

ABSTRAK

Setyawan, I Kadek Yogi (2020), *Analisis Implementasi Pendekatan Proses dalam Pengajaran Menulis pada Siswa Sarjana EFL*. Tesis. Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha

Tesis ini telah dibimbing dan disetujui oleh pembimbing I: Prof. Dr. Ni Made Ratminingsih, M.A. dan Pembimbing II: Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum.

Penelitian ini bertujuan untuk memaparkan bagaimana pendekatan process diimplementasikan dalam mata kuliah Paragraph Writing, dimana masalah yang dihadapi oleh dosen selama penerapannya dan persepsi mahasiswa terhadap pendekatan ini juga akan dibahas dalam penelitian ini. Desain penelitian kualitatif digunakan untuk menyelidiki bagaimana penerapan pendekatan proses dalam kelas menulis untuk mahasiswa semester kedua di Program Studi Pendidikan Bahasa Inggris, Universitas Mahasaraswati Denpasar. Penelitian ini diambil dalam dua jenis pembelajaran yaitu pembelajaran tatap muka dan pembelajaran daring. Subjek penelitian adalah dosen dan mahasiswa di mata kuliah Paragraph Writing. Data dikumpulkan dengan melakukan observasi terhadap persiapan dan instruksi dosen, serta kegiatan yang dilakukan mahasiswa. Selanjutnya, angket digunakan untuk mengumpulkan data lebih lanjut mengenai persepsi mahasiswa. Hasil dari observasi menunjukkan bahwa penerapan pendekatan proses dalam pengajaran menulis khususnya mata kuliah Paragraph Writing dilakukan dengan mengikuti langkah-langkah seperti prapenulisan, penyusunan, penyuntingan, revisi dan penerbitan. Dosen dalam persiapan penerapan pendekatan proses di dalam kelas telah melakukan 12 kegiatan dari 16 kriteria yang telah dirumuskan sebelumnya, sedangkan dalam kegiatan inti dosen telah menerapkan 28 dari 39 kriteria pendekatan proses. Sementara itu, siswa menerapkan 1 dari 3 kriteria di kegiatan awal dan 29 dari 44 kriteria dalam pendekatan proses. Selanjutnya, masalah yang dihadapi dosen terkait dengan kontribusi siswa, alokasi waktu dan pembelajaran daring secara penuh. Selain itu hasil dari penyebaran angket menunjukkan bahwa siswa memiliki persepsi yang positif dimana siswa sepakat bahwa penerapan pendekatan proses bermanfaat, penting dan mampu meningkatkan keterampilan menulis mereka. Pendekatan proses dapat dipilih sebagai salah satu pendekatan menulis di dalam kelas. Ini didukung oleh persepsi positif siswa terhadap pendekatan ini.

Kata kunci: aktifitas menulis, mata kuliah Paragraph Writing, pendekatan proses

ABSTRACT

Setyawan, I Kadek Yogi (2020), *An Analysis of the Implementation of Process Approach in the Teaching of Writing in Undergraduate EFL Students*. Thesis, English Education, Post Graduate Study Program, Ganesha University of Education

This thesis has been Supervised and Approved by Supervisor I: Prof. Dr. Ni Made Ratminingsih, M.A. and Supervisor II: Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum.

This research aimed at elaborating how the process approach was implemented in the Paragraph Writing Course, identifying the problems encountered by the lecturers during the implementation and discussing the students' perception related to the implementation of this approach was discussed. The qualitative research design was used to investigate the implementation of the process approach in writing class in the second-semester students in the English Language Education Study Program, Mahasaraswati Denpasar University. The research was taken in two sections of learning; face-to-face and online learning. The subjects of the study were the lecturer and the students in the paragraph writing class. The data were collected by conducting observation of the lecturer's preparation and instruction, as well as the students' activities. Questionnaires were used to collect further data about the students' perception. The findings showed that the implementation of the process approach in teaching writing in paragraph writing course was done by following steps such as prewriting, drafting, editing, revising, and publishing. It was clearly shown that in preparation activity, the lecturer had done 12 criteria from 16 criteria and in whilst activity, the lecturer had conducted 28 criteria from 39 criteria of process approach. Students had conducted 1 of 3 criteria in pre-activity and 29 out of 44 criteria in whilst activity of process approach. Moreover, the problem that was encountered by the lecturer was related to the students' contribution, time allocation, and full-time online learning. Furthermore, the students' perception of the process approach was very positive, where the students agreed that the implementation of the process approach was beneficial, essential, and increased their writing skills. Process approach could be chosen as one of the approaches in writing class. It was supported by students' positive perception.

Key Words: paragraph writing course, process approach, writing activity.