which is a noun followed by an adjective, for example, 40 cruel thieves, a beautiful princess, and a kind person.

### c. Generic Structure of Narrative Text

According to Derewianka (1990: 32), the steps for constructing a narrative are:

1. Orientation, in which the writer tells the audience who the characters in the story are, where the story is taking place, and when the action is happening.
2. Complication, where the story is pushed along by a series of events, during which we usually expect some sort of Complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This Complication will involve the main character(s) and often serves to (temporally) toward them for reaching their goal. Narratives mirror our life's complications and tend to reassure us that they are resolvable.
3. Resolution  
In a "satisfying "narrative, a resolution of the Complication is brought about. The Complication may be resolved for better or for worse. However, it is rarely left completely unresolved (although this is, of course, possible in certain types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are:

1. Orientation is the opening story about the characters, the setting of time, and the setting of the place.
2. Complication contains events that stimulate the reader to guess what will happen in the story.
3. The sequence of events where the characters react to the Complication.
4. The resolution, where the characters finally solve the problem in the Complication.
5. Coda contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Coffman and Reed (2010: 1) state that narratives have been described as having several standard components, including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution, or story ends.

Based on the statements above, it can be concluded that the generic structures of narrative texts are:

1. The orientation introduces the main characters and possibly some minor characters. Some indication is generally given of where the action is and when an action happened.
2. Complication where the writer tells how the problem arises, sometimes something unexpected will happen.
3. The resolution is an optional closure of an event. The Complaint may be resolved for better or worse, but it is rarely left entirely unresolved. The writer can conclude that resolution is the end of a story.

An example of narrative text can be seen as follow:

### **Snow White**

Once upon a time, there lived a little named Snow White. She lived with her aunt and uncle because her parents had died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America, and they did not have enough money to take Snow White with them.

Snow White did not want her uncle and aunt to do this. So she decided to run away. The following day she ran away from home when her aunt and uncle were having breakfast; she ran away into the woods.

In the woods, she felt exhausted and hungry. Then she saw this cottage. She knocked, but no one answered, so she went inside and fell asleep.

Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White awakened. She saw the dwarfs. The dwarfs said, "What is your name?". Snow White said, "My name is Snow White ." One of the dwarfs said, "If you wish, you may live here with us ." Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

The generic structure analyses of the text above are 1). Orientation; introducing specific participants; Snow White. 2). Complication; revealing a series of crises: Snow White's aunt and uncle would leave her in a castle, Snow White ran away, and Snow White felt hungry in the woods. 3). resolution; the crisis is resolved: the dwarfs permitted Snow White to live in their cottage happily.

d. The elements of Analyze the Story (Axelrod and Cooper, 1985) such as:

1. Character

In narrative text, the writer tells the audience the story's characters. It means that the character in narrative text is one of the elements that can be analyzed in a story.

2. Setting

The opening story of the narrative text also tells about the setting time and setting of the place. Therefore, the setting can be analyzed in the story, and it is related to the narrative text.

3. Plot structure

A series of events push along the narrative text. It contains story events, which stimulate the reader to guess what will happen in the story. So, the writer can analyze the plot that contains the series of events in the story.

4. Point of view

The narrative text is written from some point of view; first person, second person, and third person. It means that the writer can analyze the point of view of the narrative text.

5. Theme

The narrative text deals with legends, fables, fairy stories, ballads, and personal experiences. So, by seeing the theme, the writer can analyze the narrative text.

## **2.2 Teaching Writing through Product Approach Guided Questions**

Teaching writing is teaching the students how to share ideas in written form. Harmer (2004) said that students need to learn and practice the art of putting words together in well-formed sentences, paragraphs, and text. He also stated four stages of writing; there are planning, drafting, editing, and final version. It can be concluded that the writing process is one of the necessary parts to be done by the writer. Therefore, to do good writing, the students need to apply the stages of writing stated above.

In addition, there are many approaches to teaching writing. Raimes (1983) describes a variety of approaches to teaching writing. They are the controlled-to-free writing approach, the free writing approach, the paragraph-pattern approach, the grammar-syntax-organization approach, the communicative approach, and the process approach. Supporting this idea, Brown (2001: 335) simplifies the teaching writing approaches into product and process approaches.

A product approach is an approach that suggests students imitate the writing model given by teachers (Gabrielatos, 2002). The teachers give the model of writing text to the students, and the students have to imitate based on the model given. Therefore, the product of writing should be the same as the model. In addition, Brown (2001: 335) explains that writing should follow the English standard style and have grammatical accuracy and good organization.

This is an approach to writing that focuses on palpable aspects of writing, which can be examined by viewing writing as textual products. Its prime concern is for the material form, while its interest is in the linguistic or rhetorical resources writers use to produce texts. Harmer (2005) states that a product approach is an approach that concentrates on the end of the product. Most teachers use this approach in teaching writing. In this approach, the students focus on what their final writing should look like. They must compose their writing perfectly because the teacher will assess their final writing.

