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THE PROCESS APPROACH TO ENHANCE STUDENTS' WRITING SKILL IN ENGLISH CLASSROOM

Annotation

This article deals with the significance of process approach in improvement of the writing skill in English classroom. The main focus will be on the importance of writing skill for ESL students. Furthermore, it highlights the core difficulties that students encounter with while learning process and also suggests practical teaching methods related to process approach. Some experiments' results are employed to support the given information in the article. All of these features are proved by reliable resources and valid examples.

Key words: Writing skill, teaching methods, process approach, difficulties with writing, prewriting, drafting, revising, editing, writing structure, experiment results.

ПРОЦЕССНЫЙ ПОДХОД К ПОВЫШЕНИЮ ПИСЬМЕННЫХ НАВЫКОВ СТУДЕНТОВ НА КЛАССЕ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной статье рассматривается значение процессного подхода в совершенствовании навыков письма на уроках английского языка. Основное внимание будет уделено важности навыков письма для студентов ESL. Кроме того, в нем освещаются основные трудности, с которыми сталкиваются студенты в процессе обучения, а также предлагаются практические методы обучения, связанные с процессным подходом. Результаты некоторых экспериментов использованы для подтверждения информации, изложенной в статье. Все эти функции подтверждены надежными ресурсами и действительными примерами.

Ключевые слова: Навык письма, методы обучения, процессный подход, трудности с письмом, предварительное письмо, составление, доработка, редактирование, структура письма, результаты эксперимента.

INGLIZ TILI SINFIDA O'QUVCHILARNING YOZISH MAHORATINI OSHIRISH UCHUN JARAYON METODIKASI

Annotatsiya

Ushbu maqolada ingliz tili darslarida yozish malakasini oshirishda jarayonli yondashuvning ahamiyati muhokama qilindi. Asosiy e'tibor ingliz tilini ikkinchi til sifatida o'rganuvchi talabalar uchun yozish mahoratining ahamiyatiga qaratildi. Bundan tashqari, ushbu maqola o'quv jarayonida talabalar duch keladigan asosiy qiyinchiliklarni ko'rsatib berdi va jarayonli yondashuv bilan bog'liq amaliy o'qitish usullarini taklif qildi. Maqolada keltirilgan ma'lumotlarni tasdiqlash uchun ba'zi tajribalar natijalari qo'llanildi. Bu xususiyatlarning barchasi ishonchli manbalar va haqiqiy misollar bilan isbotlangan.

Kalit so'zlar: Yozish mahorati, o'qitish usullari, jarayon yondashuvi, yozish mahoratidagi qiyinchiliklar, oldindan yozish, rejalashtirish, qayta ko'rib chiqish, tahrirlash, yozish tuzilishi, tajriba natijalari.

Introduction. The role of the writing skill in learning English language is indispensable [1]. International testing systems like IELTS and TOEFL are also designed to assess 4 skills of language including writing ability. However, for ESL students it has been one of the most challenging skills to acquire due to its nature. Language learning students are facing with difficulties when it come to writing a paragraph, it is mainly associated with its issues with grammar, limited vocabulary, being unaware of correct structures and especially lacking idea generation. To tackle these problems, a wide range of solutions are suggested. Some approaches come in handy, while some of them seem to be useless. In this sense, there is also another teaching method to come as a solution for addressing problems related to writing. It is the process approach that is about the actual process of writing instead of the final product [2].

The definition for this approach was given differently according to numerous books and articles. It is mainly related to the steps of writing process: pre-writing, planning, drafting, reflecting, tutor reviewing, revising and proofreading [2]. If this approach is implemented in the classroom, it can bring many benefits and can have an effective influence on students' writing ability. In this article, the significance of this approach is explained in a detailed way and clear instructions related to it are highlighted for ESL students. Also, accurate experiment result is involved to prove its usefulness.

