

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

A Thesis

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LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

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

Ranti Pratiwi

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.*

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**By:
Ranti Pratiwi**

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**MASTER PROGRAM OF ENGLISH EDUCATION
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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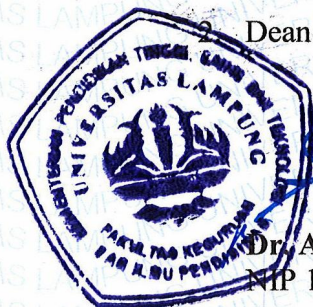
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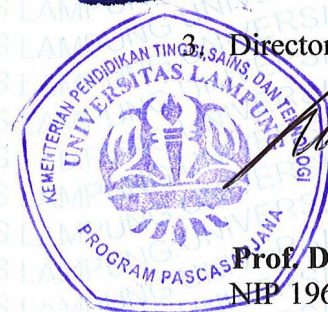
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LEMBAR PERNYATAAN

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CURRICULUM VITAE

Ranti Pratiwi was born in Pardasuka on February 17, 1998. She is the youngest child of Edi Supratikyo and Sri Suparti. She has one older brother who is six years older than her. She grew up in a supportive family environment that emphasized the importance of education.

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DEDICATION

This thesis is wholeheartedly dedicated to my beloved family, especially my dearest mother, who gives me strength when I think of giving up and always keeps on praying for my life since my earliest existence.

MOTTO

You are on your own, and you can face it.

-Taylor Swift-

Just because my dreams are
different than yours, it doesn't
mean they're unimportant

-Little Women-

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Bandar Lampung, January 2026
The author,

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I. INTRODUCTION

This chapter provides some points. It is concerned with discussing the background of the problem, research questions, research objectives, research uses, research scope, and definitions of terms.

1.1 Background of the Problem

Writing is an essential skill for teaching and learning English as a second language (Yunus and Chien, 2016). According to Raimes (1983), writing plays a crucial role in students' learning for several reasons. One of the reasons is that writing helps students to express their ideas, feelings, and thoughts through words, sentences, and structured texts by using visual, cognitive, and motor skills. Through writing, students use language as a tool to communicate and interact with others. Thus, students need to develop their ability to convey their thoughts effectively in written form. However, mastering the target language, particularly in the context of writing, seems to be a challenge for many students.

Writing is a challenging skill for students since it requires a variety of components, including concept coherence, text organization, mechanics, vocabulary, and grammar. Many students face difficulties in producing well-structured texts due to various factors. Selvaraj and Aziz (2019) state that students find it difficult and confusing to write in English because it involves complex cognitive and linguistic processes that they may not be familiar with. As a result, students struggle to deliver their ideas and organize them into coherent paragraphs. Firmansyah (2015) also finds that students'

primary problems with writing come from their lack of ability to generate ideas, which makes them unsure of what to write first. Similarly, Flora, Cahyadi, and Sukirlan (2020) emphasize that students still struggle with expressing ideas in English and often struggle to organize their thoughts or develop relevant content. Based on these issues, generating and organizing ideas is considered a significant challenge for students with some level of English language proficiency. This limitation makes it difficult for them to achieve coherence and clarity in their writing.

One of the problems in teaching writing at the senior high school level is students' difficulty in composing descriptive texts. Despite the students are required to write various types of texts, many students still lack practice and experience in writing (Ashidiqi, 2022). As a result, they struggle to express their ideas clearly in writing and have difficulty organizing their ideas effectively (Ratminingsih, 2015). These challenges were also observed at SMA Muhammadiyah 2 Bandar Lampung, where the majority of students still struggle in organizing their ideas in descriptive writing. Consequently, their writing work often lacks coherence and cohesion. Moreover, the senior high school curriculum requires students to produce a variety of text types, including descriptive, narrative, procedure, reports, and recount texts. The goal of teaching writing is to develop students' ability to express and organize their ideas confidently and clearly, and logically. However, generating and organizing ideas remains a significant challenge for students, making it difficult for them to produce well-structured and meaningful written texts.

To address this problem, English teachers must support students in developing their writing proficiency through regular practice and planning. Several strategies have been proven to promote students' better writing activity in the classroom. Hence, the teacher

must provide an appropriate way to accommodate time, students' needs, and practice. One effective way to enhance students' writing skills is through the Process Approach. In contrast to traditional writing instruction, which mainly focuses on the final result, the Process Approach guides students through each step of the writing process (Asriati, 2013), emphasizing the process rather than the outcome (Leki, 1995). This also engages students in the entire writing process, which includes planning, drafting, revising or editing, and producing a final version (Onozawa, 2010), ensuring that each stage is carefully followed to help develop well-organized ideas. According to Laksmi (2006), the process approach assists students in identifying and understanding the tasks involved at each stage of writing. It encourages students to organize their ideas more clearly and enhances their writing skills through consistent practice and feedback.

Moreover, the Process Approach helps students in organizing their ideas systematically to produce coherent and unified paragraphs (Qomariah and Permana, 2016). Imelda, Cahyono, and Astuti (2019) also add that the process writing approach allows students to produce their original writing concepts and develop ideas with confidence. In addition, Alodwan and Ibnian (2014) claim that students can improve both the conceptual content and writing mechanics by following the structured stages of the writing process. Thus, the researcher will implement the structured stages of the Process Approach in teaching descriptive writing, guiding students step by step from generating ideas to producing a well-developed final draft. Although previous studies have shown that the Process Approach is effective in improving students' writing ability, particularly in idea development and organization, there has been limited emphasis on grammatical accuracy.

Onozawa (2010) claimed that the main limitation of the Process Approach is its minimal emphasis on grammar. Similarly, Reid (2001), as cited in Bayat (2014), points out that the process approach gives little attention to grammar, which can impact the accuracy of students' writing. Selvajar and Aziz (2019) also argue that the process approach prioritizes the writing process over grammatical correctness and structural accuracy. However, students should pay attention to the structural characteristics of their writing to clearly and effectively convey their ideas (Arici and Kaldirim, 2015). To compose coherent and well-organized texts, students must be proficient not only in developing ideas but also in applying correct grammar and sentence structure. As Moses and Mohamad (2019) stated, the correct use of grammar helps readers understand the intended meaning of the text. Similarly, Fahmi and Rachmijati (2021) highlight that accurate grammar is crucial for conveying meaning precisely. Therefore, grammar is an essential component of writing instruction since it supports both clarity and the correct formation of sentence structures.

To address these issues, additional grammar activities were incorporated to address these issues. To enhance students' writing skills, particularly in grammar and idea organization, the researcher intends to use the Exposure-Generalization-Reinforcement-Application (EGRA) technique with the Process Approach in teaching writing. This combination is expected to enhance students' grammatical accuracy while guiding them through each stage of the writing process. EGRA is a communicative technique designed to teach grammatical structure (Ladoma et al. 2023). According to Bukan and Alinda (2023), the EGRA technique is particularly effective in helping students independently identify sentence forms and functions. Moreover, Wahyu and Citrawati (2022) mention that students become more proficient in grammar and show more enjoyment and engagement in the learning process when the EGRA technique is

implemented in the classroom. This indicates that the EGRA technique reduces the difficulty for students in using grammar and structure when composing texts. Although the EGRA technique has been shown to effectively enhance students' grammatical understanding, it is commonly applied as an individual grammar teaching technique. Consequently, recent studies have limited research on combining the EGRA technique into the Process Approach, particularly in teaching descriptive writing.

Hence, the researcher chooses the EGRA technique as an appropriate technique to complement the Process Approach. Teaching writing through the Process Approach provides students with opportunities to generate their ideas effectively. By incorporating the EGRA technique, students will be supported in producing grammatically accurate and well-structured texts. In addition, the Process Approach also encourages students to revise and edit their work before producing the final draft. Hence, this study aims to investigate the effectiveness of both the original Process Approach and the Process Approach using the EGRA technique in teaching writing.

