

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

The Effectiveness of KWLH with Edraw-Max in the Teaching Reading Descriptive Text for Junior High School Students

Penerapan *Treffinger* Berbasis *Realistic Mathematics Education* (RME) pada Materi Lingkaran untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa

The Effectiveness of Mind Mapping in Teaching Writing Recount Text on the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018/2019

Pengaruh Kompensasi, Kepemimpinan dan Kompetensi terhadap Kinerja Pegawai KPU Kabupaten Tulungagung

The Effectiveness of TSTS Method with Movie in Teaching Speaking for Junior High School Students

The Effectiveness of TTW Strategy Using Video in Teaching Writing on Procedure Text for Senior High School

Peran Guru di Era Revolusi Industri 4.0

The Effectiveness of ESA with WPS Presentation in the Teaching of Simple Present Tense for Junior High School Students

Keluarga Sebagai Peletak Dasar Penanaman Sikap Toleransi Anak

The Effectiveness of Small Group Discussion in Teaching Writing to the Seventh Grade Students of SMPN 3 Kedungwaru in Academic Year 2018 / 2019

The Effectiveness of DRTA Strategy with Instagram Media in the Teaching Reading for Senior High School Students

The Effectiveness of Process Writing Method with the Brain 10 in Teaching Writing for Junior High School Students

Profil Penalaran Siswa MTs Al Muslihuun pada Materi Peluang Berorientasi Pendekatan *Metaphorical Thinking* Ditinjau dari Kemampuan Matematis

Hubungan Pendidikan Karakter dengan Kecerdasan Intelektual dan Kecerdasan Emosional

PQRST Method in the Teaching Reading on Hortatory Exposition Text

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THE EFFECTIVENESS OF PROCESS WRITING METHOD WITH THE BRAIN 10 IN TEACHING WRITING FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak: Menulis adalah salah satu keterampilan bahasa yang memainkan peran penting dalam pembelajaran bahasa Inggris. Banyak siswa menganggap bahwa menulis itu sulit dipelajari. Penelitian ini adalah penelitian eksperimental yang menggunakan Non Randomized Control Group Pretest Posttest Design untuk menggambarkan efektivitas Metode *Proses Writing with the Brain 10* dan *Grammar Translation Method* (GTM). Subjek penelitian adalah siswa kelas dua MTs Al-Muslihuun Tlogo. Hasil penelitian adalah rata-rata siswa yang diajarkan menggunakan Metode *Proses Writing with the Brain 10* adalah 80,292, sedangkan siswa yang diajarkan menggunakan GTM adalah 77,908. Ini berarti bahwa siswa yang diajarkan dengan menggunakan Metode *Proses Writing with the Brain* mencapai prestasi menulis yang lebih baik dan kesimpulannya adalah bahwa Metode *Proses Writing with the Brain10* sangat efektif ketika digunakan untuk mengajar menulis..

Kata Kunci: Efektivitas, Metode Process Writing, the Brain 10, Menulis

Abstract: Writing is one of the language skills that play an important role in English learning. Many students consider that writing is difficult to be learnt. This study was an experimental research applying Non Randomized Control Group Pretest Posttest Design to describe the effectiveness of Process Writing Method with the Brain 10 and Grammar Translation Method (GTM). The subject of the study were the Second-Grade students of MTs Al-Muslihuun Tlogo. The results of the study were the marginal means of students taught using Process Writing Method with the Brain 10 was 80.292, while the students taught using GTM was 77.908. It means that the students taught using Process Writing Method achieved better writing achievement and the conclusion was that Process Writing Method with the Brain 10 was very effective when used to teach writing.

Key Words: Effectiveness, Process Writing Method, the Brain 10, Writing

INTRODUCTION

Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as member of social group and participants in its culture, express themselves (Robins and Crystal, 2019). As the participants of social group, people need to express their feeling to other because they need each other to help them and understand what they mean. People use language to communicate with other even oral or written.

In this global world, people share the information among people in the world on internet. As the international language, English is language to communicate among people in the world. People use it in many discussion forums, blogs, education forums, and international journals on internet.

In fact, in Indonesia, English is a foreign language. It refers to learning and using English as an additional language in a non-English speaking country (British Council's admin, 2008). It means that English is not the main language that always be used among Indonesian people. They do not use it to communicate each other everyday even in formal or informal situation.