Steele (2004) stated four stages in the product approach; First, the model text is studied by the students by highlighting the genres' features. This activity helps the students to consider the conversations and style of several types of writing. The second is controlled practice. In this step, the students practice the essential generic features they identify with, feeling confident in producing their texts. Then, it is about organizing ideas. In the final step, students create the final product individually using the skills, structures, and vocabulary they have acquired.

In addition, according to Axelrod and Cooper (1985), there are steps in using questions for invention; think about your subject; in other words, anything you want to write about. Start with the first question, move right through the list and try to answer each question at least briefly with a word or phrase. Last, write your responses quickly, without much planning.

Product Approach Guided Questions focus on the finished product. Harmer (2007), when focusing on the product, teachers are only concerned with the tasks' goal and the result. Therefore, the researcher follows steps according to Axelrod and Cooper (1985); here are the steps in using questions:

1. Think about your subject (event, person, problem, project, idea, or issue), in other words, anything you want to write about. (Inserting adapted Guided questions in oral form by Gibson (2008) as the brainstorming).
2. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase. (Inserting questions list adapted from Axelrod and Cooper (1985) as the Guided Questions).
3. Write your responses quickly, without much planning.

So, Product Approach Guided Questions can help the students to explore their ideas in writing by answering the questions provided by the teacher.

### 2.3 Teaching Writing through Process Approach Guided Questions

In English as Foreign Language (EFL) classroom, process writing has dominated teaching writing. Process writing approaches involve some steps of activities. Several authors are dealing with this approach. Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003: 33-34) explain that the writing process includes five different stages. They are prewriting, planning, drafting, editing (reflecting, peer or tutor reviewing (feedback from others), revising), and final version. The following diagram shows the stages of the process writing approach.

In line with this, Brown (2001: 337) stated that writing always involves prewriting, drafting, revising, and editing. Johnson (2008:179) also cites the five-step writing process. They are prewriting, drafting, revising, editing, and publishing.

Further, Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003) explain the stages of process writing.

1. Prewriting is generating ideas, understanding the ideas of others, collecting information, note-taking, free writing, or brainstorming.
2. Planning is for focusing and organizing ideas.
3. Drafting. In drafting, the students develop, organize, and elaborate their ideas in the prewriting stages. They can add or remove information when writing the draft.
4. Editing. In editing, the students do reflection, peer/tutor review (feedback from others), and revision to further develop and clarify the text's ideas.
5. The final version is the final draft of the text.

Guided questions are used in teaching writing. The teacher uses some questions that can help the students to find the ideas when they are writing the text. According to Traver (1988), Guided Questions are the fundamental questions that direct the search for understanding. Then, Brown (1988) says that Guided Questions are used to encourage the students to write from an outline. Furthermore, Axelrod and Cooper (1985) say that asking questions about the

problem or topic is a way to learn about it and decide what to do or say. It means that Guided Questions are a technique used in teaching writing by giving guidance and helping the students find out what they should write or do in their writing process.

Moreover, this technique can help the students do the first step in the writing process. That is planning the topic or idea in writing. Guided Questions will help the students in deciding the idea to write. Raymond (1980) said that questions could be a way to help explore ideas in writing skills. Asking questions can be a way of playing with the material before what you want to make of its shape. In other words, by using Guided Questions, the teacher will help the students explore the topic by using information questions to generate the topic in a good paragraph. Then, the writer thinks about the answer to each question and decides which information will be the most important to the readers that will be written on the papers.

Therefore, the researcher used Axelrod and Cooper's Guided Questions based on the Process Approach to help the students write with guidance from Guided Questions and prepare their writing with the procedure from the Process Approach. The Process Approach used by Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003) consists of planning, drafting, editing, and final version. Thus, the researcher uses Process Approach to teach the students by inserting Guided Questions by Axelrod and Cooper (1985) in the "Planning" step. So, here are the steps of Process Approach Guided Questions:



**Table 2.1. Process Approach Guided Questions**

| Process Approach Guided Questions   |
|---|
| <p>1. Prewriting (Think about the subject/generating ideas)</p> <p>Inserting adapted Guided questions in oral form by Gibson (2008) as the brainstorming.</p> |
| <p>2. Planning. Inserting Guided Questions in the form of a questions list adapted from Axelrod and Cooper (1985).</p>  |
| <p>3. Drafting (answer the questions briefly to elaborate ideas)</p>  |
| <p>4. Editing (Reflecting, peer/tutor review (feedback from others), and revising)</p>  |
| <p>5. Final Version.</p>  |

Based on the table above, here are the explanations of the step of Process Approach Guided Questions:

1. Prewriting: The teacher asks the questions in an oral form adapted from Gibson (2008) as the brainstorming.
2. Planning: The teacher provides a list of questions adapted from Axelrod and Cooper (1985). The questions list guides them in organizing and focusing on ideas.
3. Drafting: The students write a draft that mainly focuses on the ideas' organization, development, and elaboration.
4. Editing: The students do reflection, peer review, and feedback from the teacher and friends to get ideas and revise their drafts.
5. Final Version: The students write and submit their final draft. Moreover, the teacher evaluates the students' writing.