In addition, assessing the effectiveness of the process approach with EGRA, it is essential to look at how students view the learning process. Teachers' beliefs, shaped by their personal and professional experiences, play a crucial role in determining how lessons are designed and delivered (Flora et al., 2024). These beliefs influence the teaching methods and strategies employed in the classroom, which directly affect students' perceptions of the learning process. Understanding students' perceptions provides important context for examining how students perceive and respond to instructional strategies, such as the Process Approach integrated with EGRA. According to Dewi (2021), exploring students' perceptions provides researchers to evaluate the effectiveness of methods, techniques, or strategies in the teaching and

learning process, as their perceptions reflect their experiences in applying them. Students' perceptions of writing strategies can influence the choices they make in applying those strategies and influence their responses to teacher feedback, which is crucial for supporting progress and enhancing writing skills.

1.2 Research Questions

Related to the problem of this research on the background above, the researcher tried to find out the effectiveness of the Process Approach in teaching writing by using the EGRA technique, thus formulating the research questions as follows:

1. Is there a significant difference in students' writing achievement between students who are taught through the Process Approach using the EGRA technique and students who are taught through the original Process Approach?
2. Which writing aspect improves the most after the students are taught through the Process Approach using the EGRA technique?
3. What is the students' perception after being taught through the Process Approach using the EGRA technique?

1.3 Objectives of the Research

Based on the research questions in the previous discussion, the researcher formulated the objectives of this research as follows:

1. To find out whether there is a significant difference in students' writing achievement through the Process Approach using the EGRA technique and students who are taught through the original Process Approach.
2. To find out which writing aspect improves the most after the students are taught through the Process Approach using the EGRA technique.

3. To find out the students' perception after being taught through the Process Approach using the EGRA technique?

1.4 Uses of the Research

In order to be beneficial to others, the purpose of this research must exist in this research. Thus, this research expects to have the following benefits:

1. Theoretically, this research aims to determine the enhancement of students' writing achievement through the Process Approach using the EGRA technique. The findings are expected to support the previous researchers and the existing theories. Furthermore, this study may serve as a useful reference for future researchers interested in conducting further investigations in the field of writing instruction.
2. Practically, the results of this research are intended to benefit EFL teachers and researchers by offering an alternative strategy for teaching writing. It encourages the implementation of the Process Approach using the EGRA technique in writing classes to enhance students' writing achievement.

1.5 Scope of the Research

This study used quantitative research in order to obtain the required data. It aimed to find out the significant difference in students' descriptive writing achievement after being taught through the Process Approach using EGRA technique compared to the original Process Approach. In addition, this study also identified which aspects of students' writing improved the most and explored their perceptions of the implementation of the Process Approach using the EGRA technique. To achieve these objectives, two classes of EFL learners at the same level were selected as research samples. The focus of the study was limited to descriptive text, in line with the basic competencies at the senior high school level. Descriptive text is considered one of the

functional text types that students are expected to master at this level. The assessment of students' writing was based on the five key aspects proposed by Jacobs et al. (1981), namely content, organization, vocabulary, grammar use, and mechanics, as these components are essential for assessing writing quality and guiding students to produce texts.

1.6 Definition of Terms

The definitions of several terms provide a basic understanding of the related variables and concepts. Below are the details of these:

1. Writing is an activity that requires students to express their ideas and thoughts through written language in order to convey information to readers.
2. Process Approach is a method of teaching writing that emphasizes the stages of the writing process to help students produce a coherent and well-developed final text by guiding them step by step.
3. The EGRA Technique is a teaching strategy designed to help students understand sentence structure. It enables them to identify and apply the correct forms and patterns in their writing.
4. Perception is the process of interpreting and organizing information to create meaningful understanding, which in education refers to how students think, feel, and believe about what they have learned or achieved.

This chapter explained the purpose and reason for conducting the study. It outlined the background of the problem, research questions, research objectives, research uses, research scope, and definitions of terms.

II. LITERATURE REVIEW

This chapter discusses theories and literature relevant to the research problems. It consists of writing, aspects of writing, teaching writing, descriptive text, Process Approach, teaching writing through Process Approach, the advantages and disadvantages of the Process Approach in teaching writing, EGRA technique, procedures of teaching writing through the Original Process Approach, procedures of teaching writing through the Process Approach with EGRA, perception, theoretical assumptions, and hypotheses.

2.1 Writing

Writing is a productive skill and a creative act that allows individuals to express their ideas, thoughts, and feelings (Wyrick, 2011). It also serves as an essential tool for communication, enabling individuals to share information, express their ideas, and build connections in both academic and social settings (Brown, 2001). Moreover, writing helps individuals organize their thoughts clearly, making their ideas easier for readers to understand and effectively communicate. Therefore, writing is an essential skill that everyone should possess since it enables meaningful interaction and communication within various social contexts.

According to Brown (2001), writing involves specific skills including generating ideas, organizing them coherently, using appropriate vocabulary and grammar, revising for clarity, and editing for accuracy. It means that writing is the product of a complex process involving thinking, drafting, and revising. It is a process that requires not only

language skills but also creative and critical thinking. As Nunan (2003) explains, writing is both a physical and a mental act. It involves the physical action of putting words and ideas into a form. Besides, writing is a mental process that involves organizing thoughts into statements and paragraphs. This indicates that writing a complex task presents various linguistic and rhetorical challenges.

Gaith (2002) argues that writing is a complicated process that enables authors to explore ideas by giving form and visibility to their ideas on paper. To ensure that writing is clear and communicative, writers must express their ideas effectively in a paragraph by considering key writing aspects. The content must be meaningful and well-organized for readers to understand the intended message. It is supported by Coulmas (2003) who claimed that the main purpose of writing is to convey meaning. Furthermore, Arici and Kaldirim (2015) emphasize that when an individual's writing skills improve, they become better at sharing knowledge, connecting ideas, and ensuring consistency in their writing. This understanding is essential for mastering writing as a means of clear and effective communication.

Therefore, writing plays a crucial role in both academic and social communication since it allows individuals to express their ideas clearly and purposefully. In academic settings, writing is not only a means of communication but also an essential tool for demonstrating understanding, developing arguments, and engaging critically with information. In social contexts, writing enables people to share thoughts, convey emotions, and establish connections with others through various written forms. To develop effective writing skills, learners need consistent practice and guidance, particularly in mastering content, organization, vocabulary, grammar, and mechanics, which are essential to produce coherent and meaningful texts. Paying attention to these

aspects helps readers understand the writer's message clearly and also allows the writer organize and improve their ideas.

2.2 Aspects of Writing

To convey a clear message to readers, students must pay attention to aspects of writing. Experts emphasize that good writing requires well-developed ideas, logical organization, and the use of appropriate language, all of which are crucial for producing quality texts. Jacobs et al. (1981) identify five essential aspects of writing that should be considered by writers, namely content, organization, vocabulary, grammar, and mechanics.

1. Content refers to the substance of writing, the experience of the main idea. Through looking at the topic sentence, the content can be identified. Therefore, the topic sentences should represent the main ideas, and supporting details should be included in each paragraph.
2. Organization refers to the logical organization of the content (coherence). It represents well-organized, coherent phrases that flow naturally. A logical arrangement is the sequence in which the ideas and sentences are presented.
3. Vocabulary refers to the selection of words that are appropriate for the content. Using words that convey the intended meaning to the reader and convey the ideas directly and clearly.
4. Grammar/Language use refers to the use of the proper grammatical and syntactic patterns for separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
5. Mechanic refers to the use of graphic conventions of the language. It includes spelling, punctuation, and capitalization in paragraphs.

From the explanation above, it can be seen that there are some aspects in the teaching and learning process of writing. By implementing some aspects of the writing process, students can create a good piece of writing. Besides, the teacher should explain aspects of writing to the students before they are asked to write. Thus, knowing the aspects of writing assists students in creating writing that is both comprehensible to the reader and meaningful.

2.3 Teaching Writing

According to Brown (2001), teaching involves showing or helping someone learn how to do something by providing them with knowledge and enabling them to understand. It builds on existing knowledge, allowing students to grasp and comprehend the material. In the context of writing, teaching focuses on fostering students' ability to express their ideas and creativity through written language. Developing writing skills is essential because it enables students to communicate their thoughts effectively, organize ideas coherently, and convey meaning clearly in written form. Mastering writing enables students to convey ideas logically, develop critical thinking skills, and participate actively in academic and professional communities.

