

The Application of Process Approach in Enhancing Paragraph Writing Skills of SMA Negeri 1 Lembang

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Abstract

Enhancing paragraph writing skill of students addresses the issues of writing. To see the paragraph writing skill enhancement of students and finding out the significant difference in paragraph writing skill enhancement between students acquired Individual Process Approach and students acquired Collaborative Process Approach are the aims of this research. To get the aims of this research used quantitative research. Also, researcher conducted paragraph writing pre-test and post-test, as an instrument, to 64 second year students of SMA Negeri 1 Lembang. Then researcher analyzed students' pre-test and post-test achievement by using Statistical Package for the Social Science (SPSS). The results are paragraph writing skills of students enhanced and there is significant difference in paragraph writing skill enhancement between students acquired Individual Process Approach and students acquired Collaborative Process Approach. It implies that Process Approach enhance paragraph writing skill of students.

Keywords: *Individual Process Approach, Collaborative Process Approach, Paragraph Writing Enhancement*

Background of the Study

Indonesian senior high school students are expected to be able both to share information and instruction in writing and to master paragraph writing in English (Mukti, 2016). However, Indonesian students often experience problems when learning English (Katemba, 2019), In the case of Indonesians, there is a high level of acceptability and tolerance of the use of English. The teaching of English in the school curriculum is given a higher priority over all other foreign languages in the school systems (Katemba, 2013) but, in mastering English writing skill, students encounter problems since English is their foreign language. Thereby, issues in writing need serious attention (Jurianto, Salimah, & Kwary, 2015) for high school students to materialize what they are expected to.

There are various issues in English writing that students face. It includes development and organization (Huang, 2005; Writing Center, 2014), lack of ideas (Alwasilah, 2001; Fatemi, 2008), grammar intuition, missing punctuation, and capitalization (Cohen & Cavalcanti, 1990; Suyanto, 2015). With these issues, students need to take more time and effort in writing especially being learners of English as a foreign language (Nunan, 1999).

To address the issues of writing involves necessary steps to be taken into account. It requires paying particular attention to the paragraph and its components such as topic sentence, supporting details, and conclusion—to develop idea (Gillet, 2017). The above necessities require teaching approach in paragraph writing to enhance students' writing skills.

In enhancing students' writing skills, researchers (Abd & Ibian, 2014; Bayat, 2014; Pujiyanto, 2013) used Process Approach (PA) in teaching paragraph writing. It has different stages such as prewriting, drafting, editing, revising, and publishing (Johnson, 2008; Karatay, 2011; Simpson, 2013) which cover the writing issues. Further, above studies emphasized that PA had positively affected students' writing skill. An example to this is the developing of writing skills like report texts (Pujiyanto, 2013). Therefore, it was recommended to place more emphasis on teaching writing as a process of organizing or developing the writing idea and not only a product (Alodwan & Ibnian, 2014) for it had contributions to writing success (Bayat, 2014). PA seems to have significance to paragraph writing (PW).

Given the above discussion on the importance of PA to PW, the researcher applied PA to her research to English as a Foreign Language (EFL) sophomore students in Indonesia specifically at the Sekolah Menengah Atas Negeri (SMAN) 1 Lembang. Students were separated in two groups—one used individual PA while the other was by collaborative PA. In Collaborative PA class researcher grouped students using friendship ranking (Budden, 2008; DeScioli, Kurzban, Koch, & Liben, 2011) and mixed-ability group technique (Cohen, Manion, & Marrison, 2004; Lyle, 2010)

Research Questions

This study was conducted to investigate the following:

1. Does paragraph writing skill of students enhance after being taught through Individual Process Approach and Collaborative Process Approach?
2. Is there a significant difference in paragraph writing skill enhancement between Individual Process Approach class and Collaborative Process Approach class?

Related Literature & Studies

The Complexity of Writing

Writing, a skill that one must possess, is complicated. It necessitates cognitive process (Flower & Hayes, 1981, cited in Deane, 2008) and the production of ideas and thoughts (Fatimah, 2013) by organizing them in written forms (Copper, 2013). Furthermore, the forms and types of writing apply a variety of features which can be seen within the sentences (Nunan, 2009, cited in Grossmann, 2009) and paragraph (Firestone, 2015). Written forms may reflect the complexity of writing.

The complexity of writing (Brown, 2001) includes (1) producing graphemes and orthographic patterns of language, (2) producing writing at an efficient rate of speed to suit the purpose, (3) producing an acceptable core of words and using

appropriate word order patterns, (4) using acceptable grammatical systems, patterns, and rules, (5) expressing a particular meaning in different grammatical forms, (6) using cohesive devices in written discourse, (7) using the rhetorical forms and conventions of written discourse, (8) appropriately accomplishing the communicative functions of written texts according to form and purpose, (9) conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meaning when writing. The complexity of writing is reflected by its process.

Writing as a Productive Skill

Though writing is complicated, its skill is productive. It emphasizes producing language rather than receiving language (Aguirela & Filologia, 2012) in the form of writing materials. In the process of writing, Barnett (1991) discusses three components which interact with and influence each other constantly and intricately. It includes (a) the writer's long-term memory where knowledge of topic audience and writing plans are stored, (b) the task environment, including the rhetorical problem and the text produced so far, and (c) writing processes such as goal setting, organizing, reviewing, evaluating, and revising. Literally, the framework of writing goal is achieved while the writer composes his writing through the process.

In addition, there are steps that are required during the writing process—when writers keep moving their thoughts back and forth between the components of writing as suggested by Copper (2013). The steps are (1) prewriting gestation (from a few minutes to months or years); (2) planning the particular piece (with or without notes or outline); (3) getting the composition started; (4) making ongoing decisions about word choice, syntax rhetorical style, and organization; (5) reviewing what has been written and anticipating and rehearsing what comes next; (6) tinkering and reformulating; (7) stopping; (8) contemplating the finished piece, and (9) revising. Thus, writing skill is a skill one must have to produce his thoughts, ideas in a written form, through organization, composing, and processing.