Furthermore, the difference between product approach guided questions and process approach guided questions are; product approach gives a model to write, and organization of the ideas is more critical meanwhile in the process approach, the ideas are a starting point. The product approach also emphasizes the end product; meanwhile, the process approach emphasizes the creative process. The

process approach produces more than one draft. Meanwhile, the product approach produces only one end product.

#### **2.4 Perceptions**

Students' perception is the preferential treatment of information they get from an object with their senses; students can interpret the observed object. According to Robbins (2003), perception is defined as an individual's process of governing and interpreting sensory perception in order to give meaning to their environment. It is important to understand students' perceptions of how they perceive teachers' questions and answer questions in class. According to Cole and Chan (1994), those perceptions affect students' willingness to participate actively in question and answer sessions.

Students' perceptions may be different from one student to another. Additionally, students will positively perceive feedback by having a great relationship with teachers. Further, the questionnaire items will focus on five stages of the Process Approach by Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003) to investigate students' perceptions about the writing process.

Perception plays an essential role in the learning process. Hariyanto (2015) defines perceptions as the process where people interpret something based on their experience as the result of stimuli in producing information. Furthermore, Pramestiya (2013) stated that perception is peoples' opinion about something they thought was true. It means that perceptions refer to someone's sense or view toward a particular object. Related to the explanation of perceptions, the researcher believes that students' perception is essential since it impacts their academic attitudes and behaviors.

#### **2.5 Previous Studies**

Some previous studies revealed that the Process and Product approach effectively enhances students' writing achievement. First, a study was conducted by Wirawati, Tantra, and Ratminingsih (2013). This study aims at finding the effect

of process and product approaches on the eighth-grade students of SMP Harapan 1 Denpasar. The research is an experimental study with a post-test-only comparison group design. It was found that there is a significant difference in process and product approach on the students' writing competency.

In another case, Palpanadan, Salam, and Ismail (2014) compare the effect of process and product writing approaches on the writing skills development of language learners in Malaysian schools. The paper's main aim is to make an analytical comparison of the effectiveness of product and process approaches and to provide language teachers with some insights into these two writing approaches. It proves that the product and process approach helps learners achieve better writing ability capacity. This paper also suggests that complementary product and process approaches would be suitable for teaching writing. This suggestion may not be as perfect as any other models, but it was functional.

Another study was conducted by Alodwan and Ibnian (2014) about the effect of using the process approach to writing on developing university students' essay writing skills in EFL. Results of the study showed that the process approach to writing has positively affected the students' essay writing skills in EFL. Based on the study results, the researchers recommended emphasizing teaching writing as a process, not only a product.

Regarding Guided Questions, Pertiwi and Kareviati (2021) researched the implementation and the student's responses to the guiding question technique in teaching writing recount text. The research used a descriptive qualitative method, and the data was obtained from observation and questionnaires. The participants were 35 students at SMPN 5 Cimahi. It was found that the Guided Questions technique helped develop students' ideas and comprehend the material.

Hariyanto (2018) researched the influence of using the Guided Questions technique on students' text writing ability. The research objective is to know whether there is a significant influence of using Guided Questions on students'

procedure text writing. The design of this research was post-test only. The population of this research was the students of SMA Tamansiswa Teluk Betung Bandar Lampung in the eleventh grade. The study found that Guided Questions are practical for students' procedure text writing ability.

Another study was conducted by Suryani, Millatina, Fidyati, and Rahmi (2019) about improving students' writing using guided-question techniques. The research aims to know whether the guided-question technique can improve students' ability to write narrative text and find their responses to applying the guided-questions technique in their writing. The sample of the research was VIII-1 (experimental class) and VIII-2 (control class), with the number of students being 40 students. In collecting the data, tests and questionnaires were used. The research findings were that guided-question techniques could improve students' ability to write narrative text. The questionnaire revealed that guided-question techniques could motivate and interest students in writing.

Based on the previous studies above, it can be assumed that the Product Approach, Process Approach, and Guided Questions can enhance students' writing achievement. This research intends to compare Product Approach Guided Questions and Process Approach Guided Questions to solve students' problems in writing and to discover students' perceptions about the implementation of Product Approach Guided Questions and Process Approach Guided Questions.