Literature review. A wide variety of books and scientific articles are employed in this article to prove the accuracy of the given information and to support given discussions. The main one has been "How to teach English: An introduction to the practice of English language teaching" by Harmer (1998). It is mainly employed to emphasize the main significance of writing and to provide main methods for enhancing the writing skill. Also, the scientific article by Salim Nabhan (2016) is also a principal source to discover the main steps of process approach. More importantly, the experiments and observations in his article provided very clear examples for my article. Moreover, the book "Teaching by Principles" by Brown (2001) was significant in terms of differentiating the stages of process approach and using them in the classroom. He gave explanation the nature of writing by stating the importance of thinking, drafting and revising steps that are essential for writing a paragraph. Additionally, "Problems in process approaches" by Applebee A.N (1986) is indispensable to focus on this term and its meaning. He described the term process approach by comparing two notions and urges students to think about the process itself (planning, brainstorming, revising) rather than completing the final writing work. Another book "Teaching ESL writing" by Reid. J. M. (1993) is also useful in analyzing various approaches in writing and to identify the significance of process approach.

Research methodology. The analysis of the role of the process approach in the improvement of writing skill can be studied employing a variety of methods, such as comparing-contrasting, analyzing the results of experiments and surveys and making conclusions with observations. First of all, the method of comparing and contrasting is implemented by making

reasonable comparisons between studied information that assists to find major issues in learning the ability to write and by doing so practical teaching methods and approaches are suggested as solutions. In addition to this, the research carried out by English Education Department, University of PGRI Adi Buana Surabaya, Indonesia was taken as an example [2]. The purpose was to enhance the quality of teaching methods of writing skill and notice differences. The subjects of the research were the first semester students of English Department (2015-2016). The participants were four classes and were divided into 2 types of groups: experimental and control. The main aim of the test was to identify the influence of the process approach on the performance of students. Furthermore, another scientific research in this field that was conducted by Belindo [5] and Alodwan & Ibnian [6] demonstrated the role of the process approach in terms of writing improvement in ESL students. Analyzing these two sources is helpful to see the certain benefits of this teaching method. In this article, reasonable conclusions are made based on observing the statistics, facts and results of experiments.

Analysis and resul. It is certainly true that writing skill has been vital in English classroom. Although its significance, many English language teachers know less about teaching methods of writing skill [7]. It, consequently, leads many issues to occur. One of the main concerns is limited vocabulary resource that is a common weak point in my students' writing. It arises due to the fact that many ESL students are not able use complex words in their work, instead they express their ideas with simple phrases. In some cases, it causes misunderstandings and influences negatively to academic scores of writings. Secondly, grammatical errors are also considered as the frequent weakness, since many learners of English struggle with making sentences with correct grammar features in terms of using conjunctions, making comparisons, in verb-adverb agreement and others. Thirdly, the structure of writing paragraphs (introduction, body parts and conclusion) is another feature that should be considered into account, as many students are using incorrect structures that change meaning and the form of the sentence completely. Finally, ESL students also face difficulties with cohesion and coherence in writing which is related to the connection between meaning by using linking words.

As for practical teaching methods, process approach come in the first place. The process approach is absolutely crucial in the organization of paragraph writing and it has many benefits for ESL students [8]. In this approach, the students focus on how to start their writing, how to plan, how to continue and how to complete. It is more about the content and the process itself rather than by-product of writing. According to Brown (2001), there are four main components or steps of this process approach: prewriting, drafting, and revising, and editing [8].