Writing a Paragraph

A paragraph is a group of sentences that support one main idea (Ireland, Short, & Woollerton, 2008). The expansion of a main idea in a paragraph consists a topic sentence, supporting sentence and a concluding sentence (McCloud, 2017; Writing Pack, 2015) which serve as guidelines in the process of PW. Rosen and Behren (2000) argued that every paragraph should be (a) unified—all sentences should be related to a single controlling idea; (b) clearly related to the thesis—refer to the central idea, or thesis, of the paper; (c) coherent—sentences are arranged in a logical manner and should follow a definite plan for development, and (d) well-developed—every idea discussed in the paragraph should be adequately explained

and supported through evidence and details that work together to explain the paragraph's controlling idea.

The decision about what to put into parts of paragraphs begins with the "germination process" known as brainstorming, questioning, and note-taking to point the key word of the main idea (The Writing Center, 2017). An ideal structure paragraph must be measurable and describable and consist of postulate six principles to govern the creation of a paragraph (Sarfo, 2015). The six principles of PW are (1) the beginning of each sentence upon what precedes shall be explicit and unmistakable; (2) the consecutive sentences which iterate or illustrate the same idea, they should, so far as possible be formed alike. This may be called the rule of parallel construction; (3) the opening sentence, unless so constructed as to be obviously preparatory is expected to indicate with prominence the subject of the paragraph; (4) the paragraph should be consecutive or free from dislocation; (5) the paragraph should possess unity which implies a definite purpose and forbids digression and irrelevance, (6) as in the sentence, so in the paragraph a due proportion should obtain between principal and subordinate statements.

Teaching Writing to EFL High School Students

Learning writing is important for all students. It is because writing is known as a critical communication tool for students (Graham, 2016). The policy of Indonesian Ministry of Education (Kurikulum, 2013, cited in Jurianto, Salimah, & Kwary, 2015) requires that undergraduate students must have writing skills and that it should begin in during high school years. This proves that teaching writing to students is seen as a valuable medium to facilitate students' writing skills in preparation for further studies which may need adjustments in the present.

To teach paragraph writing, teacher needs writing instructions. There are eleven types of writing instructions to be effective for helping teenage students to write as enumerated by (Graham & Perin, 2007). It includes writing strategies, summarization, collaborative writing, specific product goals, word processing, sentence combining, prewriting, inquiry activities, process writing approach, study of models, and writing for content learning. On the other hand, teachers should also master the writing instruction details for them to apply in teaching writing.

Teachers do not only need to master writing instruction in teaching but they also need to set the goal of what is expected from the student after learning writing. Weigle (2005) stated that without a clear purpose in learning will lead to students' disorientation and unorganized teaching and learning process—causing students' less maximization of learning.

Furthermore, in teaching paragraph writing, teachers also have to consider the teaching materials. Based on competency standard of English subject in Indonesia (Curriculum of English for Senior High Schools, 2013), the material for teaching writing is formulated as follows: interactional and monolog text/paragraph, specified in the form of descriptive, narrative, spoof/recount, procedure, report, news, anecdote, exposition, explanation, discussion, commentary and review. Those material can be used as the reference of teaching writing.

Teaching writing to EFL students have many challenges. However, since writing is an important element for students' writing skills success, it is suggested that teachers should have effective teaching approaches towards teaching writing.

Approaches in Teaching Writing

Initially, the concept of approaches teaching writing to EFL learners is adapted from the approaches of first language writing instruction. Over the past few decades, researchers have sought to perfect ideas specifically related to EFL/English as a Second Language (ESL) writing instruction. However, agreement on approaches is not consistent (Vanderpyl, 2012). So, EFL writing teachers not only need to be strong, but also flexible to adjust the approaches that will be used in teaching writing. The following are some approaches that can be used to teach writing. First is the Product approach (PrA). It is concerned with sentence level structuralist linguistics, bottom-up processing, and the grammatical accuracy to create the final product (Badger & White, 2000; Nunan, 1999). In creating the final complete product, teacher's role is as a provider of model language (an imitation of the input into text and guided exercises) and corrector of errors (Oraif, 2016) in writing.

Meanwhile, Cohen (1990) asserted that the PrA relies on the assumption that learners are able to hand in a finished product the first time around. However, since the PrA focuses on writing tasks in which the learner imitates, copies and transforms teacher supplied models, this approach discourages learners from tackling their writing tasks in a serious manner because the focus is on an instant product (Grami, 2010) rather than the process.

Second, the Process Genre Approach, is promoted by Badger and White (2000) who combined the steps in PA and genre-based approaches. This approach focuses learners on an occurring situation for which a text is required by studying the relationship between purpose and form of the required text as learners use the process of writing such as prewriting, drafting, revision, and editing (Tudor, 2016; Yan, 2005). The Process Genre Approach is formulated into six steps which include preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising (Badger & White, 2000; Yan, 2005). These steps will develop students' awareness in the process of composing different type of texts and take benefits from the process of writing and become familiar with the required texts (Sari & Saun, 2013).

Third, the Language Experience Approach, is a comprehensive beginning reading method which integrates children's language and background knowledge (Carter, 2007). It can also be used as a starting point with beginning and improving writers both for writing practice and for developing writing skills because it uses a student's own language and grammar to create reading and writing materials (Nunan, 2011). The following discuss about the impact of PA to teaching writing.

Process Approach

PA is used as the guide in teaching writing. It is seen as a planning-writing-reviewing framework (Hyland, 2003). This framework sees writing as a non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to proximate meaning (Zamile, 2003, cited in Vanderpyl, 2012). On the word PA is modeled as a stage of framework in formulating the idea of a writer before writing. It has different stages such as prewriting, drafting, editing, revising, and publishing (Johnson, 2008; Karatay, 2011; Simpson, 2013).

In addition, the PA is described as an approach that emphasizes teaching writing not as product but as process; helping students discover their own voice; allowing students to choose their own topic; providing teacher and peer feedback; encouraging revision and using student writing as the primary text of the course (Silvia & Matsuda, 2001). Through PA, students are directed to mind-expanding activity which gains insight into the mental activity and decision-making process of the writer as he or she carries out a writing task” (Weigle, 2002). To sum up, teaching writing by using Process Approach mean guiding student in the process of writing by involving mental and decision-making activity to compose the final product.

The Concept of Process Approach

When working with process writing, the focus lies in the various steps that a writer goes through when producing text. White and Arndt (1991) identify six interrelated non-linear procedures in writing as reflected in Figure 1. It shows how the concept of PA works.