## **2.6 Theoretical Assumption**

Guiding questions is an effective way to be used in teaching paragraph writing like narrative text since a list of questions can lead them to have critical thinking. So, this technique can be used for teaching writing because it helps students to elaborate their ideas in creating writing products. After all, the Guided questions step is like the Product Approach, which focuses on the writing product. However, writing needs processes, such as; prewriting, planning, drafting, editing, and final version. Therefore, the researcher believes that teaching writing using Process Approach Guided Questions and Product Approach Guided Questions

helps the students write a better final draft but also the students' perception through the strategies.

## **2.7 Hypotheses**

In this research, the researcher formulated the hypotheses presented based on the research questions, such as:

There is a significant difference in writing achievement between the students taught through Product Approach Guided Questions and those through Process Approach Guided Questions.

Briefly, these are the explanations of several points in the literature review. The following chapter will explain the methods of this research.

### III. RESEARCH METHODS

This chapter concerns the research method. It presents the research design, population and sample, data collecting technique, instrument, validity and reliability, research procedures, data analysis, and hypothesis testing.

#### 3.1 Research Design

This research used a quantitative approach. For the first research questions, the researcher used an experimental design. In contrast, the second research question was used qualitatively in the form of a questionnaire to find out the students' perceptions after being taught using Product Approach Guided Questions and Process Approach Guided Questions.

Furthermore, the researcher used Pretest Posttest Control Group Design because the experimental group was taught using Process Approach Guided Questions. In contrast, the control group was taught by using Guided Questions. The pre-test was given before the treatment, and a post-test was given after the treatment to see the students' writing achievement the treatments.

According to Setiyadi (2006), the research design was as follows:

$$K1 \ T1 \ X \ T2$$
$$K2 \ T1 \ 0 \ T2$$

Where:

K1 : Group 1 (Experimental Class)

K2 : Group 2 (Control Class)

T1 : Pre-test

T2 : Post-test

X : Treatment (Process Approach Guided Questions)

0 : Treatment (Product Approach Guided Questions)

### 3.2 Population and Sample

The population of this research was the first-grade students of SMAS Kartikatama Metro. There were two classes in the first grade in that school. The school divided the students into two classes based on IPA and IPS significant tests. Therefore, the two classes are equal in writing an achievement based on the school criteria. Concerning the design, the researcher took two classes; they were experimental and controlled classes. The use of two classes shows the difference between Process Approach Guided Questions and Product Approach Guided Questions. The researcher used random sampling because the students in the first grade of SMAS Kartikatama Metro have the same chance to be selected as a sample.

### 3.3 Instrument of the Research

Instrument refers to the tool that is used by the researcher to collect the data of the research. The instrument is essential to make the activities in the research run smoothly and efficiently. This research used two instruments: a writing test and a questionnaire.

#### 3.4.1. Writing Test

The writing tests were conducted twice for each class in this research, in the first and last meeting of the research. The tests were used to collect data on students' writing ability before and after the treatment. In the writing tests, the students were asked to write narrative text in sixty minutes. Five aspects of writing were used to evaluate the students' writing; content, organization, vocabulary, language use, and mechanics. The scoring criteria from Jacobs, Stephen, Zinggraf, Deanne, Wormuth, Faye, Jane, and Hughey (1981) were used in this research.

**Table 3.1 The Scoring Criteria**

| Aspect  | Criteria               |   | Score |
|---------|------------------------|---|-------|
| Content | Excellent to very good | Knowledgeable, substantive, through the development of thesis, relevant theory.   | 30-27 |
|         | Good to average        | Some knowledge of the subject, adequate range, limited development of thesis, mainly relevant to the topic but lack detail. | 26-22 |



|              |                        |  |       |
|--------------|------------------------|--|-------|
|              | Fair to poor           | Limited knowledge of the subject, little substance, and inadequate topic development.  | 21-17 |
|              | Very poor              | It does not show knowledge substantive, not pertinent, not enough to evaluate.   | 16-10 |
| Organization | Excellent to very good | Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.   | 20-18 |
|              | Good to average        | Somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing.                                  | 17-15 |
|              | Fair to poor           | Non-fluent, ideas confused or disconnected, lack logical sequence and development  | 14-10 |
|              | Very poor              | Does not communicate, no organization, not enough to evaluate  | 9-7   |
| Vocabulary   | Excellent to very good | Sophisticated range, adequate words/idioms, usage, word form mastery, appropriate register.  | 20-18 |
|              | Good to average        | Acceptable range, occasional errors of idiom choice, usage but meaning not obscured.   | 17-15 |
|              | Fair to poor           | Limited range, frequent errors of idiom/words, meaning confused or obscure.  | 14-10 |
|              | Very poor              | Essentially translation, little knowledge of English vocabulary, not enough to evaluate.   | 9-7   |
| Language use | Excellent to very good | Practical complete constructions, few agreement errors, tense, number, word order, function, pronouns, and preposition.                            | 25-22 |
|              | Good to average        | Practical but straightforward construction, minor problems in complex construction, several errors of agreement, prepositions but seldom obscured. | 21-18 |
|              | Fair to poor           | The major problem in simple construction is frequent negation, agreement, and tense errors—number, word, pronoun, which means confused.            | 17-11 |
|              | Very poor              | Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.                               | 10-5  |
| Mechanic     | Excellent              | Few errors in punctuation, spelling, and capitalization were used correctly.   | 5     |
|              | Good                   | Occasional errors in punctuation, spelling, and capitalization   | 4     |

