APPENDICES

Appendix 1 Blueprint of Instrument

Theory	Dimension	Indicator	Statement	Answer			
				1	2	3	4
Oshima and Hogue (2007) state that writing takes study and practice to develop the writing. In process writing, there are several writing stages. Commonly those stages are prewriting, drafting, editing, revising, and publishing (Bayat, 2014).	Development of Writing	Writing is a process	I believe that writing is a process.				
			I believe that there are some steps of writing				
			I believe following the steps in writing process is important				
		Writing takes time	I believe that writing is not a one-time process				
			I believe writing process takes time				
	Steps of Writing	Prewriting	I believe that prewriting is important steps in early stages of writing				
			I believe that prewriting helps the students in collecting ideas				
		Drafting	I believe that drafting is necessary process in developing writing				
			I believe that drafting helps the students in putting ideas together				

		Editing	I believe that editing is important process in steps of writing				
			I believe editing process helps the students to find their weakness of writing				
		Revising	I believe that revising is necessary in developing a good writing				
			I believe revising process improve the quality of students' writing				
		Publishing	I believe that it is important to publish students' writing in school magazine or other places				
			I believe that publishing students' writing gives appreciation to the students				
Studies had identified that the use of process approach helps the students in improving writing competency.	Improvement on Component of Writing	Improvement on grammar	I believe that students' grammar is improved				
			I believe that students made only few grammar mistakes				

The improvement identified from writing aspects such as grammar, vocabulary, content, organization and mechanics. Alodwan and Ibnian (2014); Miftah (2015); Samsudin (2015)		Improvement on vocabulary mastery	I believe students enrich their vocabulary				
			I believe that students uses ranged vocabulary				
		Improvement on content, organization	I believe students have a good content in their writing				
			I believe that they are able to organize their ideas				
		Improvement on correct use of mechanics	I believe the students are able to use mechanics appropriately.				

Aspect	Questions	Judgment	
		Relevant	Irrelevant
Understanding the concept of Guided Writing	What do you understand from guided writing in teaching writing for your students?		
The implementation of guided writing	Did you implement guided writing in classroom?		
	What are the reasons of implementing guided writing in your classroom?		
	How did you implement guided writing in your classroom?		
	Did you find any challenges during the implementation of guided writing?		
	What are the challenges of implementing guided writing according to your experiences?		
The benefit of implementing guided writing	Did you see improvement of students' writing after the implementation of guided writing?		
	What else do you see in terms of benefit in implementing guided writing?		

Blueprint of Interview Guide

Aspect	Questions	Judgment	
		Relevant	Irrelevant
Understanding the concept of Guided Writing	What do you understand from guided writing in teaching writing for your students?		
The implementation of guided writing	Did you implement guided writing in classroom?		
	What are the reasons of implementing guided writing in your classroom?		
	How did you implement guided writing in your classroom?		
	Did you find any challenges during the implementation of guided writing?		
	What are the challenges of implementing guided writing according to your experiences?		
The benefit of implementing guided writing	Did you see improvement of students' writing after the implementation of guided writing?		
	What else do you see in terms of benefit in implementing guided writing?		

Appendix 2 Data

Teacher	Answer
1	an approach that prioritizes the process rather than the product. In teaching writing, we can see the progress of students during the process they learn to produce writing Learn in a guidance from the teacher, especially in writing skills
2	What I know about the process approach is an approach that focuses on promoting the process rather than the product (in terms of writing). This means that the process needs to be emphasized in making a product. It will also focus on the steps taken to complete a product (in terms of writing).
3	The process approach emphasizes the process students go through in writing, so that assessment is not emphasized on the results of the writing, but on the stages that are passed
4	Teaching students the process of writing in English by providing guidance in the steps of writing that need to be followed to produce a good writing
5	An approach that emphasizes the stages students need to follow during the writing learning process. These stages will be able to help students to understand and make preparations in writing
Teacher	**Answer**
1	the process approach provides guidance to students so students become more comfortable in writing
2	Because in writing there are several criteria that must be achieved by students. If students do not follow the steps in the writing process there will be many things that do not appear in the final results of student writing
3	The process approach can simplify writing activities undertaken by students. For example, they become aware of the topics they need to explore, or important points they can develop from a main topic. The process approach not only helps students to produce good writing, but also slowly gives them an understanding that writing is a process in which the abilities, implementation and results are obtained in stages.
4	The process approach can make students write good writing. Because, using this approach, writing will be organized through the steps of pre-writing, drafting, revising, editing, and publishing.
5	The process approach can provide more authentic evidence of student development.
Teacher	**Answer**
1	- First I explain to students using a simple and fun concept map, about the steps to make a writing - I ask students to prepare their writing equipment, and ask that they prepare to start writing