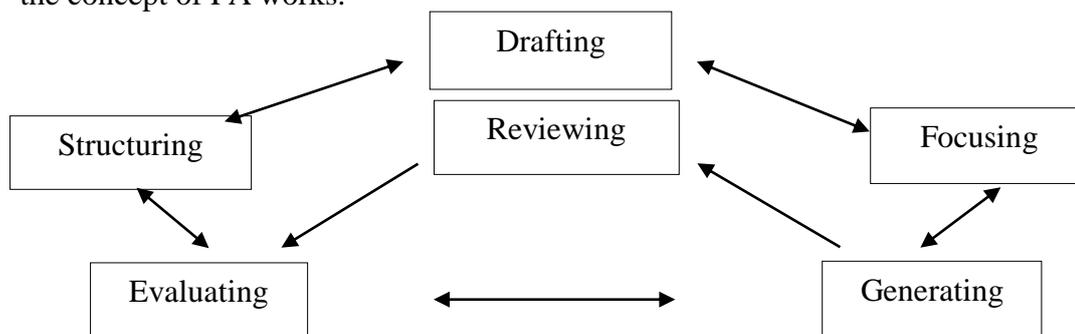


Figure 1 Process Writing

PA focuses on the process of generating ideas, deciding which ideas are relevant to the message, and then using the language available to communicate that message in a process that evolves as it develops. In the classroom, this translates into group brainstorming exercises, general discussions, and planning activities to come up to the decision about the content of the piece of writing (Sun, 2009). Hence, the emphasis of PA is writing process.

The Strengths and Weaknesses of Process Approach

PA has been applied to EFL and ESL writing classes because of its various advantages. It helps students to manage their own writing by giving students a chance to think as they write (Brown, 2001; Nunan, 1991). Also, it allows students to be more independent and creative in writing because they are expected to explore their own topic and are not limited to one-focused writing product (Brown, 2001; Raimes, 1983). PA enhances students' motivation and positive attitudes towards writing (Abd & Ibian, 2014; Onozawa, 2010), promotes the development of language use skills (Mayers, 2005), and develops skills, such as drafting and editing texts and the ability to identify the ideas that lack sufficient support to the topic (Cameron, 2009). Also, PA is possible to combine several approaches or writing instruction and also incorporate with other skills (Leki, 1992).

On the other hand, PA has its weaknesses. It includes the less attention to grammar and structure and put little importance on the final products (Reid, 2001). It does not serve the learners' purpose because it neglects accuracy or grammatical element (Onozawa, 2010). It is suggested for adult learners (Grossmann, 2009). Despite of its weaknesses, PA has been widely used (Hayland, 2003; Onozawa, 2010). It is a recommended approach to teach writing to EFL class learners.

Individual and Collaborative Learning

Learning is a process of gaining new or manipulating existing knowledge, behaviors, skills, values, or preferences. There are three big ideas to be focused on when it comes to learning. These include learning as a process of active engagement, learning as individual and social (collaborative work), and learner differences as resources to be used, not obstacles to be confronted (Wilson & Peterson, 2006). On another word, learning illuminates the causal relationship between social interaction (collaboration) and an individual's difference.

There are six principles of learning seen as relationship between social interaction and individual's difference (Kolb, 2005). These are (a) learning is interpreted as a relationship between the individual and the environment, (b) learning is interpreted as the holistic process of adaptation to the environment, (c) learning is to be regarded rather as a regulate process than an outcome condition, (d) the student's existing knowledge and experience play a decisive role in processing new information, learning is assimilation and accommodation adaptation (f) learning is a process of constructing knowledge—the result of which presents itself as a relationship between community knowledge and individual knowledge.

It can be said that individual learning (IL) and collaborative learning (CL) are types of learning that can be applied in learning process to gain or acquire new knowledge or skills. Furthermore, IL (Brown, 2016; Sieben, 2013) and CL (Challob, Bakar, & Latif, 2016; Mandal, 2009) can be also applied to teach writing.

Individual Learning

IL is an instruction method in which students work individually at their own level and rate toward an academic goal (Petty, 2011), knowledge or skill (Guechtouli & Guechtouli, 2009). This method has more emphasis on student-center. Teachers of IL consider and cater for the needs of individual participants such as rates of learning style, attitude, maturity, motivation, interest, and learning environment (Crockett & Foster, 2005) in applying such method.

There are some advantages of applying IL method in teaching (Green, 2013). It includes (a) close learning gaps, teacher can deliver material at an optimal pace that caters to each student's interests and abilities; (b) building confidence in students by applying individualized instruction which can help students gain self-confidence as learners and helps them progress more quickly; (c) greater engagement for teachers and students, teachers have more opportunities to interact with students one-on-one when using individualized instruction in their classrooms; self-directed, more independent learning frees up opportunities for teachers to talk with students, assess where they are academically, and how their IL plan can be tweaked to achieve maximum results; (d) allowing students to work at their own pace.

IL gives students the opportunity to work at different paces and on different areas without affecting the learning of their peers. Some students may work ahead while students who are struggling in a particular area can take the time they need to review and master a concept they may have previously not fully understood (Crockett & Foster, 2005). However, this method has disadvantages as enumerated by Stiller (2012). It includes (a) extra preparations, if the school is not using an intelligent adaptive learning system that collects student data to achieve personalized learning outcomes, teachers will need to thoroughly research the academic history of each student and the ways he or she learns best, and (b) teacher's initiative, teacher needs to modify the classroom, teacher needs to do observation or research in order to get the detailed information of the students, by getting the detail information of the students, teacher can reconstruct the class.

Collaborative Learning

CL is an educational approach to teaching and learning that involves groups of students working together to find the solution of the problems, do the task or gain the new skill or knowledge (Bonwell & Eison, 1991). This educational approach is based on the idea of natural social learning stated that learning occurs when all the participants talk among themselves (Gerlach, 1994) in learning environment. There are some elements that define the CL (Marzano, 2012) such as (a) positive interdependence (a sense of sink or swim together), (b) face-to-face promotive interaction (helping each other to learn, applauding success and efforts), (c) individual and group accountability (each of us has to contribute to the group achieving its goals), (d) group processing (reflecting on how well the team is functioning and how to function better).

CL has advantages when applied to the classrooms (Storch, 2007). It includes (a) providing more language practice opportunity, (b) improving the quality of students talk, (c) creating a positive learning climate, (d) promoting social interaction, and (e) allowing students for critical thinking. Further, it is effective technique for achieving certain kinds of intellectual; social learning goals; conceptual learning; creative problem solving; and for increasing in written language proficiently by grouping students.