|                    |           |  |            |
|--------------------|-----------|--|------------|
|                    | Fair      | Numerous errors in punctuation, spelling, and capitalization.                            | 3          |
|                    | Very poor | No mastery of convention, dominated by punctuation, spelling, and capitalization errors. | 2          |
| <b>Total Score</b> |           |  | <b>100</b> |

### 3.4.2. Questionnaire

The questionnaire was conducted at the end of the research. It was used to know the students' perception of the implementation of Process Approach Guided Questions and Product Approach Guided Questions. The questionnaire consisted of twenty close-ended statements that focus on five stages of the Process Approach by Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003).

**Table 3.2 The Specification of the Perceptions Questionnaire**

| Process Approach Guided Questions | Items       |
|-----------------------------------|-------------|
| Prewriting                        | 1,2,3,4     |
| Planning                          | 5,6,7,8     |
| Drafting                          | 9,10,11,12  |
| Editing                           | 13,14,15,16 |
| Final Version                     | 17,18,19,20 |

The questionnaire used was the Likert Scale, based on measuring ordinal data. (Setiyadi, 2006). The scale has five categories such as; strongly agree (SA), Agree (A), neutral (N), disagree (D), and strongly disagree (SD).

**Table 3.3 The point of each questionnaire scale**

| Scale             | Point |
|-------------------|-------|
| Strongly agree    | 5     |
| Agree             | 4     |
| Neutral           | 3     |
| Disagree          | 2     |
| Strongly disagree | 1     |

Since the questionnaire was Likert Scales based, the researcher calculated the students' responses at the point of each response. After that, the researcher calculated each category's data, consisting of 4 categories. Then, the data were analyzed based on the rating scale and ideal score.

**Table 3.4. Rating Scale Control Class**

| Scale | Formula            |
|-------|--------------------|
| SA    | $5 \times 13 = 65$ |
| A     | $4 \times 13 = 52$ |
| N     | $3 \times 13 = 39$ |
| D     | $2 \times 13 = 26$ |
| SD    | $1 \times 13 = 13$ |

**Table 3.5. Rating Scale Experimental Class**

| Scale | Formula            |
|-------|--------------------|
| SA    | $5 \times 16 = 80$ |
| A     | $4 \times 16 = 64$ |
| N     | $3 \times 16 = 48$ |
| D     | $2 \times 16 = 32$ |
| SD    | $1 \times 16 = 16$ |

The Criteria of the Questionnaire are:

**Table 3.6. Scoring Criteria of Questionnaire Responses in Control Class**

| Score | Scale                  | Category        |
|-------|------------------------|-----------------|
| 53–65 | SA (Strongly Agree)    | Very Good       |
| 40–52 | An (Agree)             | Good            |
| 27–39 | N (Neutral)            | Fair            |
| 14–26 | D (Disagree)           | Not Good Enough |
| 0–13  | SD (Strongly Disagree) | Poor            |

**Table 3.7. Scoring Criteria of Questionnaire Responses in Experimental Class**

| Score   | Scale                  | Category        |
|---------|------------------------|-----------------|
| 65 – 80 | SA (Strongly Agree)    | Very Good       |
| 49 – 64 | An (Agree)             | Good            |
| 33 – 48 | N (Neutral)            | Fair            |
| 17 – 32 | D (Disagree)           | Not Good Enough |
| 0 – 16  | SD (Strongly Disagree) | Poor            |

### **3.4 Data Collecting Technique**

The data were collected through:

#### **1. Writing test**

Writing tests are used to collect data on students' writing narrative text. The researcher asked the students to write a narrative text individually with a given topic during the test. These written tests were given twice the pre-test before the treatments and the post-test after the treatments. The pre-test was used to explain the students' writing equality in both classes, and the post-test was used to see the achievement in terms of gain in both classes. The topic of the pre-test and post-test were narrative texts according to the students' book. The test was administered for each group, which was experimental and controlled.

#### **2. Questionnaire**

The questionnaire was given to find out the students' perceptions after the students were taught through Process Approach Guided Questions and Product Approach Guided Questions in both classes. The questionnaire was administered at the end of the meeting after the post-test. The questionnaire consists of twenty close-ended statements. Furthermore, the questionnaire items were focused on five stages of the Process Approach by Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003). The questionnaire was conducted in Indonesian to avoid misunderstandings between the researcher and students.