According to Caswell (2004), in order for students to develop effective written communication abilities, teachers must act as facilitators and provide meaningful learning opportunities. Hence, the teacher plays a key role as a guide by helping students acquire skills and knowledge. Teachers must ensure that students understand how to express their ideas and apply specific writing techniques to improve their writing. Teachers should create a classroom environment that encourages students to express their ideas without fear and with confidence. In addition, teachers can improve their teaching by learning and trying new methods to help students develop their

writing skills. It helps teachers improve their professional skills but also makes writing lessons more effective and enjoyable for students.

Through regular practice, clear guidance, and a positive classroom atmosphere, students can improve their writing and build confidence in their ability to communicate effectively through written language. As students begin to recognize the importance of writing, they are more likely to be encouraged to improve their skills by learning how to organize their ideas in a clear and logical order. Therefore, the teacher should consider an effective strategy to teach writing to the students. Four steps of writing are stated by Harmer (2004):

1. Planning

In the planning step, the writer decides on the text type they want to write. The writer must consider the purpose of the writing, as it influences the type of text, the language used, and the information included. Then, it is important to consider the target audience because it will influence the writing style and language choices. Moreover, to decide how to arrange the information, concepts, or arguments they have decided to include, the writers must evaluate the content structure.

2. Drafting

Drafting is the writer's first attempt to capture their ideas on paper. In this step, the writer should pay attention to whether the ideas and information are relevant to what is being written.

3. Editing

Editing is the activity when students should proofread all of their written sentences to make sure they are connected and relevant, with the main idea followed by supporting details. Editing involves revising the text, adjusting its

organization and style, and correcting its grammar and vocabulary usage. It helps students identify some of the common errors in their writing. Through this step, the writers can minimize their errors and improve the performance of their writing.

4. Final Version

After completing the editing process, the writers generate the final draft. The final result will likely differ significantly from the original plan and draft due to the multiple revisions made during the editing process. Unnecessary information in the written draft can be removed, and incorrect word choices can be replaced.

In conclusion, the role of the English teacher is not only to deliver knowledge but also to act as a facilitator, helping and guiding students during the writing process. Teachers must be prepared to provide appropriate assistance, create a supportive learning environment, and encourage students to develop confidence in their writing abilities. By implementing the concepts of teaching writing into practice, teachers may increase students' writing skills and assist them in improving their writing performance

2.4 Descriptive Text

Descriptive text is a form of writing often used to provide detailed descriptions of various subjects. As cited in Knapp and Watkins (2005), descriptive text is a type of writing used by individuals to describe a thing, person, animal, location, or event to a reader or listener. By offering detailed information about the characteristics of a person or place, descriptive writing helps the reader understand the subject correctly. This also allows the reader to speculate on the topic under discussion.

According to the curriculum, descriptive text is one of the types of text that students are expected to master when learning English. Descriptive writing is a type of composition that students at all grade levels should learn, especially in senior high school. Senior High School (SMA) students in their first and second years are taught about descriptive text. Learning descriptive text is crucial for students because it enables them to provide specific and detailed information.

To compose a good descriptive text, it is important to focus on the generic structure, which makes the text more coherent. The readers can easily understand the information being conveyed by providing a detailed description of the topic. According to Knapp and Watkins (2005), the generic structure of descriptive text is classified into two main parts (identification and description), which will be explained further as follows:

1. Identification

Identification refers to the process of identifying the phenomenon to be described. In this part, learners introduce what they are going to describe, whether it be a person, place, event, or thing.

2. Description

The description is the part of the paragraph that details the characteristics, appearance, personality, habits, or qualities of the subject.

This shows that a descriptive text contains two key elements: one for identifying the phenomenon (identification) and another for portraying its components, attributes, or characteristics (description). Besides, descriptive writing emphasizes the use of appropriate grammatical structures. According to Knapp and Watkins (2005), descriptive text includes several language features, as explained below.

1. Focusing on specific participants as the main characters.

2. Using the simple present tense.
3. Using linking verbs or relational processes frequently to classify and describe the appearance, qualities, parts, or functions of the participant.
4. Using action verbs to describe actions, behaviours, and mental verbs to express feelings.
5. Using adjectives to describe nouns and adverbs to describe verbs for a more detailed description of the topic.
6. Using adverbial phrases to give more details about how, where, or when something happens, sometimes in embedded clauses, as circumstances.

Before writing a descriptive text, students must consider several important language features. Thus, a well-structured descriptive text includes some elements such as social function, generic structure, and language features. These elements must be incorporated to ensure clarity, coherence, and completeness in writing.

2.5 Process Approach

The process approach to writing was introduced as a new method in a traditionally product-oriented culture of teaching writing (Cheung, 1999) and is now widely recognized as a more effective method of instruction. It continues to develop the different needs of students in the classroom. In contrast to earlier approaches rooted in behaviourism, which emphasized substitution tables, dictation, and the imitation of writing models (Paulston, 1972; Silva, 1990, as cited in Lincoln and Ben, 2015), the process approach focuses on fostering students' creativity and critical thinking. This approach allows learners to actively engage with their writing by generating ideas, drafting, revising, and incorporating feedback. Through this process, students are

encouraged to take ownership of their work, which not only enhances the quality of their writing but also promotes greater confidence as writers.

Donald Murray popularized the concept of the Process Approach to writing in 1972 and emphasised that writing is not a one-time act but a multi-stage process. It involves four stages: prewriting, drafting, revising, and editing. These stages are cyclical and allow students to build their ideas. Using the process approach, students are encouraged to produce multiple drafts and engage in continuous revision with a strong emphasis on both self-editing and receiving feedback from others. In the writing classroom, the process approach supports writing as a creative activity that requires time and positive feedback. Murray (1972) argues that teachers should act as facilitators by creating an environment where students can explore and develop their ideas without the pressure to produce a perfect final product. Moreover, Coffin et al. (2003) claim that the process approach has five stages: prewriting, planning, drafting, editing, and the final version.

1. Prewriting

Students must decide what topic they want to develop. Strategies like brainstorming, freewriting, outlining, and journaling can help generate and develop ideas.

2. Planning

Students focus on organizing their ideas. In this stage, they are guided to create an outline, take note-taking, or do free writing on the topic they have selected.

3. Drafting

Students start working on their written draft. They must organize and develop their ideas into a paragraph.

4. Editing

Students try to edit their draft based on the feedback or comments from others. The content and structure of the text itself are addressed at this stage. Besides, errors in grammar, spelling, and punctuation are fixed at this point.

5. Final Version

This is the final draft after the students have edited or revised their writing.

Besides, according to Sundem (2006), the process approach in writing consists of five stages: prewriting, drafting, revising, editing, and publishing.

1. Prewriting

In this stage, students select their topics. Teachers guide students in brainstorming ideas to develop their content and outlining their chosen topic.

2. Drafting

In this stage, students start to write their drafts by developing their ideas into good paragraphs.

3. Revising

In this stage, the students try to revise their draft based on the comments. The revising stage deals with the content and the organization of the text itself.

4. Editing

In this stage, the students edit their writing in grammatical and mechanical terms.

5. Publishing

The students submit their writing to the teacher.

By following each stage of the Process Approach, students engage in a comprehensive writing process. Writing multiple drafts and making revisions helps students improve their writing skills and create well-structured text. Process Approach also enhances the

student's ability to organize their ideas effectively. This research utilizes the Process Approach guidelines to provide structured support that helps students enhance their writing achievement and develop more effective writing practices.

2.6 Teaching Writing through Process Approach

Teaching writing helps students develop an interest in writing and express their thoughts and ideas clearly. A crucial factor in supporting students' writing achievement is the teachers' strategy. The Process Approach focuses on the writing process itself by guiding students through several stages, such as prewriting, drafting, revising, and editing. It helps students develop their ideas step by step, improve their writing through feedback, and enhance their writing skills. According to Caudery (1997), the Process Approach views writing as a process that involves creating multiple drafts in sequence. In this process, the teacher plays an active role by guiding students throughout each stage, offering feedback and preparing lessons rather than just assigning topics and correcting final drafts. It helps students to foster a deeper understanding of structure and coherence in writing texts. Moreover, receiving feedback from both the teacher and peers helps students recognize, identify their mistakes in text writing, and also builds confidence in their writing abilities.