Other advantages of collaborative technique in teaching writing are (a) involving active learning, (b) making students feel less isolated and alone and especially at the beginning, (c) depending on the task it may be possible to divide out components and share workloads, (d) encouraging learner's responsibility and autonomy, (e) helping the low achieving student in still a different way (Elizabeth, 1994 cited in Pendi, 2015). However, there are also some disadvantages and challenges of CL such as (a) allowing certain individuals feel comfortless participating in a group setting, it keeps some individuals from benefiting from the instruction, (b) granting the students more control over the flow of information and focus of the instruction may veer from its intended course, (c) allowing some members contribute in learning while others do not, (d) challenging teachers to create and embrace a new environment and methodology for learning/instruction; arm the students with resources and skills to remain productive outside the classroom is the keystone of education (Moraru, 2015; Sansivero, 2016).

Writing Assessment

To know whether the teaching and learning process in writing is successful or not, it can be seen through the improvement of students' writing skill. The improvement of student's writing skill is seen through writing assessment—a guide of evaluation to see and evaluate writer's performance through writing task (Jarbel, 2017). The ideas to writing assessment in primary and secondary grades are focused on three aspects of the overall vision (Bennett & Gitomer, 2009); (1) understanding the cognitive basis for effective writing instruction; (2) designing formative and summative writing assessment designs that meet the goal for assessment designs that use more meaningful tasks, effective support for instruction, and constitute valuable learning experiences in their own right; (3) conceptualizing an approach to essay scoring that maintains a strong rhetorical focus while using automated methods to assess key component skills.

The writing assessment can be intended to score writing task to see student's English writing skill improvement without substituting automated scores for human judgment about content and critical thinking of writing product (Deane, 2011). Assessing students' paragraph writing can be scored through rubric with several aspects involved such as content, organization and format; grammar, vocabulary and fluency; and supporting document-rubric is recommended for assessment (NC State University, 2011).

Related Studies

Abd and Ibnian (2014), conduct a study at University students found that Individual PA had positively affected students' writing skill by placing more emphasis on teaching writing as a process of organizing and developing the writing idea. Bayat (2014), First year Preschool Teaching students PA had significant effect on writing success and anxiety. Belinda (2006) College students Individual PA was effective to improve students' writing skill and attitude toward writing. Faraj (2015), Second year collage Individual PA improved students' writing skill and helped students face the basic element of writing, e.g. grammar and punctuation.

Onozawa (2010) Junior and senior high school students PA is one of the most notable writing approaches and it appears to be lasting addition to ESL/ EFL writing classroom. Pujiyanto, Emila and Sudarsono (2016) Senior high school students Individual PA helped students overcome the difficulties they faced when they wrote and it helped students realize their potential, discover new information, and develop students' writing skill. Sari and Saun (2013) Junior high school students PA is good approach in teaching writing and it can be applied in varieties of text type. Sun (2009) EFL Middle School Students PA can be ideally applied in different teaching models, and when teacher use the same PA but different models of teaching writing to teach the different students, an optimal teaching effect can be realized. Vanderpyl (2012) Several levels of EFL learners PA should be promoted to educator as a writing process. Another related studies was cited as the following on the collaborative learning (CL).

Mandal (2009), Widhiyanto (2011), Albeshar (2012), Wichadee (2013) English college students CL had a positive effect on the students' attitudes towards writing in English and has great benefit to the student community and help them enhance their writing skill. Besides that, makes students to be active, to work with a good spirit and enjoy the process in the classroom Bakar and Latif (2016) EFL Senior High School Students CL helped students reduced their writing apprehension and improve their writing performance as they experienced and learnt much knowledge concerning the micro and macro aspects of writing. While, Rochwati (2007) Senior high school students her study promoted the use of group work technique in teaching writing. From Malaysia Ismail and Rizan (2009) CL had enhanced student's writing performance. Sae-Ong (2010) stated that work technique can be used to teach speaking and reading while, Sofiandi, Salam and Riyant (2013) found that work technique can be used to teach speaking and reading

Hypotheses

The hypotheses of the research are:

1. Null hypothesis (Ho): There is no significant difference between students' achievement who will be taught using Individual PA and Collaborative PA.

2. Alternative hypothesis (Ha): There is significant difference between students' achievement who will be taught using Individual PA and Collaborative PA

Methodology

Research Design

This study employed comparative research. Comparative research is a broad term that includes both qualitative and quantitative method (Mills, van de Bunt, & Bruijn, 2006). This research was specified in quantitative research. It emphasizes objective measurement and statistical, mathematical, or numeric analysis of data collected through polls, questionnaire, and survey by manipulating statistical data using computational techniques (Babbie, 2010; Muijs, 2010). The data of this research was calculated through computational techniques, that was why researcher used Comparative Research specified in Quantitative Method. The table below showed the design of research and treatments (Creswell, 2003).

Table 1 Research Design

Sample	Pre-test	Treatment	Post-test
G1	O	T1	O
G2	O	T2	O

G1: Second year senior high school majoring in eight natural science

G2: Second year senior high school majoring in eleventh natural science

T1: Individual PA

T2: Collaborative PA

O: Writing Test

The Sample

The participants of this study were two classes, they were senior high school students in SMAN 1 Lembang which have the same level on class. The researcher chose second year senior high school majoring in first and second natural science as the sample of this research. The samples were given the same pre-test and post-test, but different treatment. One class used individual PA while the other was by collaborative PA.

The Instrument

Instruments were used to facilitate this research and to collect the data or information which was important to find the result of this research, they were paragraph writing pre-test and post-test both samples were acquired the same instruments. To validate the test, the researcher administered pilot test. Below is the explanation of the instruments and pilot test.

Pilot Test

The pilot test was administered before giving the pre-test. The test was a writing test; adopted from some sources and text book of the students. This test was

validated by using Anates. Anates is used to facilitate researcher to do reliability test, difficulty level test, validity test and analyzing discrimination index.

Pre-test

After administering pilot test; a pre-test was conducted to get the achievement before giving the treatment. The pretest was given in written form, participants asked to write paragraph. The objective of the pre-test was to get the achievement of the students before treatment.