### **3.5 Validity and Reliability**

In this section, two parts will be discussed further: validity and reliability.

#### **3.5.1 Validity**

Hatch and Farhady (1982) stated that a test could be said valid if the test measures the object to be measured and is suitable to the criteria. Furthermore, there are two basic types of validity, construct validity and content validity. The researcher here considers constructing validity and content validity in producing the writing test.

## 1. Validity of Writing

### - Content Validity

Content validity of a test refers to whether it is sufficiently representative and comprehensive for the test. The extent to which a test measures a representative sample of the subject matter content is known as content validity. Content validity focuses on the samples' adequacy rather than the tests' appearance (Hatch and Farhady, 1982). The test items of the instrument are designed to see if they have accurately represented the materials being measured to comply with the content validity. To obtain the content validity, the researcher arranges the learning materials based on the objective of teaching in the curriculum syllabus that is learned by the first-grade students of senior high school.

### - Construct Validity

Construct validity is needed for the test instrument, which has some indicators in measuring one aspect or constructs (Setiyadi, 2006). Construct validity is concerned with whether the test aligns with the theory of what it means to know the language being measured. It would be examined whether the test is given actually reflects what it means to know a language. In this research, scoring criteria are based on the five aspects of writing; mechanics, vocabulary, grammar, content, and organization are suggested by Jacobs, Stephen, Zinggraf, Deanne, Wormuth, Faye, Jane, and Hughey (1981). Furthermore, to measure the validity of the writing test, the researcher uses an inter-rater. So, there were two raters, the first rater was the researcher, and the second was the English teacher in SMAS Kartikatama Metro.

## 2. Validity of Questionnaire

The content validity that was used by the researcher is the content of the questionnaire. Inter-rater was used to check the validity of the questionnaire. The questionnaire was checked by two lectures at Lampung University. The results showed that the questionnaire was valid as the statement consisted of twenty close-ended statements that focus on five stages of the Process Approach by Coffin, Curry, Goodman, Hewings, Lilis, and Swann (2003).

Furthermore, construct validity was achieved by looking at the relationship between the indicators.

### 3.5.2 Reliability

#### 1. Reliability of Writing Test

Reliability of the test can be defined as the extent to which a test produces consistent results when administered under similar conditions (Hatch and Farhady, 1982). A test will be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability is used when the score on the test is independently estimated by two or more raters. As stated by Setiyadi (2018), the more people involved, the more reliable the result will be. In this research, there were two raters. The first rater was the researcher, and the second rater was the English teacher in SMA Kartikatama Metro. It is essential to ensure that both raters use the same criteria for scoring the students' writing. So, the first and second-rater used scoring criteria based on Jacobs, Stephen, Zinggraf, Deanne, Wormuth, Faye, Jane, and Hughey (1981). In order to find the correlation coefficient between the two raters, the researcher uses *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$P$  : Coefficient of rank order

$d$  : Difference of rank correlation

$N$  : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, after finding the coefficient of rank correlation between raters, the researcher analyzed the coefficient of reliability with the standard of reliability testing below:

- a. Very high reliability ranging from 0.80 to 1.00.
- b. High reliability ranges from 0.60 to 0.79.
- c. Medium reliability ranges from 0.40 to 0.59.
- d. Low reliability ranging from 0.20 to 0.39
- e. Very low reliability ranging from 0.00 to 0.19

After calculating the result of students' writing, the data were calculated using the formula above. The result of the reliability could be seen as follows:

**Table. 3.8. The Result of Reliability**

| Reliability        | Pre-test         | Posttest         |
|--------------------|------------------|------------------|
| Control Class      | 0.64 (high)      | 0.84 (very high) |
| Experimental Class | 0.82 (very high) | 0.82 (very high) |

Based on the table above, the reliability results are mostly very high. It can be assumed that there was no subjectivity in the students' scoring between the first and the second rater.

## 2. Reliability of Questionnaire

According to Setiyadi (2006), reliability is how the research is measured consistently. A measurement can measure the same subjects at different times and give a consistent result. To measure the internal consistency of the questionnaire items, Cronbach Alpha was used. The higher alpha, the more reliable it would be (Setiyadi, 2006).

Here is the formula for the alpha:

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

Note:

n: the number of items in the questionnaire

ii: the average of all the inter-item correlation



SPSS 16 was used to find the alpha value beside the above calculation.

Furthermore, to determine the reliability of the questionnaire, Cohen, Manion, and Morrison (2007) provided a guideline as follows:

**Table 3.9 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 | Minimally reliable           |
| < 0.60      | Unacceptably low reliability |

**Table 3.10. Questionnaire Reliability of Control Class**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .834             | 20         |

It can be seen from the statistical table above that the reliability of the control class after being implemented by Product Approach Guided Questions was 0.834. It means that the questionnaire had high reliability.