Several studies have shown the benefits of the Process Approach in teaching and learning writing. Qomariah and Permana (2016) conducted research about the Process Approach in improving students' English paragraph writing ability. Their study aimed to discover whether or not the Process-based Approach is effective for students' English paragraph writing ability. Using a quasi-experimental design with a pretest and posttest control group, the research involved fourth-semester writing students at IKIP Mataram. The samples were selected through random sampling. The paragraph writing

test was used as the research instrument. The findings of the research show that the Process-Based Approach has a positive effect on students' English paragraph writing ability.

Moreover, Imelda, Cahyono, and Astuti (2019) explore the Process Approach and its effect on Indonesian EFL learners' writing skills. The quasi-experimental study involved 61 Vocational High School students divided into experimental and control groups. The writing test consisted of a pretest and a posttest. The students' results were analyzed through quantitative data analysis, and a creativity questionnaire was categorized into students' creativity levels. The results showed that combining the Process Approach with video-based mobile learning effectively improved students' writing skills.

Another was conducted by Alodwan and Ibnian (2014) that aimed at investigating the effect of using the Process Approach to writing on developing university students' essay writing skills. The study involved 90 non-English major students from English 101 sections at the World Islamic Sciences and Education University. There were experimental and control groups through random assignment. A descriptive method was used to collect data on writing skills. The quasi-experimental design was applied to assess the impact of the Process Approach on essay writing in EFL. A pre-test and a post-test were administered to both groups. The Process Approach was implemented only in the experimental group to evaluate its effectiveness. The study results showed that the Process Approach had a positive impact on students' essay-writing skills in EFL.

Therefore, many studies indicate that the Process Approach offers significant benefits in enhancing students' writing skills. Despite the advantages of the Process Approach, it also has drawbacks. It is time-consuming and places more emphasis on the writing process than on grammar and structure, which can impact the accuracy of the final product (Selvajar and Aziz, 2019). Onozawa (2010) also claims that the main issue of the Process Approach is that it does not focus much on grammar, structure, or final writing results. However, students need both fluency and accuracy to improve their language skills and good communication. Thus, ignoring grammatical elements in the Process Approach does not serve the learners' purpose. In addition, As-shidiqi (2022) argues that the Process Approach provides limited linguistic knowledge, making it challenging for learners to write effectively. Reid (2001), as cited in Bayat (2014), also points out that overlooking grammar, structure, and the final product can lead to difficulties in writing.

Regarding the limitation of the Process Approach, the researcher considers EGRA an appropriate technique to address its drawbacks and enhance students' writing skills. It provides a structured technique that combines linguistic knowledge with the writing process. Combining explicit grammar instruction and guided practice helps students develop both fluency and accuracy in their writing. Therefore, using the Process Approach with EGRA ensures that students not only focus on generating and organizing ideas but also improve their understanding of grammar, sentence structure, and coherence. Moreover, students can produce clear and effective writing.

2.7 Advantages and Disadvantages of the Process Approach in Teaching Writing

Choosing the right strategy in the teaching and learning process can lead to positive outcomes. However, the Process Approach also has both advantages and

disadvantages. Here are the advantages and disadvantages of using the Process Approach in writing:

Advantages:

1. The Process Approach allows students to develop their ideas step by step, giving them the freedom to explore, revise, and improve their writing. This helps foster a deeper understanding of writing as a process and encourages independent thinking.
2. The Process Approach places a strong emphasis on receiving feedback from both teachers and peers, which helps students recognize their mistakes, improve their work, and build confidence in their writing abilities.
3. Students can enhance their writing skills in an organized and structured manner by leading to consistent progress.

Disadvantages:

1. Process Approach focuses more on the writing process and less on grammar, structure, and the accuracy of the final product.
2. Process Approach can provide limited linguistic knowledge, which can make it challenging for students to write effectively and may not fully support the development of their accurate writing skills.

Based on the explanations above, applying the Process Approach to improve students' writing skills has both advantages and disadvantages. It promotes creativity, independent thinking, and consistent improvement through feedback. However, it can be time-consuming and may not focus enough on grammar and structure, which can affect the final product's accuracy. Thus, combining the Process Approach with the EGRA technique can help address these disadvantages and enhance students' writing skills.

2.8 EGRA Technique (Exposure-Generalization-Reinforcement-Application)

The EGRA technique was introduced by Wallace in 1982. It was originally created to help students learn vocabulary; however, it has also proven effective in helping students understand and use English grammar in a structured way. EGRA stands for Exposure, Generalization, Reinforcement, and Application. It is recognized as a classroom methodology used by high school English teachers (Tomlison,1990). Each stage of EGRA has a specific purpose in the learning process. The first stage, Exposure, introduces students to real-life contexts or situations that are relevant to the target grammar concept. It helps students see the grammar structure being used in real communication. The second stage, Generalization, helps students understand and remember grammar rules by identifying patterns and discovering the form and function of the structure on their own. The third stage, Reinforcement, allows students to review and strengthen their understanding of the grammar concept. The final stage, Application, enables students to use the grammar concepts they have learned in real communication, such as writing simple paragraphs.

This technique supports students in recalling, organizing, and applying their language knowledge effectively. According to Tomlinson (1990), the EGRA technique is based on the idea that providing models of structure through reading or other activities helps students acquire language effectively. Furthermore, EGRA fosters student interaction and encourages them to explore and understand the form and function of language independently. As stated by Pilu et al. (2020), EGRA's four stages provide a systematic and engaging method for grammar instruction. The following is a brief explanation of each stage of the EGRA technique:

1. Exposure

Exposure is a learning stage where students are subconsciously introduced to the meaningful use of a particular structure. It is also effective for presenting previously taught structures with specific functions. Moreover, this learning exposure encourages students to become more active from the beginning of the teaching process, leading them to make significant discoveries. In this research, exposure refers to guiding students to learn every element of writing. The teacher gives leading questions to the students about the material to be taught, using strategies such as question and answer sessions, pictures, brainstorming, or providing key words. All activities during the exposure stage are conducted through oral practice to engage students as active participants.

2. Generalization

In this stage, students complete tasks to discover the form, meaning, and function of a structure to which they have been exposed. The rationale for generalization is that students remember conclusions about form and function better when they discover them on their own. Besides, teachers should avoid correcting students' answers. Instead, they should encourage students to express their ideas on grammar, word choice, sentence structure, and more through group discussions. Thus, the learning experience gained by students will support their discovery process, which is the main goal of generalization.

The core concept of the EGRA approach is generalization, where students are expected to discover language structures on their own.

3. Reinforcement

Students are provided with accurate and conscious information on the form and purpose of the structure they have been exposed to throughout the reinforcement stage. The objective is to help learners review and revise their generalizations,

ensuring they develop a clear and accurate understanding of the structure's form and function.

4. Application

At the application stage, students are asked to complete the assigned tasks individually. It is the learning stage where students are given opportunities to use or apply the structures they have learned in communication, either receptively or productively.

Through these four stages, students can analyze, practice, and apply grammatical structures, which helps improve their grammar mastery and writing accuracy (Bukan and Alinda, 2023). Wahyu and Citrawati (2022) also believe that the use of the EGRA technique creates a more interactive classroom atmosphere in which students participate more actively during grammar activities. Students are not only guided to recognize and understand grammatical structures, but they are also encouraged to practice them repeatedly in meaningful contexts. Therefore, students are involved with the material at every stage based on the EGRA technique, which offers an interactive way to language learning. It helps students to develop a deeper understanding of language structures while improving their communication and comprehension skills. Moreover, this technique promotes active participation and serves as an effective strategy for students to apply language structures more effectively.

2.9 Advantages and Disadvantages of the EGRA Technique

There are advantages and disadvantages of the EGRA Technique:

Advantages:

1. EGRA technique helps students build their grammar understanding and conceptual knowledge.

2. EGRA technique makes students more actively involved in the learning process

Disadvantages:

1. A lack of focus at each stage of EGRA might cause students to become confused and limit their knowledge of the overall process.
2. The Generalization and Reinforcement processes take a lot of class time.

The advantages and disadvantages of the EGRA technique have been discussed above. This technique aims to be used in teaching and learning activities in the process of writing descriptive text.