Treatment

The treatment was given to the two classes (G1 and G2). For G2, in the beginning researcher grouped it consisting four people and went to the treatment. In grouping the students, researcher used friendship ranking (Budden, 2008; DeScioli, Kurzban, Koch, & Liben, 2011) and mixed-ability group technique (Cohen, Manion, & Marrison, 2004; Lyle, 2010). Next, for G1, the researcher directly went to the treatment (Kamal & Faraj, 2015; Laksmini, 2006). Below were the steps of the treatment for both classes.

Table 2 Procedures of the Treatment

G1 (Individual PA)	G2 (Collaborative PA)
Students are not divided in group	Students are divided in group consist of four people
Stage 1: Prewriting <ol style="list-style-type: none"> 1. Students wrote on topics based on the material given. 2. Students gathered and organized ideas. 3. Students defined a topic sentence. 4. Students wrote an outline for their writing. 	Stage 1: Prewriting <ol style="list-style-type: none"> 1. Students wrote on topics based on the material given. 2. Students gathered and organized ideas. 3. Students defined a topic sentence. 4. Students wrote an outline for their writing.
Stage 2: Drafting <ol style="list-style-type: none"> 1. Students wrote a rough draft. 2. Students emphasized content rather than mechanics. 	Stage 2: Drafting <ol style="list-style-type: none"> 1. Students wrote a rough draft. 2. Students emphasized content rather than mechanics.
Stage 3: Revising <ol style="list-style-type: none"> 1. Students reread their writings. 2. Students shared their writings with teacher. 3. Students participated constructively in discussion about their writing with teacher. 4. Students made changes in their compositions to reflect the reactions and comments of 	Stage 3: Revising <ol style="list-style-type: none"> 1. Students reread their writings. 2. Students shared their writings with teacher and member of the group. 3. Students participated constructively in discussion about their writing with teacher and member of group. 4. Students made changes in their compositions to reflect the

teacher. Also, students made substantive rather than only minor changes.	reactions and comments of teacher and members of group. Also, students made substantive rather than only minor changes
Stage 4: Editing <ol style="list-style-type: none"> 1. Students proofread their own writings. 2. Students increasingly identified and corrected their own mechanical errors. 	Stage 4: Editing <ol style="list-style-type: none"> 1. Students proofread their own writings and members of group. 2. Students increasingly identified and corrected their own mechanical errors.
Stage 5: Publishing <ol style="list-style-type: none"> 1. Students made the final copy of their writings. 2. Students published their writings in appropriate forms. 3. Students shared their finished writings with the teacher. 	Stage 5: Publishing <ol style="list-style-type: none"> 1. Students made the final copy of their writings. 2. Students published their writings in appropriate forms. 3. Students shared their finished writings with the teacher and group.

To facilitate both classes in applying the treatment, every meeting the researcher provided guideline paper. The guideline paper is illustrated in more details in the following discussion. These are based on the steps as suggested by Faraj (2015).

Stage 1: Prewriting

In prewriting stage, everything comes about before writing the first draft by writer. Most of the time prewriting takes about 85% of writer's time of writing. In addition, the writer focuses on the subject of his/her writing, spots and audience due to having the complete thought and plan about what they are going to write before starting their writings. The following are some activities in this stage.

Choosing a Topic

The teacher lets the students choose their own writing topics. The more interested the students are in their own topic, the higher their communicative language ability. This will be enable them to express their ideas.

Gathering Ideas

Most of the students have difficulties in gathering ideas for their writing. Therefore, at this point, researcher needs to deliberately introduce students to some different techniques (brainstorming, reading and interviewing) to guide and stimulate them to gather ideas for their writing. These techniques will be further discussed in the subsequent sections.

1. Brainstorming techniques: Students brainstorm to generate ideas for their writing. They use diagrams (clustering) or randomly listing ideas to help themselves develop both ideas and words list for their writing, decide the sort of writing, audience, and determine the purpose for their writing.

2. Reading technique: Leibensperger (2003) suggested that students collect information and interesting vocabularies about their topic. So as to gather ideas for their own topics, students are jotting down ideas from what they have read and are making lists of the most interesting ideas that they might want for their topic. To achieve this purpose, students can search the university or public library for any books or any other sources about their topic. The internet is also a useful resource to be used.

3. Interviewing: Students are talk to experts of the writing topic who will supply the learners with perspectives on their topic which are more interesting and more up-to-date than the information from reading alone of the learners themselves. For instance, if a student wants to write a paper on ‘Great Depression’, he can take advantages from interviewing someone who has lived during ‘Great Depression’ time period. The information will be very interesting because the interviewee can talk about his unique experiences.

Organizing Ideas

Faraj (2015) designed following steps to help students organize their ideas.

1. Go through the ideas and cross out the irrelevant information or the information, but not to erase it completely because maybe they can be useful in the future.

2. Put the ideas that are most closely related together in the group.

3. Look critically at the ideas that are put in groups. They may support the insufficiency of ideas for they are needed in the future.

Defining a Topic Sentence

After organizing ideas students start writing topic sentence. Clear topic sentence helps the readers guess what is next based on what they have already seen (Mayers, 2005). In fact, creating a clear topic sentence is not only helpful for the reader but also for the writer. For instance, topic sentence helps the writer organize the main ideas of the essay, which also create unity in each of the paragraphs. At this point, so as to work on building up learner’s confidence as an initial stage of writing process the teacher has not taken grammatical mistakes into account.

Outlining

First, students are starting in writing an outline for their topic after they organize the ideas that have been collected and get enough knowledge about how to write the topic sentence. Second, students learn how to make an outline for their writing and introduce their topic with a general statement. Third, students first learn

how to start with a topic sentence then, giving the supporting details with examples to support what is mentioned in the topic sentence. And the last is student making conclusion in a new idea about their topic and the summarization should be written in fresh language.

Stage 2: Drafting

Once the learners have planned out their ideas, the next step is to start drafting. The first draft of their writing may contain lots of errors like incomplete ideas and mechanical mistakes. At this point, students do not worry about correcting the errors, because the aim of putting their ideas into sentence is greater than correcting the errors. Students are informed that their drafts should be written in double-space in order to give space for self-revising or teacher's comment.

Stage 3: Revising

Students are not required to correct minor grammar mistakes but they should pay particular attention to the content and organization of their writing. In this way, they will see and revise their rough drafts from a fresh perspective and they will gain what mistakes they did.