English has the important role in Indonesian education. The use of English in Indonesia has developed in the context of post-colonial educational competency building and more recently the need to support development- in particular its role in state education (Lauder, 2008).

Besides his research, the education in Indonesia, this international language becomes a subject matter in elementary level up to university level. So, English should be learnt by the students in every level.

There are four basic skills in English: listening, speaking, reading and writing. It is better for English learners to master all those skills, but the fact is different. Many English learners do not master all of those skills. For example, some of English learners are good in reading, but not for speaking. The other example, some English learners are good in speaking, but not good in listening. It means that they have different language competence in English language.

Talking about learning English is not only talking about speaking, listening and reading, but also writing. Because, in learning English, students use both speaking and writing in order to communicate to one another. Writing skill is one of important skills of English besides speaking, reading, and listening. Writing is one of the ways to express the idea besides speaking. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments and to convey meaning through well-construction text (msu.edu).

Furthermore, writing has some purposes. Rehbein (2015) has stated that the most popular purposes of writing are to inform, to entertain,

to explain, or to persuade. Nordquist (2019) has said that in composition, the term purpose refers to a person's reason for writing, such as to inform, entertain, explain, or persuade. So, writing skill can express the writer's idea to the reader. Based on the statement above, the purpose of writing is to communicate with the reader.

Writing is a very difficult skill to be mastered by junior high school students. The students feel difficult to determine the idea and concept in writing. Batubara (2017) has said that most of students feel difficult when they are asked to make their own writing product, and the students' achievement is not only affected by their ability and skills in writing but also influenced by the method which is used. Ansori (2017) has also stated that it is the most complicated skills because it is a combination of many contents such as vocabulary and grammar. The researcher also did the interview with some junior high school students. They said that writing is very difficult skill because they do not have the idea when they are asked to write text.

The writing process as a process activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing (Seow, 2002). Teachers should have the way to help junior high school students practice the writing process. The Process Writing method is the method that uses all four stages in writing process.

Teachers can follow the steps to teach writing to the students. It is the easy method to use for the beginner, because it has steps that help the students to find the idea for writing and make good writing product.

The Brain 10 is mind mapping software. The Brain 10 is the latest version of "the Brain". The Brain 10 is software that offers conveniences to use for making mind map in brainstorming. Designed for fast, easy knowledge capture and organization, "the Brain 10" is loaded with new features and enhancements. It has interesting tools that can be used to make interesting presentation. It is easy to use for teachers to make students understand the writing material. It can help the students to map idea in writing. It is available for Windows, Unix and Unix-like operating systems, and Mac-OS X.

The researcher believes that Process Writing method with the Brain 10 could be used in the teaching writing for second-grade students of MTs Al-Muslihuun Tlogo, because this method can help students provide their writing ability.

REVIEW OF THE RELATED LITERATURE

Writing

Byrne (1988) has explained that writing can be said to be act of forming theses symbol: making marks on flat surface of some kinds. It means that people can express their feeling by marking certain symbols on paper or something else

to be understood by the readers. The definition also comes from Moffett (1979), he has stated that writing is a drawing letters, making the graphic symbols that stand for the sound symbols. People can explain and express their feeling by draw the certain symbol that someone else understands. The symbols can show what the writer means.

By using all elements of writing like letters, punctuation, and spaces, people can make communication with others. Byrne (1988) has continued that the symbols have to be arranged to form sentences. Writing is not only marking symbol on the paper, but writer should arrange these symbols to be words and sentences that can be understood by the readers. People can understand what writer states by reading the written product from writer.

As one of the communication way besides speaking, writing is one of the major in education. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge through well-constructed text. This skill can show the feeling and idea that cannot be state by spoken. Students can explain their arguments and knowledge by written to the readers.

Writing Process

Someone who wants to make written product needs to make good writing to be understood by the reader. As Harmer's (2004) point in his book, he has claimed that writing

as a process. It means that writer should understand the stage of writing process. The writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing (Seow, 2002). Besides that, McCrimmon (1984) has stated that the writing process is divided by three stages: planning, drafting, and revising. All of the arguments have the same meaning. The procedure of writing process is composed by pre-writing, writing, and post-writing.