2.10 Procedures of Teaching Writing Through the Original Process Approach

The original Process Approach requires teachers to guide students through each step rather than focusing only on the final product. It involves a sequence of stages, including planning, drafting, editing, and the final version. The implementation in the teaching and learning of writing can be described as follows:

1. Planning

- The teacher explains the material about the descriptive text that students will write.
- The teacher explains the definition, purpose, generic structure, and language features of the descriptive text.
- The students select a topic and start organizing their ideas.
- The students develop their chosen topic by creating an outline, taking notes, or practicing free writing.

2. Drafting

- The students write the first draft of their draft.

- The focus is on developing, organizing, and elaborating their ideas.

3. Editing

- The students participate in peer correction with their friends.
- The students revise and edit their drafts to produce a second draft.

4. Final version

- The students submit their final draft.

Every stage in this process is designed to guide students from generating initial ideas to producing a well-written work. By following these steps, the original process approach encourages students to take responsibility for their writing and enhance their skills in writing.

2.11 Procedures of Teaching Writing Through the Process Approach with EGRA

In this study, the researcher applies the Process Approach in combination with the EGRA technique to address the research problem. In contrast to the original Process Approach, this implementation incorporates the EGRA stages into the Process Approach, as outlined below.

1. Planning

- The teacher provides a picture of the object related to the descriptive text.
(Exposure)
- The teacher poses guided questions as a brainstorming to help students build their understanding of the topic. *(Exposure)*
- Then, the teacher divides the students into groups that consist of 5 students.
- The teacher provides each group with a descriptive text.

- The teacher gives assignments in the form of question discourse and quizzes, which must direct students to find the function and form of sentence structure to be taught. **(Generalization)**
- Students are also asked to identify language features and the generic structure of the text. **(Generalization)**
- After finishing the exercise, the teacher asks each group to discuss his/her exercise in front of the class. When one group has finished presenting their discussion, other groups may ask questions or provide comments. **(Generalization)**
- Then, the teacher asks students to sum up the discussion. **(Generalization)**
- The teacher reviews their discussion and provides some feedback. **(Reinforcement)**
- The teacher explains the material about the descriptive text that students will write.
- The teacher explains the definition, purpose, generic structure, and language features of the descriptive text.
- After that, the teacher asks students to work individually and choose their own topic. **(Application)**
- The students select a topic and start organizing their ideas.
- The students develop their chosen topic by creating an outline, taking notes, or practicing free writing.

2. Drafting

- The students write the first draft of their draft.
- The focus is on developing, organizing, and elaborating their ideas.

3. Editing

- The students participate in peer correction with their friends.

- The students revise and edit their drafts to produce a second draft.

4. Final version

- The students submit their final draft.

The table below presents the difference between the procedures of teaching writing through the Original Process Approach and those using the Process Approach combined with EGRA.

Table 2.1 The Procedures of Teaching Writing using the Original Process Approach and the Process Approach with EGRA

Stages	Original Process Approach (Harmer, 2004)	Process Approach with EGRA
Planning	<ul style="list-style-type: none"> - Teacher explains the material about descriptive text that students will write. - The teacher explains the definition, purpose, generic structure, and language features of the descriptive text. - The students select a topic and start organizing their ideas. - The students develop their chosen topic by creating an outline, taking notes, or practicing free writing. 	<p>Exposure:</p> <ul style="list-style-type: none"> - The teacher provides a picture of the object related to the descriptive text. - The teacher poses guided questions as a brainstorming to help students build their understanding of the topic <p>Generalization:</p> <ul style="list-style-type: none"> - Then, the teacher divides the students into groups that consist of 5 students. - The teacher provides each group with a descriptive text. - The teacher gives assignments in the form of question discourse and quizzes, which must direct students to find the function and form of sentence structure to be taught. - Students are also asked to identify language features and the generic structure of the text. - After finishing the exercise, the teacher asks each group to discuss his/her exercise in front of the class. When one group has finished

		<p>presenting their discussion, other groups may ask questions or provide comments.</p> <ul style="list-style-type: none"> - Then, the teacher asks students to sum up the discussion. <p>Reinforcement:</p> <ul style="list-style-type: none"> - In the next meeting, the teacher reviews their discussion and provides some feedback. - <i>The teacher explains the material about the descriptive text that students will write.</i> - <i>Then, the teacher explains the definition, purpose, generic structure, and language features of the descriptive text.</i> <p>Application:</p> <ul style="list-style-type: none"> - The teacher asks students to work individually and choose their own topic. - <i>The students select a topic and organize their ideas.</i> - <i>The students develop their chosen topic by creating an outline, taking notes, or practicing free writing.</i>
Drafting	<ul style="list-style-type: none"> - The students write the first draft of their draft. - The focus is on developing, organizing, and elaborating their ideas. 	<ul style="list-style-type: none"> - The students write the first draft of their draft. - The focus is on developing, organizing, and elaborating their ideas.
Editing	<ul style="list-style-type: none"> - The students participate in peer correction with their friends. - The students revise and edit their drafts to produce a second draft. 	<ul style="list-style-type: none"> - The students participate in peer correction with their friends. - The students revise and edit their drafts to produce a second draft.
Final Version	Students submit their final draft.	Students submit their final draft.

Based on the table presented above, both the original Process Approach and the Process Approach combined with the EGRA technique have distinct procedures in teaching writing. The main difference can be identified in the planning stage, where the

integration of EGRA provides additional structured steps to guide students in preparing their ideas before drafting.

2.12 Perception

According to Qiong in Suyadi and Aisyah (2021), perception is described as the overall process of the conscious human mind in interpreting the surrounding environment. It involves understanding the meaning of stimuli while sensing objects, events, or relationships between phenomena, which are then processed by the brain. It means that perception is viewed as a mental process through which individuals gain awareness or understanding of sensory information. In general, perception can be understood as an individual's way of viewing or interpreting something, which subsequently influences their attitudes, decisions, and actions. This implies that perception not only shapes how learners make sense of information but also determines how they respond to and engage with their learning environment. Therefore, exploring students' perceptions provides valuable insights into the effectiveness of teaching methods, techniques, or strategies, since their perceptions reflect their direct experiences in applying these methods (Dewi, 2021). It is also important to recognize that students' perceptions may differ, as each learner interprets experiences in their own way. As stated by Fadillia (2022), students' perceptions play a vital role because they significantly influence their academic attitudes and behaviours. Therefore, understanding students' perceptions is essential for promoting effective and positive learning outcomes.

In line with this perspective, this research examines students' perceptions of implementing the Process Approach using the EGRA technique. This exploration is essential because students' perceptions reflect how they interpret and organize their learning experiences, which subsequently shape their learning environment, writing

process, and responses to instructional strategies. As stated by Flora et al. (2024), identifying how individuals make sense of their experiences is essential, since the same experience may be perceived differently by different people. Perception plays an important role in learning because it affects how students understand, respond, and make use of the strategies used in the classroom. Thus, students' views of the teachers' use of the Process Approach with the EGRA technique, whether positive or negative, are expected to influence their writing performance.

2.13 Theoretical Assumption

This chapter highlights that writing is an essential language skill through which students are required to express and organize their ideas into well-structured written work. The Process Approach has been recognized as an effective method for teaching writing because it emphasizes stages that help students transform their ideas into readable texts before producing a complete composition, such as a descriptive text. However, previous studies have noted a limitation of this method that students often pay less attention to grammatical accuracy while focusing primarily on content. Thus, the Process Approach and EGRA need to be combined considering this problem that occurs in the Process Approach. The EGRA technique provides step by step guidance that enables students to recognize, practice, and apply appropriate language structures and grammar during the writing process. This additional support not only strengthens their ability to generate and organize ideas effectively but also enhances the accuracy of their written work. Therefore, students who are taught through the Process Approach combined with the EGRA technique are expected to achieve stronger writing outcomes compared to those who are taught using the original Process Approach.

Besides, in terms of the aspects of writing, grammar is predicted to experience the most significant improvement as a result of implementing the Process Approach combined with EGRA. The structured stages of EGRA provide systematic opportunities for students to recognize and practice correct language forms as part of the writing process. Students are guided to observe authentic language use, analyze patterns, and apply grammatical rules in their own writing while receiving reinforcement that helps reduce errors. By practicing grammar in the writing process, students become more aware of accuracy and better at using correct structures in context. This consistent focus on grammar is expected to lead to greater improvement in grammar than in other components of writing, such as content, organization, or mechanics.

