

ABSTRACT

PROCESS APPROACH IN TEACHING WRITING BY USING EXPOSURE-GENERALIZATION-REINFORCEMENT-APPLICATION (EGRa) TECHNIQUE TO ENHANCE STUDENTS' WRITING ACHIEVEMENT

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This study examines the effect of combining the Process Approach with the EGRA technique and the original Process Approach on students' writing achievement. This research also identifies writing aspects that improve the most after the implementation of the Process Approach with EGRA. Further, it explores students' perception of the use of the Process Approach with EGRA. Two classes participated in this research; the experimental class was taught using the combined Process Approach with EGRA, whereas the control class employed the original Process Approach. This study used a quantitative approach. Data were collected through writing tests, consisting of the pretest and posttest. Students' writing was assessed based on five writing aspects, with the scoring conducted by two raters. In addition, the questionnaire was administered to assess students' perceptions of using the Process Approach with EGRA. The students' writing results were analyzed using the Independent Group T-test to see a significant difference between the two classes. The result revealed that students' writing achievement in the experimental class increased from 68.50 to 82.69, while the control class also showed improvement from 67.62 to 76.42. The N-Gain score between the pretest and posttest was higher in the experimental class (0.456) than in the control class (0.271). Moreover, the significance value for both classes was 0.001, which is lower than 0.05. These results indicated a significant difference in writing achievement between students using the Process Approach with EGRA and the original Process Approach. Regarding the assessed writing aspects, the grammar showed the highest improvement after the implementation of the Process Approach with EGRA, as reflected in the Gain score of 4.18. Meanwhile, students' perceptions were examined through a questionnaire measured on a five-point Likert scale administered to the experimental class. The results indicated that students had a positive perception of the use of the Process Approach with EGRA, as shown by a mean score of 86.83. Therefore, this research concludes that using the Process Approach with EGRA is effective in enhancing students' writing achievement.

Keywords: *Process Approach, EGRA, Writing Achievement, Perception.*