Stage 4: Editing

In this stage students work to make their writing 'optimally readable'. To have an optimally readable paragraph, student have editing checklists to enables students focus more on specific points in the editing stage. The editing checklist question is provided by the teacher for the students.

At this stage teacher also starts to comment student' writing and use correction symbols to help the students to think about their mistakes and then correct them by themselves. The teacher writes the above correction symbol above or next to the place that student's writing mistake occurs. Then, students know what the symbol means. They think about their mistakes and correct them. Below is the correction symbol of teacher Faraj (2015).

Meaning	Symbol	Example of error
A spelling error	<i>S</i>	He has a fuuny hairstyle.
A mistake in word order	<i>WO</i>	I like very much it.
A grammar mistake	<i>G</i>	He give us only a half hour for dinner without any other rest.
Wrong verb tense	<i>T</i>	I went to the bookshop and I buy a book.
Concord mistake (e.g. subject and verb agreement)	<i>C</i>	He always telling the dumb jokes.

Something has been left out.	“	I” too tired.
Wrong word	WW	I like and interest on my job.
Something is not necessary.	{}	She wasn't { very } funny enough.
The meaning is unclear.	? M	I don't like the hours 4 to 9.
A punctuation mistake	P	one of my coworkers is debby

Figure 2. Correction Symbols

Stage 5: Publishing

Students end up with their final writing draft and they will publish their writing. Publishing has its advantages for the students, it can promote students the real communication with their readers during writing process. Hence, students' having real audiences enable them meaningfully responds to their writing and increases or develops their confidence as authors (Bae, 2011). In this stage, teacher plays the role of as both reader and evaluator. Teacher's comments on the students' mistakes will be so clear to aid the learners in their understanding of the problems.

Post-test

After treatment, a post-test was given to students. The post-test achievement of students is given to be compared to pre-test score of students. The post-test was the same with the pre-test.

The Scoring

To know the achievement of the two groups, the researcher scored the pretest and posttest of research participants. The rubric was adapted from Douglas E-book (2000) that will be used to score the test. There are four aspects in that rubric and the score they are content; organization, discourse, syntax, vocabulary and mechanic. The maximum score of the four aspect is 100.

3. Rubric for Scoring Writing Task

No	Aspect of writing	Score	Criteria
1.	Content	24	-Thesis statement -Related ideas -Development of ideas through personal experience, illustration, facts, opinion. -Use of description, cause/effect. Comparison/contrast -Consistent focus

2.	Organization	24	-Effectiveness of introduction -Logical sequence of ideas -Appropriate length
3.	Discourse	20	-Topic sentence and paragraph unity -Transition, discourse makers, cohesion, variation and fluency
4.	Syntax	12	-Grammar and sentence structure
5.	Vocabulary	12	-Choice of word and variation of word.
6.	Mechanic	12	-Spelling -Punctuation -Citation of reference (if applicable) -Neatness and appearance

Data Collection Procedures

To collect the data of this research was by administering the pre-test, post-test, treatment and scoring then getting the result of each test. The first was the pre-test; it was conducted by the researcher to both classes (individual and grouped class) in order to know their achievement before treatment given. After the pre-test given to the students, the treatment was given to two classes according the procedures of the treatment.

The second was the post-test, it was conducted after giving the treatment to the two classes. The third was scoring all the test given, by using rubric as the guideline to score the test. The last was data collection by gathering the score of the pretest and posttest test of students.

Data Analysis Procedures

The researcher used SPSS to calculate the data. SPSS is a kind of computer program for statistically computation. It includes normalized gain, normality test, variance homogeneity test and mean difference test (to find T-test). The level of significance is 0.05 (5%).

Validity

Validity test is used to know or find out whether the instrument is appropriate to be used in this research. Suherman (2003) proved that validity of instrument depends on the constancy of the tool that is used. The following was the formula for calculating the validity of the instrument.

$$r_{xy} = \frac{n \sum XY (\sum X)(\sum Y)}{\sqrt{n (\sum X^2 - (\sum X)^2) - (n (\sum Y^2 - (\sum Y)^2))}}$$

Explanation:

r_{xy} : Correlation coefficient

n: Number of subject

X: Item score

Y: Total score

Suherman (2003) figured out the criteria of validity test that is reflected on next the table.

Table 4. Coefficient Correlation of Validity Test

r_{xy}	Interpretation
≤ 0.00	Not Valid
0.00 – 0.20	Very Low
0.20 – 0.40	Low
0.40 – 0.70	Moderate
0.70 – 0.90	High
0.90 – 1.00	Very High

The result of validity test is reflected on the next table.

Table 5. Result of Validity Test

Question Number	r_{xy}	Interpretation
1	0.485	Moderate
2	0.592	Moderate
3	0.246	Low
4	0.743	High
5	0.596	Moderate
6	0.628	High
7	0.742	High
8	0.653	High

Based on the result above, it can be concluded that all the questions were valid. The r_{yx} value of all the questions were 0.83. Question number 1,2 and 5 were on the level of moderate; question number 3 was on the level of low and question number 4,6,7,8 were on the level of high.

Reliability

Reliability test is used to evaluate the test result in the same subject. Suherman (2003) the reliability to measure the instrument is a tool that finds out the result that is consistent in the same subject. Formula is following this:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum s_1^2}{s_t^2} \right)$$

Explanation:

r_{11} : Reliability of the instrument

N: Number of questions

$\sum s_1^2$: Sigma of Variance total score per number of question

s_t^2 : Variance total score

Suherman (2003) figured out the criteria of reliability test that is reflected on the table below.

Table 6. Interpretation of Reliability Test

Coefficient Reliability	Interpretation
$0.90 < r_{11} \leq 1.00$	Very High
$0.70 < r_{11} \leq 0.90$	High
$0.40 < r_{11} \leq 0.70$	Moderate
$0.20 < r_{11} \leq 0.40$	Low
$r_{11} < 0.20$	Very Low

The calculation result of reliability test was 0.83. It meant that the test was highly reliable to be used as the instrument of the research.

Level of Difficulty

To determine whether the questions is appropriate to the students, analysis of difficulty level was conducted. The formula based on Suherman (2003) as follows:

$$IK = \frac{JB_a + JB_b}{JS_a + JS_b}$$

Explanation:

IK: Level of Difficulty

JB_a : Number of upper-group's correct answers

JB_b : Number of lower-group's correct answer

JS_a : Number of upper-group student

JS_b : Number of lower-group students

Suherman (2003) figured out the criteria of reliability test that is reflected on the table below.