Pre-writing is any activity in the classroom that encourages students to write (Seow, 2002). It is the planning time to determine the idea for the students. Planning is a series of strategies designed to find and produce information in writing (McCrimmon, 1984). Students can find the information about the theme they want to choose. They can make notes about the idea to make their own writing product.

Drafting is the next procedure in writing process. Drafting is a procedure for drawing up a preliminary sketch (McCrimmon,1984). Students can make sketch from the information they have got about the idea. Seow (2002) has stated that at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. They just need to make sentences based on the information by the words that come out from their mind without thinking about grammatical.

Post-writing is the final procedure of writing process. Students should revise or edit their own draft. Revising is a procedure for improving or correcting a work in progress (McCrimmon,1984). At this stage, students should check for language errors like grammar, spelling, punctuation, diction, and sentence structure to make appropriate writing product.

Grammar Translation Method

Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Richards et al, 1986: 3). It means that the learners should analyze the grammar in reading text. Teacher helps the learners to translate the text by its correct grammatical order.

Mart (2013) has said that a significant role of Grammar Translation method is translating one language into the other. The learners should translate the text that is served from target language to their mother language. By this way they can understand the meaning of the text. Based on the statements from the experts above, this method is the method where the learners should translate the reading text and analyze the grammar from the text.

Process Writing Method

Process Writing method, formerly named Process Approach is

the method that is used to apply the writing process for new learners. Onozawa (2010) has said that Process Writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. The process is the focus on this study. The learners should make their own written products step by step in process writing.

Seow (2002) has stated that process writing as a classroom activity incorporates the four basic writing stages—planning, drafting (writing), revising (redrafting), and editing. The procedure is match with the writing process that should be done by the writer. It can help students to make their own paper step by step.

Process writing has advantages to be applied in writing class. Based on Onozawa (2010), since the 1980s, the process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. First, this method gives the freedom to the learners in choosing the idea for their own written product. It can develop learners' creativities in writing. Second, this method focuses on the process in writing. The learners can develop their ideas by following the step of process writing. That is, Onozawa (2010) has claimed that students convey their messages to the readers in written form through the complex writing process:

prewriting, drafting, revising, and editing.

On the other hand, Onozawa (2010) has stated that the main concern that people have with the process approach is that it pays less attention to grammar and structure, and puts little importance on the final product. It happens because this method focuses on process. This method focuses on students' idea and creativity on writing. Nevertheless, it has quite useful for teachers and learners.

The Step in Using Process Writing Method

Based on Seow (2002), Process Writing has four basic writing stages—planning, drafting (writing), revising (redrafting), and editing. The process in classroom is stated as follows.

1. Planning: Students determine about the theme, idea, characters, place, time, or everything about the information in their paper. They can make notes and list of the information that they have got.
2. Drafting: Students make sentences based on the information by the words that come out from their mind without thinking about grammatical. They are free to make sentences or paragraph. They do not need to worry about grammatical errors.
3. Revising: Students check the language errors like

grammar, spelling, punctuation, diction, and sentence structure. They can also revise the placement of the sentence or paragraph.

4. Editing: Students edit the language errors like grammar, spelling, punctuation, diction, sentence structure, and placement of sentence or paragraph by rewriting the paper.

The Brain 10

The Brain, formerly branded Personal Brain, is a mind mapping and personal knowledge base software from The Brain Technologies. The Brain 10 is the latest version of "the Brain". The Brain 10 is software that offers conveniences to use for making mind map in brainstorming. Designed for fast, easy knowledge capture and organization, "the Brain 10" is loaded with new features and enhancements. It has interesting tools that can be used to make interesting presentation. It is easy to use for teachers to make students understand the writing material. It can help the students to map idea in writing. It is available for Windows, Unix and Unix-like operating systems, and Mac-OS X. This software is available on www.thebrain.com.

The Brain 10 has feature that is called Presentation Mode. Presentation mode makes Brain full-screen, hiding the title bar, menu bar, toolbar and Brain tabs. On Windows and macOS the taskbar and dock are

also hidden. Keyboard shortcuts can be used to switch amongst open Brain tabs without exiting presentation mode. Just start typing to search and the controls appear and disappear as needed.