	- Invite students to determine a the idea, after each student can get an idea, then invite students to start writing - Asking for products that have been written for inspection with friends next to them, assisted by the teacher together - After completing the assignment, the teacher will collect assess which part is wrong, and which part the friend forgot to correct. - Return students' writing and ask students to revise until the final product is reached
2	The application is carried out by providing material related to the expected output. Then students are assigned to begin their writing by giving feedback to improve their writing
3	Making draft. First the brainstorming process about the writing topic that will be developed then asked the students do develop a draft. Giving suggestions on students' writing draft related with grammar, vocabulary. This can be done also by self-check, pair check. The students revise their draft based on suggestions given Second revision from comments and suggestions Final product is published.
4	*Prewriting* In pre-writing, I ask the students to make a draft about a certain topic. Topic development is very important. The topic assembles all parts of the writing into one wholeness. Students gather various information through interviews. So at this stage, students make as many questions as possible in their notebooks, then conduct interviews. The information they get is then read one by one, then with guidance, they break down the information into small groups for later written into writing framework. *Writing* Students at this stage begin to develop their ideas by utilizing information that is already in the framework of their writing. They try to make an interesting beginning of writing, compile the contents and make a memorable ending. *Post* At this stage, students conduct an initial evaluation process. They can ask for advice and opinions from the teacher or friend. The results of the initial evaluation serve as material for revision of the writing before it is finally published
5	In pre writing, students will be invited to brainstorm about the theme they will write. At this stage students will also be introduced to vocabulary related to the theme they will write. During writing, students will write according to the theme given. Students can ask their friends to review the results of their writing. Post writing, students will show the results of their writing, then other students will respond to the work of their friends. Can be verbal, and can be in writing

Teacher	Answer
1	I think that the approach process has several benefits, including: students can create ideas in writing, students can create writing in an organized manner, students can learn from mistakes they made and improved their writing
2	first, students can learn at their own pace. Secondly, this technique allows me to track difficulties experienced by students, so that they can be used as considerations in teaching. This technique also teaches students to keep trying before achieving the desired
3	Students have an idea of what to do first when they start writing so they don't get confused about what to write, then continue the process so they get quality results Students also learn that their writing can reach a better version through the process of correction (self check, pair check, teacher check) as well as students learn how to correct their writing in the future.
4	Students are more active, trained to think critically and have a more inherent writing experience that helps them in future writing activities. Students become more confident because their writing can be even better after revisions. The activity of correcting friends' writing is also a good learning for students to master more basic points such as sentence structure, use of tenses or grammar and the use of proper punctuation.
5	Students can improve their writing during the writing process, until they can produce the desired writing
Teacher	**Answer**
1	Based on my experience using the process approach when writing, the obstacle that I found was in the difficulty of students determining their ideas. So students have to use 1 topic in order to make it easier to develop speech. In addition, difficulties exist at the writing stage. Students tend to have difficulty in developing paragraphs. Finally, there is the correcting stage. Many students experience errors in writing aspects, especially in grammar and spelling. But in the correcting stage students can learn together to correct, and reflect on their mistakes in writing, so that in the future can produce a better product.
2	Students still often feel inferior if experiencing difficulties. When they find their friend has mastered one thing, these students tend to feel left behind and are not motivated in learning
3	When doing a pair check, not all students have a good concept so when correcting other people's writing, they do not know whether the corrected writing is correct or not and do not know how to correct it. So most students at this level will not find fault with their friend's writing and say if the writing is correct. Students whose English proficiency is still lacking difficulty in composing sentences. Limited vocabulary makes the sentence less

	elaborative.
	Many students don't understand the importance of keeping the whole story interesting and connected. For example the story at the beginning is good but the ending is not logical.
4	The teacher needs several meetings to explain and complete a writing with students. Students need a long time to finish writing.
5	Short student focus. During the process, the teacher must continue to control student attention so that the process runs optimally.

Appendix 3 Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	5	3.00	4.00	3.6000	.54772
VAR00002	5	4.00	5.00	4.4000	.54772
VAR00003	5	3.00	5.00	3.8000	.83666
VAR00004	5	3.00	5.00	4.0000	.70711
VAR00005	5	4.00	5.00	4.4000	.54772
VAR00006	5	4.00	5.00	4.4000	.54772
VAR00007	5	3.00	5.00	4.4000	.89443
VAR00008	5	4.00	5.00	4.2000	.44721
VAR00009	5	3.00	4.00	3.6000	.54772
VAR00010	5	4.00	5.00	4.6000	.54772
VAR00011	5	3.00	5.00	4.2000	.83666
VAR00012	5	4.00	5.00	4.4000	.54772
VAR00013	5	4.00	5.00	4.4000	.54772
VAR00014	5	4.00	5.00	4.2000	.44721
VAR00015	5	4.00	5.00	4.4000	.54772
VAR00016	5	4.00	5.00	4.8000	.44721
VAR00017	5	4.00	5.00	4.6000	.54772
Valid N (listwise)	5				

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded[a]	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.873	22

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	86.2000	63.700	.797	.857
VAR00002	85.8000	61.200	.800	.854
VAR00003	86.4000	65.800	.992	.859
VAR00004	85.8000	60.200	.879	.851
VAR00005	86.0000	72.000	.132	.875
VAR00006	86.0000	62.500	.756	.857
VAR00007	86.4000	74.800	-.233	.882
VAR00008	86.0000	62.500	.756	.857
VAR00009	85.8000	69.700	.350	.871
VAR00010	86.0000	71.000	.265	.873
VAR00011	85.8000	61.200	.800	.854
VAR00012	86.2000	73.200	.000	.875
VAR00013	85.8000	61.200	.800	.854
VAR00014	86.0000	62.000	.580	.864
VAR00015	86.2000	63.700	.797	.857
VAR00016	86.0000	62.500	.756	.857
VAR00017	86.2000	74.700	-.164	.886
VAR00018	86.2000	73.700	-.082	.883
VAR00019	86.4000	74.300	-.125	.887
VAR00020	86.2000	73.700	-.082	.883
VAR00021	86.4000	67.300	.379	.871
VAR00022	86.4000	65.300	.532	.865