

# **THE IMPLEMENTATION OF PROCESS BASED APPROACH AND ITS IMPACT ON SEVENTH GRADE STUDENTS' WRITING COMPETENCY AT SMP N 4 SUKASADA**

P. N. WIDIASTUTI, N. N. PADMADEWI, D. A. E. AGUSTINI

English Education Department  
Ganesha University of Education  
Singaraja, Indonesia

e-mail: [virawidyastuti22@gmail.com](mailto:virawidyastuti22@gmail.com), [padmadewi@undiksha.ac.id](mailto:padmadewi@undiksha.ac.id),  
[eka.agustini@undiksha.ac.id](mailto:eka.agustini@undiksha.ac.id)

## **ABSTRACT**

This mixed method with embedded design study was carried out based on a pretest-posttest one group design with two purposes: (1) To investigate how is the Process-Based Approach implemented by teacher in teaching writing upon 7th grade students at SMP Negeri 4 Sukasada in academic year 2018/2019, and (2) To investigate how the Process-Based Approach has an impact to the 7th grade students' achievement at SMP Negeri 4 Sukasada in academic year 2018/2019. The participants were 35 seventh-grade students of Junior High School. The procedure for the investigation was conducted lasted 6 weeks. The data with regard to the dimension of writing performance were obtained via evaluation by the experts based on Wachidah et al, (2017). The pretest and posttest were generated by the students at the beginning and the end of the treatment. Data pertaining to the participants' opinions were collected through the Process-Based Approach (PBA) questionnaire. The pretest and posttest score were computed for mean score differences using a paired sample t-test, and descriptive statistics. The result showed that the process writing approach had a significant effect ( $p > .05$ ) on the writing performance of the Junior High School students, and the students expressed very positive opinions towards the Process-Based Approach (PBA). Implications for the use of Process-Based Approach on Junior High School and recommendations for further written expression studies were offered.

Keywords: Process-Based Approach, Teaching Writing, Writing Competency.

# IMPLEMENTASI PENDEKATAN BERBASIS PROSES DAN DAMPAKNYA TERHADAP KOMPETENSI PENULISAN SISWA KELAS TUJUH KELAS DI SMP N 4 SUKASADA

P. N. WIDIASTUTI, N. N. PADMADEWI, D. A. E. AGUSTINI

Pendidikan Bahasa Inggris  
Universitas Pendidikan Ganesha  
Singaraja, Indonesia

e-mail: [virawidyastuti22@gmail.com](mailto:virawidyastuti22@gmail.com), [padmadewi@undiksha.ac.id](mailto:padmadewi@undiksha.ac.id),  
[eka.agustini@undiksha.ac.id](mailto:eka.agustini@undiksha.ac.id)

## ABSTRAK

Metode campuran dengan desain tertanam ini dilaksanakan berdasarkan desain satu kelompok pretest-posttest dengan dua tujuan: (1) Untuk menyelidiki bagaimana Pendekatan Berbasis Proses dilaksanakan oleh guru dalam mengajar menulis pada siswa kelas 7 di SMP Negeri 4 Sukasada pada tahun akademik 2018/2019, dan (2) Untuk menyelidiki bagaimana Pendekatan Berbasis Proses berdampak pada prestasi siswa kelas 7 di SMP Negeri 4 Sukasada pada tahun akademik 2018/2019. Pesertanya adalah 35 siswa kelas tujuh SMP. Prosedur untuk penyelidikan dilakukan selama 6 minggu. Data yang berkaitan dengan dimensi kinerja menulis diperoleh melalui evaluasi oleh para ahli berdasarkan Wachidah et al, (2017). Pretest dan posttest dibuat oleh siswa pada awal dan akhir perawatan. Data yang berkaitan dengan pendapat peserta dikumpulkan melalui kuesioner Pendekatan Berbasis Proses (PBA). Skor pretest dan posttest dihitung untuk perbedaan skor rata-rata menggunakan paired sample t-test, dan statistik deskriptif. Hasil penelitian menunjukkan bahwa pendekatan proses menulis memiliki pengaruh yang signifikan ( $p > ,05$ ) pada kinerja menulis siswa SMP, dan siswa menyatakan pendapat yang sangat positif terhadap Pendekatan Berbasis Proses (PBA). Implikasi untuk penggunaan Pendekatan Berbasis Proses di SMP dan rekomendasi untuk studi ekspresi tertulis lebih lanjut ditawarkan.

Kata kunci: Pendekatan Berbasis Proses, Menulis Mengajar, Kompetensi Menulis.