The Implementation of Process-Based Writing Approach (PBWA) To Teach Writing to Students with Different Writing Anxiety

(A Case Study of XII Grade Students of SMA Kolese Loyola)

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Abstract- This paper attempts to investigate the implementation of Process-Based Writing Approach (PBWA) to teach writing to students with different writing anxiety. This study focuses on analyzing the types of writing anxiety experienced by the students; cognitive writing anxiety, somatic writing anxiety and avoidance behavior, explaining the implementation of PBWA in writing instructions and investigating the effectiveness of PBWA to teach writing to the students with different anxiety. This study employs mixed-methods design. The research subjects were 23 students of XII grade of SMA Kolese Loyola. SLWAI questionnaire designed by Cheng (2004) was administered to analyze the types of writing anxiety experienced by the students, observation sheets were utilized to explain the implementation of PBWA, and pretest and posttest were conducted to investigate the effectiveness of PBWA to teach writing to the students with different anxiety. The findings showed that cognitive anxiety is found to be the most experienced type of writing anxiety among students. The dominance of cognitive writing anxiety was most possibly caused by fear of teacher's negative comments, low self-confidence in writing and linguistics difficulties. The implementation of PBWA helped the students to minimize errors during the process of text production during process writing. Hence, they would be less anxious and confident by the time they have writing instructions. Pretest and posttest were conducted for assessing how much students achieved from what had been taught. The study concludes with the result that students' achievement in posttest compare to that in pretest revealed improvement from 72,7 to 79,4 with the highest significance in the focus/organization of the text aspects.

Index Terms- writing, writing anxiety, process-based writing approach

I. INTRODUCTION

Producing coherent, fluent, extended piece of writing is possibly the most complicated thing to do in language (Nunan, 1999). Writing is assumed as a complex and demanding task, especially for those who come from EFL context. It is quite difficult to conquer writing, especially for EFL students in Indonesia because there are some differences between Bahasa and English such as structural and grammatical terms and styles. Based on preliminary observation, it was found that the students have difficulties in organizing and elaborating the ideas. They also tend to feel that they do not have necessary knowledge and experience of language that writing demand, which is stated by Brown & Hood (1993: 3) as one of major barriers to students' confidence. As the result, these problems may lead them to writing anxiety.

Cheng et al. (1999: 417) define writing anxiety as a "language-skill specific anxiety" which is different from a general classroom anxiety. Cheng (2004) offered three types of writing anxiety: cognitive anxiety, somatic anxiety and avoidance behaviour. She explained that cognitive anxiety is associated with external factors such as peer or teacher evaluation of their writing. Then, somatic anxiety refers to one's perception of the psychological effects of the anxiety experience such as nervousness and tension. Meanwhile, avoidance behavior is a type of anxiety where the students avoid writing.

Writing anxiety can lead the students to be discouraged in writing which then may trigger them to have negative attitudes towards writing (Huwari & Aziz, 2012). Moreover, Rezaei & Jafari (2014) found in their study that the primary source of writing anxiety is fear of teacher's negative comments. They also revealed that the students do not write to reflect their own voices, rather, they write to accomplish assignment and pass their exam. Kostic-Bobanovic (2016) also stated that the complexity of writing as a task tends to enhance students' writing anxiety. Therefore, in order to minimize the students' writing anxiety, teachers should modify their teaching instruction. Since the ability of organizing and elaborating the ideas become the main problem, process writing is worth-applying rather than students just have to follow a structure that has been offered, 'copy' the main structures and 'fill in' the rest based on the examples provided. Process based writing helps