The Process Approach combined with the EGRA creates an interactive and collaborative learning environment that influences how students perceive their classroom experiences. A positive perception of this method can increase students' motivation and confidence, which subsequently influences their attitudes and overall learning outcomes. In this context, perception plays a crucial role in determining how effectively students engage with the strategies used in the classroom. Therefore, the researcher assumes that integrating the Process Approach with the EGRA technique can serve as an effective way to support students in addressing their challenges and improving their writing performance.

2.14 Hypotheses

Based on the theoretical assumptions discussed above, the researcher proposes the following hypotheses:

1. There is a significant difference in students' writing achievement between students who are taught through the Process Approach using the EGRA technique and the original Process Approach.
2. Grammar is the aspect that improves the most after the students are taught through the Process Approach using the EGRA technique.
3. Students indicate a positive perception after the implementation of the Process Approach using the EGRA technique.

Therefore, this chapter has presented writing, aspects of writing, teaching writing, descriptive text, Process Approach, teaching writing through Process Approach, the advantages and disadvantages of the Process Approach in teaching writing, EGRA technique, procedures of teaching writing through the Original Process Approach, procedures of teaching writing through the Process Approach with EGRA, perception, theoretical assumptions, and hypotheses.

III. METHODS

In order to answer the research problem and achieve the objective of the research, the methods of the research are determined. Therefore, this chapter discusses the research design, variables, population and sample, data collection techniques, instruments, research procedures, validity and reliability of the instruments, rubric scoring system, data analysis, and hypothesis testing.

3.1 Research Design

This quantitative study aimed to find whether there is a significant difference in students' writing achievement after being taught through the Process Approach with EGRA and the original Process Approach. In addition, this research investigated the improvement among the five writing aspects to find out which aspect showed the greatest increase after the implementation of the Process Approach with EGRA. To further determine the effectiveness of these methods, the researcher also explored students' perceptions toward the use of the Process Approach with EGRA in their writing activity. Two classes were involved in this research, one serving as the control class and the other as the experimental class. The experimental class was taught through using the Process Approach with the EGRA technique, while the control class was taught through the original Process Approach. In the first meeting, both classes were given a pretest before receiving any treatment. At the end of the meeting, they were given a posttest to assess their writing achievement. The concept of research design is illustrated as follows:

G1: T1 X T2
G2: T1 O T2

It can be seen that:

G1 : Experimental Class

G2 : Control Class

T1 : Pretest

X : The Process Approach with EGRA

O : The original Process Approach

T2 : Posttest

3.2 Variables

This research had two main variables: the independent variable (X) and the dependent variable (Y). The independent variable is a factor that influences or determines the value of other variables. In this research, the independent variable (X) was the implementation of the Process Approach using the EGRA technique. Meanwhile, the dependent variable is the factor that is affected by changes in the independent variable. In this research, the students' writing achievement was a dependent variable (Y).

3.3 Population and Sample

The population of this study consisted of the second-grade students of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2025-2026. Two classes were selected as the samples of this research, consisting of the experimental and the control classes. The experimental class (XI G) was taught using the Process Approach with EGRA, and the control class (XI C) was taught using the original Process Approach. To ensure that students could effectively participate in the learning process, purposive sampling was used. Based on the teacher's criteria, both classes were selected because they demonstrated a similar level of writing achievement.

3.4 Data Collecting Techniques

In collecting the data, the researcher used two instruments: writing tests and a questionnaire. The writing tests were designed to assess students' ability to produce descriptive text. These tests were administered before and after the treatment. The scores from both classes were compared in order to see a significant increase in students' writing achievement. The students' writing test was evaluated based on five aspects proposed by Jacobs et al. (1981), namely: content, vocabulary, grammar, language use, and mechanics. Furthermore, a questionnaire test was administered to gather data on students' perceptions after the implementation of the Process Approach with EGRA. To ensure the accuracy and appropriateness of the data collection instrument, the researcher examined the validity and reliability of the questionnaire before it was used.

1. Pretest

The pretest was administered during the first meeting before the treatment was conducted in both experimental and control classes. In the pretest, the students were asked to write a descriptive text based on the provided topic. The purpose of the pretest was to assess the students' initial ability and prior knowledge in writing descriptive texts before giving a treatment.

2. Treatment

The treatment was conducted after students completed the pretest. All students from both classes were required to attend each treatment session as part of the learning process. In the experimental class, students were given the treatment using the Process Approach using the EGRA technique. Moreover, the students were taught through the original Process Approach in the control class. It aimed to help students develop their ability to compose descriptive texts effectively.

3. Posttest

The posttest was administered after all treatments had been completed. The writing test was given to students in experimental and control classes. They were asked to write a descriptive text based on the topic given. The purpose of the posttest was to measure students' writing achievement after receiving the treatment. The researcher evaluated the students' writing based on aspects of writing. Furthermore, the posttest scores were compared with the pretest scores to determine whether there was a significant improvement in the students' writing achievement.

4. Questionnaire

The questionnaire consisted of 20 closed-ended statements adapted from Fadillia (2022). It was administered to the students after the posttest at the end of the meeting. The questionnaire was distributed to investigate the students' perception after the implementation of the Process Approach with the EGRA technique.

Therefore, the researcher employed writing tests consisting of a pretest and a posttest to evaluate the students' writing performance in both classes. The assessment focused on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The scoring rubric used in this study was adapted from Jacobs et al. (1981). In addition, questionnaires were administered to investigate students' perceptions of the learning process and their experiences with the implementation of the Process Approach with the EGRA technique.

3.5 Instruments

To gather data for this research, writing tests and a questionnaire were used in this research. The students were given a pretest during the first meeting before receiving any treatment, and a posttest at the end of the lesson after finishing the treatment. Both

the experimental and control groups took the same form of writing tests to measure their writing achievement. Then, the students' writing results were evaluated by two raters, and the scores were analyzed to address the research questions. In addition, a questionnaire was administered to examine students' perceptions after being taught through the Process Approach integrated with the EGRA technique.

3.6 Research Procedures

The researcher followed some procedures in collecting the data for this research, which were as follows:

1. Determining the problem

The researcher began by identifying the problem through an observation at the school. Information was obtained from the English teacher at the research location to understand the students' learning conditions and writing performance. Based on the information, two classes with a similar level of writing proficiency were selected as the samples for this research.

2. Selecting the population and sample

The population of this research was the second-grade students of SMA Muhammadiyah 2 Bandar Lampung. Two classes were selected as the samples of the study, one for the experimental class and one for the control class.

3. Selecting materials

The teaching material was arranged based on the senior high school syllabus, which focuses on composing descriptive text. The material was designed to enhance students' writing achievement in descriptive text.

4. Administering a pretest

In the first meeting, the test was administered to the students to assess their initial writing ability before the treatment was given. The researcher asked the students to

write a descriptive text based on the topic and the writing instructions given.

5. Conducting the treatment

After giving the pretest, the researcher conducted the treatments for both classes in the next meeting. The experimental class was taught through the Process Approach with EGRA technique, and the control class was given the original Process Approach. During the learning process, students in both classes were given instructions to write a piece of writing on the given topic. Then, the researcher provided feedback to students during the writing activities and evaluated their work based on aspects of writing. Besides, the researcher evaluated and compared the students' writing results to determine the effectiveness of each method and its impact on students' writing achievement.

6. Administering a posttest

To find whether there was a significant or not in students' writing achievement, the posttest was conducted the day after treatments were completed. The students were asked to write a descriptive text on a different topic from the pretest, which was provided by the researcher.

7. Administering the questionnaire

After the students had completed all treatments and tests, the researcher distributed the questionnaire to gather additional data. The purpose of the questionnaire was to explore the students' perceptions of the implementation of the Process Approach integrated with the EGRA technique.

8. Analyzing the test result

The researcher used two raters to assess the students' writing tests. The first rater was the researcher, and the second rater was the English teacher from the school. The students' descriptive writing was evaluated based on five aspects from Jacobs (1981). After that, the researcher used statistical software to analyze the data. It was

used to find out the means of pretest and posttest and whether there is a significance or not.