METHOD

Research Design

This study was an experimental research design. This was quantitative research because it concerns with certain number of variable and data. The data used in this study was interval data because they are taken from students' score of writing test. This study had used quasi-experimental applying nonrandomized control group pretest posttest design (Ary, 2010: 316). There were some reasons for taking this design. First, the research was conducted without changing the setting of the class. Second, the researcher had collaborated with the teacher for doing this study to create the natural condition of the class to avoid the students to feel being observed which caused the extraneous variable. Third, the two classes in this research had been separated long before the researcher conducts the research. Fourth, the research was executed by using time schedule of the lecture arranged by the institution as before.

This study was due to find out the effectiveness of two teaching methods, Process Writing method with the Brain 10 and Grammar Translation Method (GTM) in the teaching and learning process of

writing. The research had been given different treatment to the classes. VIII B class as experiment group was taught by using Process Writing method with the Brain 10 while VIII A class as the control group was taught by using GTM.

Variable of the Research

“Variable is a construct or a characteristic that can take on different values or scores” (Ary, 2010: 37). It is anything that can change or be changed in an experiment. There are seven kinds of variables, they are dependent, independent, intervene, moderator, confounding, control, and concomitant variable. Related to hypothesis of this study, there are two variables observed, those were independent variable and dependent variable.

“Independent variable is a variable that is antecedent to the dependent variable” (Ary, 2010). It is the variable that is controlled in experiment to test the effects on dependent variable. Dependent variable is a variable that is a consequence of or dependent on an antecedent (independent) variable (Ary, 2010). It is the variable that is tested and measured in experiment. In this study, independent variables were Process Writing method and GTM while dependent variables were students' achievements presented by their score at the end of the treatment by using those two teaching methods.

Procedure of the Research

Data were collected through several procedures. First, the researcher looked for the problem in writing from related studies. Second, she consulted to the teacher in charge to ask about the classes that would be the sample and the material in English. Third, she gave pre-test to both classes. This test was given before she taught the students. Fourth, he taught the classes and gave them explanation about the material planned to deliver to be clear and understandable. He used GTM to teach control group and used Process Writing method with the Brain 10 to teach experimental group. Fifth, He gave post-test to the students after taught using the methods. It was held in order to know the students' ability and result in teaching materials which was given in the class. The last, score will be analyzed.

Pretest

This test was given to the students of both classes before the researcher did the treatment-teaching using Process Writing method and Grammar Translation Method (GTM). This test was given to the students to know how far the students' writing skill. It was used to know the homogeneity level and whether both of groups were equal in their knowledge background.

Treatment

The quasi-experimental research is conducted to know the effect of different treatment of teaching to the control group and

experimental group. The researcher used different teaching methods for two groups. The experimental group, VIII B class was taught by using Process Writing method with the Brain 10. while VIII A class as the control group was taught by using GTM.

Instructional Material

Both of groups were given the same material. In this study, the researcher used recount text that was measured with the syllabus as the material.

Posttest

This test was given to the students after the researcher taught the material by using Process Writing method and Grammar Translation Method (GTM). Post-test was applied to measure the students' achievement after given the treatment.

Time Allocation

In this study, the researcher lasted for 2 x 40 minutes in each meeting. Each group needed 2 meetings to finish the lesson. This study was held on the second semester at 2018/2019 academic year.

Subject of the Study

Ary (2010: 148) has stated that a population is defined as all members of any well-defined class of people, events, or object. It is the larger group to which a researcher wishes to generalize. It concludes all members of a defined class of people, events, or objects. It is defined as a large group which certain characteristics determined by the

researcher from which the generalization is made.

In this study, the subject covered the students of the second year of MTs Al-Muslihuun Tlogo. The reasons were: a) they had enough knowledge to know how important English is, b) they had variety of learning styles in learning writing but using one teaching learning method, and c) they did not prepare to face the National Standardized Final Exam. The subject of this study were VIII A class and VIII B class. VIII A class consists of 20 students and VIII B class consists of 20 students. VIII A class as control group was taught by using GTM and VIII B class as experiment group was taught by using Process Writing Method by

Data Collecting

The data collector of this study was the researcher collaborating with the English teacher of MTs Al-Muslihuun Tlogo. The researcher gave the test to the students which used as the sample of this study and collected all the data needed.