Table 7. Interpretation of Difficulty Level

Level of Difficulty	Interpretation
>1.00	Very Easy
0.71-1.00	Easy
0.31-0.70	Moderate
0.000-0.30	Difficult
≤ 0.00	Very Difficult

The result of the difficulty level of the test is shown below:

Table 8. Result of Difficulty Level Test

Question Number	Index Difficulty	Difficulty Level
1	0.7083	Very Easy
2	0.2333	Difficult
3	0.3704	Moderate
4	0.3532	Moderate
5	0.3796	Moderate
6	0.2111	Difficult
7	0.1389	Very Difficult
8	0.1833	Difficult

As reflected from table 3.8, question number 1 was on the very easy level, question number 2, 6, 8 were on the difficult level. Furthermore, question numbers 3, 4, 5 were on the moderate level and question number 7 was on the very difficult level.

Discrimination Index

To determine the discrimination between high-ability students and low-ability students using the formula as follows Suherman (2003):

$$DP = \frac{JB_a - JB_b}{JS_a} \quad \text{or} \quad DP = \frac{JB_a - JB_b}{JS_b}$$

Explanation:

DP: Discrimination Index

JB_a : The number of upper group's correct answer

JB_b : The number of lower group's correct answer

JS_a : Number of upper-group students

JS_b : Number of lower-group students

Suherman (2003) figured out the criteria of reliability test that is reflected on the table below.

Table 9. Criteria of Discrimination Index

Level	Interpretation
0.71 - 1.00	Very Good
0.41 - 0.70	Good
0.21 - 0.40	Sufficient
0.00 - 0.20	Poor
≤ 0.00	Very Poor

The result of the test is reflected below.

Table 10. The Result of Discrimination Index

Question Number	Discrimination Index	Interpretation
1	0.250	Sufficient
2	0.200	Sufficient
3	0.148	Poor
4	0.261	Sufficient
5	0.185	Poor
6	0.187	Poor
7	0.244	Sufficient
8	0.266	Sufficient

As reflected from Table 3.10 question numbers 1, 2, 4, 7, and 8 were in the level of sufficient and question numbers 3, 5, and 6 were in the poor level. It can be concluded that most of the questions were in the level of sufficient discrimination index.

The Recapitulation of Pilot Test Result

The total items of the pilot test were 8. They were analyzed by using Anates. Below is the result of pilot test recapitulation.

Table 11. The Recapitulation of Pilot Test Result

Question Number	Validity Test	Reliability Test	Difficulty Level	Discrimination Index
1	Low	High	Very Easy	Sufficient
2	Moderate		Difficult	Sufficient
3	Low		Moderate	Poor
4	High		Moderate	Sufficient
5	Moderate		Moderate	Poor
6	High		Difficult	Poor
7	High		Very Difficult	Sufficient
8	High		Difficult	Sufficient

Based on the result of pilot test recapitulation, six questions were employed for the research instrument. They were question numbers 2, 4, 5, 6, 7 and 8. Further, among these questions, two were in the moderate difficulty level, three questions were in the difficult difficulty level and one question was in the very difficult level. Those questions were employed because they had good result of validity test and two questions were not employed because they were in the low level of validity test.

Normalized Gain

To determine the improvement of students' PW achievement in both experimental groups, the researcher performed an analysis of the results of the pretest and posttest. The analysis is performed by using normalized gain. The formula for the normalized gain employed average normalized gain (Hake, 1999).

$$g = \frac{(\%post) - (\%pre)}{100\% - (\%pre)}$$

Explanation:

(g) : Mean normalized gain

(%pre) : Percentage of mean score of pre-test

(%post) : Percentage of mean score of post- test

The category of normalized gain is shown on the table below:

Table 12. Criteria Level Normalized Gain

Gain (g)	Category
$0.71 \leq g \leq 1.00$	High
$0.31 \leq g \leq 0.70$	Moderate
$0.00 \leq g \leq 0.30$	Low

Normality Test

Normality test is used to see whether the data obtained from the population was normally distributed or not. To test the normality of the population Saphiro-Wilk test (Rajali & Wah, 2011) was used. To calculate the data using the SPSS 21.0 as follows:

Formula of Normality Test (Rusfendi, 1998):

$$W = \frac{\left(\sum_{i=1}^n \alpha_i X_{(i)}\right)^2}{\sum_{i=1}^n (X_i - \bar{X})^2}$$

Explanation:

W: Test statistic

X_i : Statistics order

α_i : Constants from the mean, variance and covariance of the order statistics of a sample from a normal distribution

\bar{X} : Mean sample data

To decide the data is normally distributed or not; the normality test will be stated based on the criteria of normality test for α (0.05), by using SPSS:

1. ρ -value (sig) $\geq \alpha$ (0.05), means the data population is normally distributed.

2. ρ -value (sig) $< \alpha = 0.05$, means the data population is not normally distributed.

If the data is normally distributed, then the data can be analyzed using parametric statistical techniques. However, if the data is not normally distributed, then the non-parametric statistical will be used, which is Man-Whitney (Sugiono, 2007).

Variance Homogeneity Test

To determine the units between both experimental groups in testing whether they are homogeneous or not, the criteria of homogeneity test will be decided by the hypothesis below.

Ho: both data population has similar variances; (if significant value is $\geq \alpha(0.05)$;
Ho will be accepted)

Ha: both data population has different variances (if significant value is $\leq \alpha(0.05)$;
Ha will be rejected).

The formula that will be used is (Suprpto, 2013)

$$F = \frac{s_1^2}{s_2^2}$$

Explanation:

F: F value (variance variable data)

s_1^2 : The larger variance (X1)

s_2^2 : The smaller variance (X2)

Mean Difference Test

If two populations are normal and homogeneous, then the researcher used t-test with the formula (Uyanto, 2009):

$$t = \frac{\bar{x}_1 - \bar{x}_2}{SD \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad SD = \sqrt{\frac{(n_1 - 1) s_1^2 + (n_2 - 2) s_2^2}{n_1 + n_2 - 2}}$$

Explanation:

\bar{x}_1 : Mean of Individual Process Approach class

\bar{x}_2 : Mean of Collaborative Process Approach class

n_1 : Number of students in Individual Process Approach class

n_2 : Number of students in Collaborative Process Approach class

s_1 : Standard deviation of Individual Process Approach class

s_2 : Standard deviation of Collaborative Process Approach class

Criteria of T-test:

1. H_0 is rejected if p -value (sig) is lesser than (α) 0.05 It means that there is significant difference in students' PW enhancement between individual PA class and collaborative PA class.
2. H_0 is not rejected if p -value (sig) is more than (α) 0.05. It means that there is no significant difference in students' PW achievement between individual PA class and collaborative PA class

RESULTS AND FINDINGS

Below is descriptive statistics result of both classes.