students in improving their writing performance (Puengpipattrakul, 2014). Besides, Bayat (2014) and Qashoa (2014) found that not only did the implementation of process writing successfully improve students' writing skill but also it alleviated students' writing anxiety. Also, Arici & Kaldirim (2015) added that prewriting which is one the stages in process based writing plays a significant role in lessening writing anxiety. Related to the situation above, process-based writing approach (PBWA) is chosen to help the students in increasing their writing skill. In this research, PBWA based on White and Arendt's model (1991) was implemented to help the students in writing process. In their model, process writing is an interrelated set of recursive stages which include: generating ideas, focusing (that is making sure you are getting the message across you want to get across), structuring (ordering information, experimenting with arrangements, etc.), drafting, evaluating (assessing the draft and/or subsequent drafts) and reviewing. Those six stages can be represented diagrammatically, as in Figure 1 as follows.
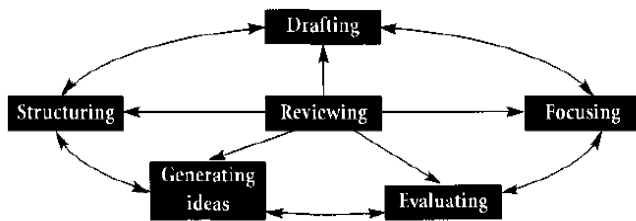

Figure 1. White and Arndt's Writing Process Model
Adopted from *Process Writing* (1991)

In accordance with students' writing anxiety and implementation of PBWA, this study, thus, tends to address the types of writing anxiety experienced by students, the implementation of PBWA in writing process and the effectiveness of PBWA to teach students with different types of writing anxiety.

II. RESEARCH AND COLLECTING IDEA

The subjects of the study were 23 students of XII C SMA Kolese Loyola in 2020-2021 academic year and one English teacher who was also the researcher. Mixed methods design was employed in this study to collect, analyze, and mix both quantitative and qualitative methods in investigating the

implementation of PBWA to teach writing among students with different types of writing anxiety. In this research, the quantitative data on the types of students writing anxiety was collected prior to PBWA implementation. Afterwards, the qualitative data about the implementation of PBWA was gathered then followed by analyzing students' scores on pretest and posttest as quantitative information.

To gain the data, the researcher utilized a questionnaire, observation sheets and pretest and posttest. Dealing with kinds of the students' writing anxiety, second language writing anxiety inventory (SLWAI) developed by Cheng (2004) was administered. SLWAI consists of 22 items, scored on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The 22 items of the modified SLWAI were divided into three categories of anxiety, such as Cognitive Anxiety (1, 3, 7, 9, 14, 17, 20, 21), Somatic Anxiety (2, 6, 8, 11, 13, 15, 19), and Avoidance Behavior (4, 5, 10, 12, 16, 18, 22). However, there were seven items which should be counted reversely (1 for strongly agree to 5 for strongly disagree). Those are the items number 1, 4, 7, 17, 18, 21, and 22. Thus, higher score showed higher level of writing anxiety. Then, observation was conducted to investigate the implementation of PBWA by the teacher, observe the interactions happen during the process and see how it enhanced the writing achievement among the students with different types of writing anxiety. Last, writing tests were conducted before and after the implementation. Those instruments were used to know the effectiveness of the PBWA. The topic chosen for both tests was based on the Curriculum of 2013 and school syllabus, which was *Job Application Letter*.

III. FINDINGS AND DISCUSSIONS

The Types of Writing Anxiety Experienced by the Students

Based on the data of SLWAI questionnaire, it was found that the cognitive writing anxiety (28,56) was determined as the most common type of foreign language writing anxiety experienced by the majority of the students. On the one hand, the somatic writing anxiety (22,39) came right after. Meanwhile, the avoidance behaviour (20,52) was the type of writing anxiety that was least experienced by the students of XII C of SMA Kolese Loyola in 2020-2021 academic year. Table 1 shows the distribution of the three types of writing anxiety.

Table 1. The Distribution of the Three Types of Writing Anxiety.

No	Types	N (Participants)	Mean	Std. deviation
1	Cognitive Writing Anxiety	23	28,56	7.48833
2	Somatic Writing Anxiety	23	22,39	6.09574
3	Avoidance Behavior	23	20,52	3.48855

The dominance of cognitive writing anxiety was most possibly caused by fear of teacher's negative comments, low self-confidence in writing and linguistics difficulties. This confirms Rezaei & Jafari's (2014) studies that fear of teacher's negative comments, low self-confidence in writing and linguistics

difficulties show that the students do not write to reflect their own voices, rather, they write to the teacher merely to get a good score and pass their exam.