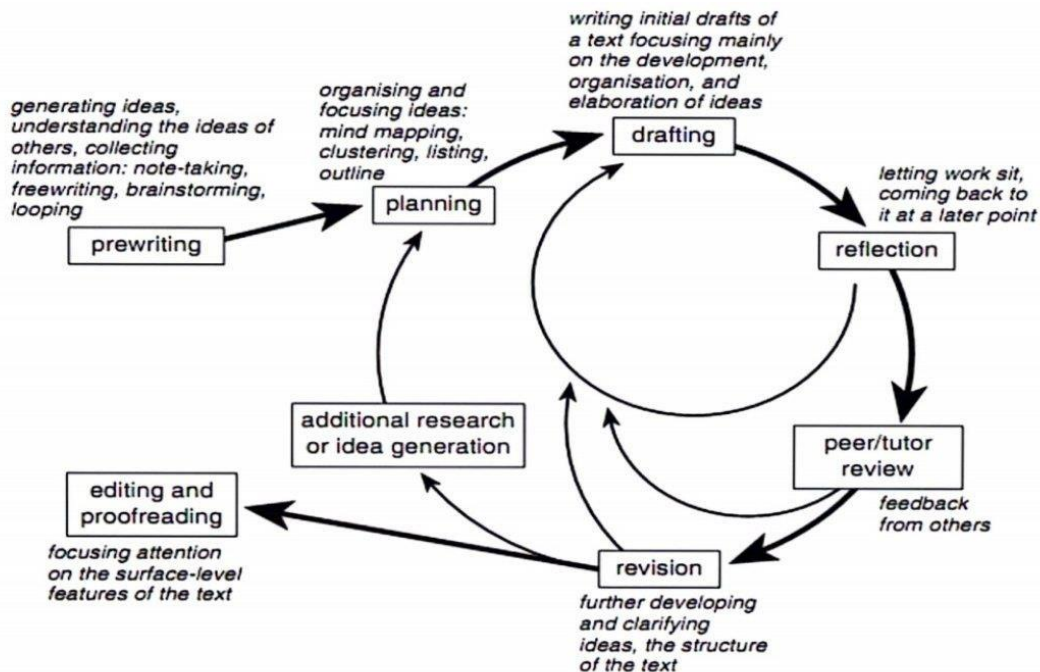
Prewriting involves brainstorming – thinking of ideas and topic-related words that should be associated to the topic and writing down in the paper, planning – what to write first, its general structure and sequence of the ideas, questioning – forming different questions related to the topic and finding answers, discussion – participation of the teacher for making debates with students about their preparation.

Drafting involves that students must write without worries about making errors. The ideas from prewriting ought to be classified: the relevant ones should be made sentences, while irrelevant ones should be removed.

Revising - it can be done by both orally or in written version, where students look through their work and some necessary changes are made.

Editing – it is the final stage where mistakes are checked and corrected, such as grammar errors, spelling mistakes and etc.

These four stages occur in a clear sequence, however in many cases some of them can be repeated. For instance, if the student needs new ideas after the second or third step is completed, prewriting can be implemented again to find additional information [8].



Process writing approach line. Harmer J. 2004, "How to Teach Writing" [9].

This line can also display the exact sequence of the process approach and its implementation. According to him, there are four important steps: planning, drafting, editing and final form.

When it comes to results of the research at English Education Department, University of PGRI Adi Buana Surabaya, Indonesia [2], it can be said that four classes took part in that experiment and the number of students were somewhere between 36-38. The subjects were divided into two various groups: control and experimental ones. Firstly, the standardized writing test

was given to both groups that was the part of the research's action plan. Afterwards, the process approach for writing is only implemented in experimental group during a certain period of time. Finally, post-tests were distributed to both groups again. The results from these tests were analyzed and compared by the method of t-test. According to accurate statistical analysis, the positive influence of process writing approach on the pupils' performance in experimental group was discovered, since the level of students' writing skill greatly differed when compared to their previous one.

Conclusion. This article mainly focuses on the significance of writing skill, its impact on overall language skill and analyzes the main difficulties related to this skill as well as suggests practical teaching methods. The main feature of the article is the study of the process approach with its four sequential stages for the enhancement of the writing ability. This paper also shows the benefits of this approach to ESL students. The ideas from Harmer (1998), Nabhan (2016), Brown (2001) and Reid (1993) are taken to support the information and highlight their features. According to information taken from reliable sources, it can be stated that the writing ability not only helps students to develop their thinking and creativity, but also teaches them effective written communication and influences for professionalism. Therefore, the difficulties in teaching this skill should be addressed through the use of practical teaching methods.

It can be concluded that the performance of students in writing skill can be highly developed due to process approach if it is implemented in the classroom. The conductive research carried by Nabhan (2016) had proved that it is one of the most effective teaching methods for both teachers and students. After analyzing the positive sides of the process approach, it is recommended that every English teacher can take advantage of implementing this teaching method for writing for ESL students. The sequence of the steps of this approach should be taken into consideration when it is used in the classroom.

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