Research Instrument

Generally, the whole process of preparing to collect data called instrumentation. Instrument used in this study is writing test. The test consisted of 1 item made by the researcher based on the treatment in teaching learning process. There are at least two requirements to make a good test, namely, validity and reliability. Ary (2010: 224) has stated that two very important concepts that researchers must

understand when they use measuring instruments are validity and reliability.

Validity

Validity is defined as the extent to which scores on a test enable to make meaningful and appropriate interpretation (Ary, 2010: 224). The validation of research instrument is conducted to gain the valid data. Meanwhile, to validate the writing tests as the research instruments, namely, pretest and posttest, the researcher used content validity.

Content validity is achieved by making professional judgments about the relevance and sampling of the contents of the test to a particular domain. According to Ary (2010: 235), the basic approach to determining content validity is to have teachers or subject matter experts examine the test and judge whether it is an adequate sample of the content and objectives to be measured.

When embarking on the construction of a test, the researcher should first draw up a table of test specifications, describing in very clear and precise terms the particular language skills and areas to be included in the test. In this way, the test should achieve content validity and reflect the component skills and areas which the researcher wishes to include in the assessment. In this study, the researcher used writing scoring rubric.

The best way to check on the actual effectiveness of a test is to determine how test scores are related to some independents. The result of validating writing test uses empirical validity. Empirical validity means that the results of the test have a high score of correlation compared with another test. In this study, the researcher correlated the scores of the test having content validity and the students' document scores from the teacher.

Reliability

Ary (2010: 236) has said that the reliability of a measuring instrument is a degree of consistency with which it measures whatever it is measuring. It is the extent to which a measure yields consistent result. The reliability of the test was the quality that researcher must consider is to get the valid test. The test must be reliable. The reliability of data makes the test can be used because the test is consistent and trustable to apply.

In this study, the researcher analyzed the reliability by using two items. They are the scores of the test and the students' document scores from the teacher. The researcher checked the reliability of the scale by calculating Cronbach's alpha.

Method of Collecting Data

Method of collecting data means a way to obtain the data regarding variables of the research. This research used writing essay to make recount text to measure the effectiveness of the specific learning objective. The scores were found from

scoring rubric of students' writing test on recount text.

Method of Analyzing Data

Since non-randomized pretest-posttest control group design was used in this research, the research applied ANCOVA formula to prove the hypothesis as suggested by Pallant (2007: 291), she has stated that ANCOVA can be used when you have two-group pre-test/post-test designs (e.g., comparing the impact of two different interventions, taking before and after measure of the groups). In order to gain accurate and correct data, the researcher has calculated the data by using SPSS for windows version 20.0.

CONCLUSSION

The study is aimed at examining the effectiveness of Process Writing Method with the Brain 10 in the teaching of writing achievement in comparison to Grammar Translation Method. The finding shows that statistically the students who are taught using Process Writing Method with the Brain 10 had better achievement than those who are taught by Grammar Translation Method.

Based on the result of analyzing the data by using SPSS 20.0 the significant value of equality variance was 0.106, the significant value of the test between subject effects was 0.000, estimate marginal means of experimental group was 80.292 while the estimate marginal means of control group was 77.908. It can be concluded that Process

Writing Method with the Brain 10 was more effective in teaching writing. Last, the use of Process Writing Method with the Brain 10 can help students to produce their writing. They can write their writing based on the task which is given by the teacher. The Brain 10 can help students to stimulate their writing skill.

Suggestions

Based on the conclusions above, the researcher would like to offer some suggestions to be considered in teaching writing:

For the Students

One of the key successes of learning activity is the students themselves. They should always keep their practice in writing to improve their writing skill because writing is an activity that could not come to us automatically, so the more they tried to write is the more they develop and improve their writing ability.

For the Teachers

In teaching and learning activities, the teacher has an important role to make the students' interest in the learning activity. The teacher should be more creative in choosing the method which is suitable to the character of the students in the class. Process Writing Method can be used by the teacher as one of the alternative methods for teaching writing.

For the Future Researchers

The next researchers can conduct the further research in the field by extending it to the other

levels and subjects. The next researchers can give the additional contributions to develop the instructional model and strengthen the similar theory.

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