**Table 3.11. Questionnaire Reliability of Experimental Class**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .717             | 20         |

Furthermore, it can be seen from the statistical table above that the reliability of the experimental class after being implemented by Process Approach Guided Questions was 0.717. It means that the questionnaire was reliable.

### 3.6 Research Procedures

This research was implemented in SMAS Kartikatama Metro from January 13<sup>th</sup>, 2022, to February 11<sup>th</sup>, 2022. This research was conducted in two classes; the

control class, which consisted of 13 students, and the experimental class, which consisted of 16 students.

This research was conducted in five meetings. The first meeting was a pre-test to see the students' writing before the treatments. The second, third, and fourth meetings were the treatments. The fifth meeting was a post-test and questionnaire. The time for each meeting was 60 minutes.

In the first meeting, which was a pre-test, the students were asked to analyze a story. The researcher provided four different topics to be chosen by the students. Then, the researcher briefly explained how to analyze their chosen story. So, they had to analyze according to the characters, setting, plot, point of view, and theme. The pre-test given to the two classes was precisely the same.

The second meeting was the first meeting of the treatment. In this meeting, the researcher conducted three sections for the two classes: pre-activity, during, and post-activity. First, in pre-activity, both in control and experiment class, the researcher gave the students brainstorming related to the materials. The researcher asked several questions about the narrative text and how to analyze the story. After that, the researcher explained the narrative text's definition, generic structure, and language features. Next, in while activity, the students were given a list of questions according to narrative text elements. The list of questions guided the students in analyzing the story. The researcher discussed the questions used to analyze the story. The students explained the elements of analyzing the story; characters, setting, plot, point of view, and theme before they answered the questions. The researcher divided the students into some groups and asked them to discuss and understand the questions. This activity was conducted the same for the two classes. Last, in the post-test, the researcher asked questions related to the problem they faced when they tried to understand the questions and about what the students had learned.

For the second treatment, the researcher gave the story of Malin Kundang. During the pre-activity, the researcher gave several questions about the materials during the brainstorming. Previously, the students already understood the questions. So, in this meeting, the students in the control class had to use the questions as guidelines to analyze the story the researcher gave. The students were asked to answer briefly and develop their answers into paragraphs. In this activity, the students were divided into groups. In post activity, the researcher asked about the lesson and the problems during their writing process.

Besides the pre-activity in the experimental class, the researcher also brainstormed and explained the exact narrative text as in the control class. The difference started in the while activity. During the activity, the students were divided into groups and asked to plan their writing by answering the questions. They were asked to organize and focus their ideas by answering the questions. After that, in the drafting step, the students were asked to write drafts that focused mainly on developing, organizing, and elaborating ideas. Then, in the editing step, the students were asked to do peer correction to get feedback from their friends in other groups and their teacher. Last, the researcher asked the students to submit the final draft. In the post-activity, the researcher evaluated the students' writing and the learning process.

For the third treatment, it is the same as the second treatment; but with a different story, Issumboshi. In the pre-activity of both classes, the researcher asked several questions related to the Guided Questions used to analyze the story. In the while activity, each student was asked to do the same activity as in the previous meeting but with a different story. In control class, every student did answer the questions briefly and developed the answer into paragraphs. Besides, in experimental class, the activity was divided into four steps; planning, drafting, editing, and final version.

In the last meeting, I administered a post-test and questionnaire. The post-test was intended to measure the students' improvement in writing by using Product

Approach Guided Questions and Process Approach Guided Questions. The post-test given to the two classes was precisely the same with five different stories. The researcher reminded the students to pay attention to the five aspects of writing and the elements to analyze the story. Then, the questionnaire was given to each student to see their perception of implementing both Process Approach Guided Questions and Product Approach Guided Questions.

### **3.7 Data Analysis**

The researcher used the Statistical Package for Social Science (SPSS) program to analyze the data. The researcher got the data using a writing test after teaching the students through Product Approach Guided Questions and Process Approach Guided Questions. The researcher analyzed the data statistically as follows:

1. Scoring pre-test and post-test in the experimental and control class.
2. Calculating the score for pre-test and post-test.
3. Analyzed the score by using SPSS in order to examine whether the increase in the students' gain is significant or not.
4. Determining the students' mean score and percentage of students' perception.

### **3.8 Normality Test**

After organizing the data of pre-test and post-test results from experimental and control classes, then to answer the first research question, the score of the experimental and control class was calculated by using Independent Sample T-Test by using SPSS statistics 16.0 to find out the significant difference of the students writing between who were taught through Product Approach Guided Questions and who were taught through Process Approach Guided Questions. Furthermore, before the data is tested by using Independent T-test, it also needs to see whether the data is normally distributed or not. Therefore, the data were analyzed by using normality tests on SPSS.