There were procedures followed by the researcher in conducting this research. Besides, to ensure the credibility and accuracy of the research findings, other important factors such as the validity and reliability of the instruments were also examined and analyzed.

3.7 Validity and Reliability of the Instruments

The instrument of this research is writing tests. In measuring the quality of the writing tests, there are two criteria for a good test. There are the validity and reliability of tests. The researcher needs to verify the reliability and validity of the tests used in this research. According to Setiyadi (2018), the most important consideration when creating an instrument is the justification for whether the instrument being used is valid and reliable. Thus, it is important to measure the validity and reliability of the tests to get valid and reliable data.

3.7.1 Validity of Writing Tests

There were two types of validity considered in this research, namely content validity and construct validity. The test is considered valid if the test accurately measures what it is intended to measure and is suitable for the criteria (Hatch and Farhady, 1982). The following sections describe these two types of validity by offering an indication that the test is valid:

1. Content validity

Content validity was the process by which the test determines the representativeness of the items in an aspect of the knowledge, tasks, skills, and other aspects that are being measured (Wiersma and Jurs, 2009). To demonstrate

content validity, the test items were carefully designed to ensure that they reflected the relevant aspects of writing being assessed. According to Setiyadi (2018), the material given was suitable for the curriculum. Thus, the researcher arranged the writing tests based on the learning objectives outlined in the *Kurikulum Merdeka* for senior high school students. The test items were designed to correspond with the objectives of teaching descriptive texts and were assigned to students according to the curriculum indicators appropriate for second-grade students.

2. Construct validity

Hatch and Farhady (1982) claim that construct validity concerns whether a test was in line with the theories related to what it was intended to measure. This indicates that the test items must be composed using the theory of the topic being examined (Nurweni, 2018). Thus, it concerned whether the test was consistent with the theory that represents what it represents. In this research, the writing tests were designed based on the theory of writing. In addition, the scoring criteria were based on the five aspects of writing, namely content, grammar, organization, vocabulary, and mechanics, by Jacobs et al. (1981), which had been proven for assessing writing assignments.

The content and construct validity of the writing tests were checked by an English teacher and a lecturer. They used a checklist table to ensure that the tests satisfied the validity criteria. The results of the validation are shown in the following table.

Table 3.1 Validity of Writing Tests

Raters	Writing Tests	
	Content	Construct
Rater 1	100%	100%
Rater 2	100%	100%
Average	100%	

The table above shows that all raters agreed that the tests used for pretest and posttest demonstrated both content and construct validity. The data indicate that the average score for both aspects was 100%. It means the tests have met the criteria for content and construct validity. Therefore, the writing tests used by the researcher can be considered valid instruments.

3.7.2 Validity of the Questionnaire

The researcher administered a questionnaire consisting of 20 close-ended items using a Likert Scale. The questionnaire aimed to identify students' perceptions following the implementation of the Process Approach integrated with the EGRA technique. To ensure that the questionnaire effectively measured students' perceptions, each item was designed to represent the relevant dimension of the Process Approach. Therefore, to check the validity of the adapted questionnaire, an English teacher and a lecturer were consulted as raters to evaluate whether the questionnaire items were consistent with the theory used in the study. The questionnaire was adapted from Fadillia (2022), which consisted of four categorizes. The specific aspects of the questionnaire were presented in the table below.

Table 3.2 The Specification of the Questionnaire

Process Approach with EGRA	Number of Items	Scale				
		5	4	3	2	1
Planning	1.2.3.4.5	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Drafting	6.7.8.9.10	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Editing	11.12.13.14.15	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Final Version	16.17.18.19.20	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Based on the results of the validation process, the questionnaires' results were valid both in terms of content and construct. The construct validity of the questionnaire was determined by examining the relationships among its indicators to ensure that each item accurately represented the intended aspects of the Process Approach using EGRA.

3.7.3 Reliability of the Test

The reliability of a test could be defined as the extent to which a test produces consistent results when it is administered under similar conditions (Hatch and Farhady, 1982). It implied that if the tests show consistent results, a test will be considered reliable. Thus, in order to ensure the consistency of the test and to avoid subjectivity, the researcher used inter-rater reliability. In this research, the first rater was the researcher, and the second rater was the English teacher at the school. The researcher made sure that both raters used the same criteria for scoring the students' writing tests. The writing of the students was assessed using the writing criteria adopted by Jacobs et al. (1981). Therefore, the scores from two raters were calculated by adding and dividing by two to determine the final score. Besides, to determine the correlation coefficient between the two raters, the researcher used the *Rank Order* with the formula:

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

p: coefficient of rank order.

d: difference of rank correlation.

N: number of students.

1-6 is a constant number.

(Hatch and Farhady, 1982)

The results of the reliability writing tests are shown below:

Reliability of the Pretest

$$\rho = 1 - \frac{6(\sum d^2)}{N(N^2-1)} \longrightarrow \rho = 1 - \frac{6(177)}{36(36^2 - 1)}$$

$$\rho = 1 - \frac{1062}{46.620}$$

$$\rho = \mathbf{0.977}$$

Reliability of the Posttest

$$\rho = 1 - \frac{6(\sum d^2)}{N(N^2-1)} \longrightarrow \rho = 1 - \frac{6(241)}{36(36^2 - 1)}$$

$$\rho = 1 - \frac{1446}{46.620}$$

$$\rho = \mathbf{0.968}$$

The researcher analyzed the coefficient of reliability using the standard of reliability testing after finding the coefficient between two raters. Arikunto (1998) presented a standard for reliability below:

- A very high reliability (range from 0.80 to 0.100)
- A high reliability (range from 0.60 to 0.79)
- An average reliability (range from 0.40 to 0.59)
- A low reliability (range from 0.20 to 0.39)
- A very low reliability (range from 0.00 to 0.19)

Following Arikunto's reliability standard, writing tests are considered reliable if the reliability coefficient ranges from 0.80 to 1.00, which indicates a very high level of reliability. The results clearly show that both writing tests demonstrated very high reliability, with a pretest reliability coefficient of 0.977 and a posttest reliability coefficient of 0.968. Therefore, it can be concluded that the writing tests produced consistent results and can be considered reliable instruments.

3.7.4 Reliability of the Questionnaire

The questionnaire used a Likert scale to collect data on students' perceptions. To measure the consistency of questionnaire items, the researcher needed to examine the reliability of the instrument. The reliability of the questionnaire was assessed using *Cronbach's Alpha Coefficient*, a method for testing reliability. After receiving the students' results of the questionnaire, SPSS was used to analyze the data to determine the consistency of the questionnaire and compute the reliability coefficient. Then, the researcher used the criteria of the reliability from Cohen et al. (2007), which are presented as follows:

- a. Very highly reliable (> 0.90)
- b. Highly reliable ($0.80 - 0.90$)
- c. Reliable ($0.70 - 0.79$)
- d. Minimally reliable ($0.60 - 0.69$)
- e. Unacceptably low reliability (< 0.60)

Table 3.3 Reliability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	20

After calculating the questionnaire scores, the researcher found that the Cronbach's Alpha value was 0.900. The result indicates that the questionnaire is highly reliable and appropriate for data collection since a reliability coefficient between 0.80 and 0.90 is categorized as a high level of reliability.

According to the findings of the validity and reliability tests, the writing tests and questionnaire were proven to be valid since every item fulfilled the required criteria and accurately measured the intended aspects. The reliability coefficients of 0.977 for the pretest and 0.968 for the posttest indicated a very high level of reliability. In addition, the questionnaire achieved a Cronbach's Alpha value of 0.900, which also reflects high reliability. Thus, the questionnaire and the writing tests can both be considered as valid and reliable instruments for this research.

3.8 Rubric Scoring System

Two raters were involved in assessing the students' writing tests. There were two raters, the researcher as the first rater and an English teacher from SMA Muhammadiyah 2 Bandar Lampung as the second rater. Students were required to write a descriptive text based on existing topics for each pretest, treatment activity, and posttest. To get the final scores of their writing, the criteria scoring rubric from Jacobs et al. (1981) was used, which includes five writing aspects: content, organization, vocabulary, language use, and mechanics. The details of the scoring rubric were provided in the appendix of this research.