Table 13 Result of Descriptive Statistic

Samples	Individual PA		Collaborative PA	
	Mean	Standard Deviation	Mean	Standard Deviation
Pre-Test	34.50	13.561	30.53	10.647
Post-Test	51.25	12.231	54.64	11.3670
Normalized Gain	0.2566	0.126	0.3479	0.101

From the result above it can be concluded that mean of the two classes are increasing. The enhancement of individual PA class is in the level of low (0.2566) and the enhancement of collaborative PA class is in the level of moderate (0.3479).

Analysis of Pre- Test Result

To know whether both classes have significant difference in writing skill enhancement or not, a pre-test was administered to find its normality, homogeneity test and mean difference.

a. Normality Test

Table 14. Normality Test of Pre-Test

Samples	Shaphiro-Wilk		
	Statistic	df	Sig
Individual PA	0.943	36	0.062
Collaborative PA	0.936	28	0.087

Since the p value (sig) of both classes are 0.062 and 0.087, more ($>$) than α (0.05), it means both data populations are normally distributed.

b. Homogeneity Test

Below is the result of the test.

Table 15. Homogeneity Test of Pre-Test

Based on mean	Levene's Test	df1	df2	Sig.
	3.500	1	62	0.066

Since the p value (sig) of the test is 0.066, more ($>$) than α (0.05), it means both data population variances are homogeneous.

Hypothesis of Pre- test

Since pre – test is normally distributed and homogeneous, then researcher used independent sample t – test. Below is the result.

Table 16. T-test of Pre-test

	Levene's Test for Equality of variance		T	df	Sig (2 tailed)
	F	Sig.			
Equal variance assumed	3.500	0.066	-1.271	62	0.208

Hypotheses:

1. Ho: There is no significant difference between Individual PA and Collaborative PA in writing skill ability before treatment is given.
Ho criteria: p value (significance value (2 tailed)) is more than α (0.05)
2. Ha: There is significant difference between Individual PA and Collaborative PA in writing skill ability before treatment is given.
Ha criteria: p value (significance value (2 tailed)) is lesser than α (0.05).

Since the p value (sig) of the test is 0.208, more ($>$) than α (0.05), seen from equal variance assumed; H_0 is not rejected. It means there is no significant difference between the pre-test scores of the two samples.

Analysis of Normalized Gain Result

It consists of the normality test, homogeneity test, mean difference test of normalized gain. Below is the result.

a. Normality Test

The result of normality test is reflected below:

Table 17. Normality test of Normalized Gain

Samples	Shaphiro-Wilk		
	Statistic	df	Sig
Individual PA	0.960	36	0.217
Collaborative PA	0.930	28	0.063

Since the p value (sig) of both samples are 0.21 and 0.063, more ($>$) than α (0.05), it means both data populations are normally distributed.

b. Homogeneity Test

Below is the result of homogeneity test:

Table. 18. Homogeneity Test of Normalized Gain

Based on mean	Levene's Test	df1	df2	Sig.
	2.580	1	62	0.11

Since the p value (sig) is 0.11, more ($>$) than α (0.05) it means the both data population variances are homogeneous.

c. The Result of Research Hypotheses

Since pretest is normally distributed and homogeneous, then researcher used independent sample t – test. Below is the result.

Table 19. T-test of Normalized Gain

	Levene's Test for Equality of Variances				
	F	Sig.	t	df	Sig (2 tailed)
Equal variance assumed	2.580	0.113	3.209	62	0.002

Hypotheses:

1. Ho: There is no significant difference in students' writing enhancement between Individual PA and Collaborative PA.
Ho criteria: p value [significance value (2 tailed)] is more than α (0.05)
2. Ha: There is significant difference in student's writing enhancement between Individual PA and Collaborative PA.
Ha criteria: p value [significance value (2 tailed)] is lesser than α (0.05).

Since the p value [significance value (2 tailed)] of the test is 0.002, lesser than α (0.05) seen from equal variance assumed. It means there is significant difference in student's paragraph writing enhancement between Individual PA and Collaborative PA.

Discussion of Findings

The result of the research hypothesis is there is significant difference in students' paragraph writing skill enhancement between Individual PA class and Collaborative PA class. Further, the mean score of both classes are increasing after treatment given; Individual PA's mean score is increasing from 34.50 to 51.56, so is Collaborative PA (30.54 - 54.64). Also, the normalized gain value of both classes is positive; Individual PA's normalized gain is 0.2655 and Collaborative PA's is 0.3479. It means paragraph writing skill of both classes is enhancing.

Yet, Collaborative PA has higher enhancement than Individual PA's. Furthermore, standard deviation of both classes has different change. Individual PA class' standard deviation is decreasing (13.56 – 12.23) and Collaborative PA class' standard deviation is increasing (10.65-11.36). The increase of standard deviation is caused by the increase of mean variance.

However, since the enhancement of Collaborative PA class was higher than Individual PA class and there was significant difference in students' paragraph writing enhancement between Individual PA class and Collaborative PA class, it implies that Collaborative PA enhances student's paragraph writing skill better than Individual PA. To supports this research, Grimm (2004) stated in his study "*individual learning and group learning*" that group learning has better grade than individual learning.

Conclusion

To conclude, the paragraph writing skill of both classes enhanced. Also, it is found that "There is significant difference in paragraph writing enhancement between both classes after taught by Individual PA and Collaborative PA". It means PA can enhance paragraph writing skill of students.

Recommendations

Based on the research findings, the researcher wants to offer some recommendation as follows:

1. Non-English students. This study can be a source to gain knowledge about paragraph writing in English which will help them master writing skill.
2. English teachers. This study can help them to enrich their knowledge about a teaching methodology on teaching paragraph writing.

3. English private course owners and tutors. This study can be their reference for considering the use of PA in teaching writing.

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