**Table 3.12. Normality Test**

|       |            | Tests of Normality              |    |                   |              |    |      |
|-------|------------|---------------------------------|----|-------------------|--------------|----|------|
|       |            | Kolmogorov-Smirnov <sup>a</sup> |    |                   | Shapiro-Wilk |    |      |
| CLASS |            | Statistic                       | Df | Sig.              | Statistic    | Df | Sig. |
| SCORE | Control    | .176                            | 13 | .200 <sup>*</sup> | .930         | 13 | .344 |
|       | Experiment | .200                            | 16 | .085              | .917         | 16 | .149 |

a. Lilliefors Significance Correction

It can be seen that the value of normality tests in the control class (0.344) and experimental class (0.149) are higher than 0.05. So, it can be concluded that the data are distributed normally.

### 3.9 Homogeneity Test

Another requirement that needs to be done before the data is processed is a homogeneity test. This test was done to determine whether the two classes' distribution was the same. The hypothesis was:

H0: The data is taken from two samples in the same variances (homogeneous).

H1: The data is not taken from two samples in the same variances (homogeneous).

The null hypothesis (H0) is accepted if the significant level of the test is higher than 0.05. Here is the homogeneity test result:

**Table 3.13 Homogeneity Test**

|       |                                      | Test of Homogeneity of Variance |     |        |      |
|-------|--------------------------------------|---------------------------------|-----|--------|------|
|       |                                      | Levene Statistic                | df1 | df2    | Sig. |
| SCORE | Based on Mean                        | .436                            | 1   | 27     | .515 |
|       | Based on Median                      | .390                            | 1   | 27     | .538 |
|       | Based on Median and with adjusted df | .390                            | 1   | 26.400 | .538 |
|       | Based on trimmed mean                | .439                            | 1   | 27     | .513 |

The table above shows that the data have a significant level of 0.436 based on the mean. So, the significant level is more than 0.05 ( $0.436 > 0.05$ ). It can be concluded that the pre-test and post-test data have homogeneity of variances.

### 3.10 Hypotheses Testing

Hypothesis testing was done to determine whether or not the proposed hypothesis is accepted. Based on the research questions, two hypotheses are proposed in this study. The hypotheses are analyzed at significance levels of under 0.05, in which the hypotheses are approved if  $p < \alpha$ . It means that the probability of error in the hypothesis is only about 5%.

The hypothesis is drawn as follows:

- H0 : There is no significant difference in writing achievement between the students taught through Product Approach Guided Questions and those through Process Approach Guided Questions.
- H1 : There is a significant difference in writing achievement between the students taught through Product Approach Guided Questions and those through Process Approach Guided Questions.

The criteria for accepting the hypothesis are as follows:

H1 is accepted if the t-value is higher than T-table.

Briefly, those are the explanations of several points in this chapter: research design, population and sample, data collecting technique, the research instrument, validity and reliability, research procedures, data analysis, and hypothesis testing.

## V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for further research.

### 5.1 Conclusions

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions. Based on the research, it was concluded that:

1. The Independent Sample T-test results indicate a significant difference between students' writing after being taught using Process Approach Guided Questions and Product Approach Guided Questions. It can be seen from the significant 2-tailed in equal variances assumed is 0.013, which is lower than 0.05. It means that the null hypothesis (H<sub>0</sub>) is rejected.

So, the students' writing in both classes improved after the treatments. Since guided questions help, the students generate ideas and develop their writing into the final version through a process and product approach.

2. The perception results on the students' perception related to the implementation of Process Approach Guided Questions and Product Approach Guided Questions of both classes were good. Hence, the result of perception in the control class, which was taught by using Product Approach Guided Questions, was not as good as in the experimental class, which was taught by using Process Approach Guided Questions; both classes had a good perception of the treatments. It is because the treatment was helpful for them in learning how to write well.

### 5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

#### 5.2.1. Suggestions for English Teachers

It is suggested that the teachers simplify the guided questions since it is difficult for the students to answer. Furthermore, the teacher also should pay attention to teaching the mechanics aspect since the students' score in terms of mechanics aspect is still low.

#### 5.2.2. Suggestions for Further Researchers

1. The current study used only the validity according to the syllabus. Therefore, an inter-rater is needed to better the validity of the writing test.
2. In the current study, the two classes were discussed equally according to the school IPA and IPS major test; further study needs to compare the pre-test of both classes tested using the statistical formula so that the equality of the class could be more valid.
3. In the current study, the researcher conducted three treatments; further study may add more meetings to make the implementation of the technique more effective.
4. The current study implemented the research at Senior High School; further study may try to determine the research's effectiveness at different levels of school.

In brief, those are the conclusions of the research findings and suggestions for English teachers and researchers who want to investigate the research about Process Approach Guided Questions and Product Approach Guided Questions.



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