3.9 Data Analysis

The stages in data analysis were related to the research problem, as mentioned in the background section. The researcher used writing tests, which were a pretest and a

posttest, as the instruments of this research. Hence, to get the results of the first research question, the researcher analyzed the data by using some stages:

1. Scoring the pre-test and post-test of writing tests by using two raters.
2. Tabulating the test results and calculating all the scores of the students' writing.
The researcher used an *Independent Group T-Test* to calculate and analyze the pretest and posttest scores from the control and experimental classes. It aimed to determine whether there was a significant difference in students' writing achievement between those taught through the Process Approach using the EGRA technique and the original Process Approach. Therefore, SPSS was used in this research to calculate and analyze the scores.
3. Composing a discussion based on the results to answer the first research question.

To answer the second research question, the two raters analyzed the students' scores in each writing aspect for the experimental class using the scoring rubric proposed by Jacobs et al. (1981), which evaluates five aspects of writing. Then, the researcher calculated the average score of each aspect from the pretest and posttest to determine the gain score. It was used to identify which aspect of writing showed the most improvement.

Furthermore, to address the third research question, the researcher calculated the students' mean score and the percentage distribution of their perceptions. The following percentage system was applied to analyze the questionnaire results. The researcher used the formula below to calculate the students' overall scores.

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} : the mean of the score

$\sum x$: total score

n : total sample

The score was categorized as follows if the questionnaire included 20 questions.

20 x 5 = 100 (the positive score)

20 x 3 = 60 (the neutral score)

20 x 1 = 20 (the negative score)

Table 3.4 Level of Perception

Score	Level of Perception
61 - 100	Positive
21 - 60	Neutral
0 - 20	Negative

(Best, W John in Puspita, 2024)

Normality Test

This research also intended to find out whether the data were normally distributed by using a normality test on SPSS. The researcher used the *Shapiro-Wilk* test to measure the normality of the data. The hypotheses of the normality test were:

H₀: The distribution of the data is normal

H₁: The distribution of the data is not normal.

The level of significance used is 0.05. If the result of the normality test is higher than 0.05 (sign > 0.05), then H₀ is accepted.

Table 3.5 The Normality Test of Experimental Class

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experimental	.117	36	.200*	.961	36	.235
Posttest Experimental	.096	36	.200*	.957	36	.168

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.5 shows that the data in the experimental class were normally distributed since the significance values for both the pretest 0.235 and posttest 0.168 were higher than 0.05. Meanwhile, the normality test results for the control class data are presented below.

Table 3.6 The Normality Test of Control Class

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Control	.120	35	.200*	.968	35	.398
Posttest Control	.135	35	.108	.974	35	.551

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Table 3.6, it can be seen that the normality value for the pretest was 0.398, and the posttest value was 0.551, showing that the distribution of the data was normal. Therefore, H_0 is accepted as the significance values for both classes are higher than 0.05.

Homogeneity Test

The homogeneity test is an essential requirement that must be completed before the data is processed. The purpose of this test was to see if the distributions of the two classes were the same. The hypotheses of the homogeneity test are:

H_0 : The data is taken from two samples with the same variances (homogeneous).

H_1 : The data is not taken from two samples with the same variances (homogeneous).

In this case, when the test's significance level is higher than 0.05, the null hypothesis (H_0) is accepted. The results of the homogeneity test for this research are presented below:

Table 3.7 The Homogeneity Test of Variance

		Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.175	1	69	.677
	Based on Median	.128	1	69	.722
	Based on Median and with adjusted df	.128	1	67.962	.722
	Based on trimmed mean	.172	1	69	.680
Posttest	Based on Mean	.447	1	69	.506
	Based on Median	.464	1	69	.498
	Based on Median and with adjusted df	.464	1	68.999	.498
	Based on trimmed mean	.445	1	69	.507

The homogeneity test results in the table above show that the significance value is higher than 0.05. The significance levels for the pretest and posttest were 0.677 and 0.506. Thus, the distributions of the two classes are considered homogeneous, and the null hypothesis is accepted.

3.10 Hypothesis Testing

Hypothesis testing was conducted to determine whether the hypothesis in this research was accepted or rejected. The hypothesis was considered statistically valid if the significance value was below 0.05. The formulation of the hypotheses could be seen as follows:

$H_1 = \text{Sig} < 0.05$

H_0 : There is no significant difference in students' writing achievement between students who are taught through the Process Approach using the EGRA technique and the Process Approach.

H_1 : There is a significant difference in students' writing achievement between students who are taught through the Process Approach using the EGRA technique and the Process Approach.

Hypothesis testing was used to prove whether the hypothesis in this research was accepted or not. The hypothesis was tested by utilizing the *Independent Group T-test* to determine a significant difference in students' achievement in writing. Students' scores from both the experimental and control groups were processed using the Statistical Package for Social Sciences (SPSS).

In brief, this chapter has discussed the methodology of the research, consisting of the research design, variables, population and sample, data collection techniques, instruments, research procedures, validity and reliability of the instruments, rubric scoring system, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This last chapter provides a summary of the research conclusions and suggestions for further research.

5.1 Conclusion

In conclusion, the results of this study showed that the Process Approach with EGRA was more effective than the traditional teaching method. Lack of enough practice and experience, teaching writing is less successful in increasing students' ability. Thus, integrating EGRA into the stages of the Process Approach was applied in teaching writing to give students more structured and clearer guidance through planning, drafting, and editing their writing. The activities in EGRA also provided students with grammatical knowledge before writing, helping them to create more accurate and effective sentences. Through this combination, students' performance in writing was improved, and every aspect of writing was enhanced, especially their grammar.

Moreover, identifying the limitations of the Process Approach and providing an appropriate solution are important for improving learning outcomes. In this research, the Process Approach combined with the EGRA technique effectively addressed the limitations found in the Process Approach during the writing activity. The experimental class achieved a more significant improvement in their writing score results compared to the control class, which was taught through only the Process Approach. This finding indicated that the structured stages of the Process Approach and supported by targeted grammar activities from EGRA at the beginning of the writing process. It allowed

students to produce a text with more organization, accuracy and to use proper grammar. In addition, students in the experimental class also had a positive perception through the implementation of the Process Approach with EGRA.

5.2 Suggestions

Following the research experience, several suggestions are provided for teachers and future researchers.

1. English Teacher

- Based on the positive impact on students' writing achievement, English teachers are recommended to use the Process Approach with EGRA for instructing writing, especially descriptive texts. Through group discussions, students can enhance their practical language use and improve the organization of their ideas by engaging with meaningful content. It can provide a view of the text structure, organizational patterns, and grammatical features used in the model text, helping students use proper grammar structures and meaningful content in their writing. Additionally, students are encouraged to think independently by exploring their ideas and refining their writing through multiple stages. Therefore, it can help students to compose content and ideas using well-structured and grammatically accurate sentences in their writing.
- To ensure that students effectively carry out the peer-editing stage, teachers need to closely monitor and guide students' activities to minimize language errors and misunderstandings. When students experience difficulties during peer editing, teachers should provide clear and explicit explanations of each step, including how to identify errors, give constructive feedback, and review specific aspects of writing. By offering examples, guiding questions, and structured instructions,

teachers can help students perform peer editing more effectively and improve the quality of their revisions.

2. Further Researcher

- This study involved senior high school students taught using the Process Approach combined with the EGRA technique. Further research is encouraged to examine the effectiveness of the Process Approach combined with other grammar-focused instructional techniques to determine their impact on students' writing achievement. It is suggested that further researcher consider using Presentation-Practice-Production (PPP) techniques since it provides clear instruction and systematic practice that may help students improve their grammatical accuracy in writing. Further investigations are expected to strengthen the evidence base of this study and provide broader insights into how different grammar instruction strategies can be integrated into the Process Approach to enhance students' writing performance.
- The researcher employed a quantitative approach to assess students' perceptions in the experimental class using a closed-ended questionnaire. However, this instrument limited students' ability to express their opinions in depth. Therefore, for further research, it is recommended to use a qualitative method, such as open-ended questionnaires or interviews, after implementation of the Process Approach with EGRA. This would provide a deeper understanding of the perceptio experiences of students during the learning process.

This chapter presents the conclusion from the study that has been conducted. The process approach with EGRA can be applied to the writing learning process. Suggestions for the teacher and further research are also provided to guide them in conducting studies related to this research.

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