The Implementation of PBWA to Teach Writing to Students with Different Writing Anxiety

The implementation of process-based writing approach (PBWA) involved a series of activities such as generating ideas, focusing, structuring, drafting, evaluating and reviewing as previously suggested by Arndt & White (1991). The detailed findings of each stage could be portrayed as follows.

Stage 1: Generating ideas

To begin with, the teacher discussed the meaning of "generating" to the students. It's said that generating idea means brainstorming or igniting ideas. Prior to the activities, the students were asked to prepare a blank paper. Then, they were given an example of a job application letter and asked to read thoroughly. In order to help them in identifying the letter, several guided questions were given such as:

a) Why do people need to write this?
b) What's the writer's intention to write this?
c) What's the reader's intention to read this?
d) What should be written?
e) How is the language used?

Stage 2: Focusing

In this stage, the students practiced fast writing; they were asked to write quickly on a topic for five to ten minutes without worrying about correct language or punctuation. As an example, from the class observation, the students were requested to write anything about their strengths within 5 minutes. They were asked to write as quickly as possible, if they couldn't think of a word they leave a space or write it in Bahasa. The emphasis was the students kept writing, while later their text could be revised.

Stage 3: Structuring

In this stage, the students applied their knowledge about job application letter's structure, organizing ideas and defining topic sentences.

Stage 4: Drafting

This stage facilitated the students to start their writing without composing it in their head beforehand, the first draft of their writing contained lots of errors like incomplete ideas and mechanical errors. The most frequent grammar's problems experienced by the students were run-on sentences, subject-verb agreement and parallel construction.

Stage 5: Evaluating

The evaluating stage consisted of three activities; self-correction, peer-correction and teacher's comments on writing. In the self-correction, the students reread their work on their own. In the peer-correction, the students were assigned to discuss their drafts in a group of two or three.

Stage 6: Reviewing

This last stage enabled the students to re-read what they had already written and evaluated it based on the peer feedback and the teacher's comments. In reviewing the letter, the students were asked to focus on not only the grammar mistakes but also the content and organization of their letter.

It was concluded that the implementation had a great impact on the students' writing performance. This result was consistent with other similar studies' results, in which process-based writing resulted in discovering the positives or obvious improvements in students' writing performance (Puengpipattrakul, 2014). Moreover, PBWA enhanced students' writing performance by reducing their writing anxiety. This finding corroborated Bayat's (2014) and Qashoa's (2014) studies who claimed that the implementation of process writing successfully alleviate students' writing anxiety. Digging a little deeper, prewriting or brainstorming in the initial stage played an important role in lessening the students' writing anxiety. The activities done such as answering guided questions about job application letter, brainstorming about the parts and contents of a job application letter and prewriting on students' positive traits helped the students to be actively involved in writing instructions. Thus, by having prewriting or brainstorming or guided questioning, the students felt motivated and engaged so that they were not reluctant to pen their ideas. This was in line with Arici & Kaldirim's recommendation (2015) that the prewriting stage was very important for reducing writing anxiety, and it made the process of writing more effective. Thus, teacher should prepare and design the initial stage meticulously, even the necessary activities should be taken at this stage since getting ready for the introduction part of writing was burdensome.

The effectiveness of PBWA to teach writing to the students with different anxiety

This part mainly discusses the comparison between the students' writing achievement before and after the implementation of PBWA. The students' writing achievements were statistically calculated by using SPPS. The result of measurement was aimed to answer whether PBWA was effective to increase the students' writing achievement. The obtained statistics were shown in table 2.

Table 2. Descriptive Statistics for the Effectiveness of PBWA to Teach Writing

Test	N	Mean	Std. Deviation	Std. Error Mean
Pretest	23	72.6957	9.04250	1.88549
Posttest	23	79.4348	7.63262	1.59151

From the table above, it could be seen that the mean of achievement in the pretest for 23 students was 72,7. On the one hand, the mean of achievement in the posttest was 79,4. The increase was 6,7. It indicated that the implementation of PBWA was effective to teach writing because it was able to improve the students' writing achievement.

In addition, researcher analyzed the results of both prettest and posttest to see the significant influence of PBWA. To do so, comparing the pretest and posttest score of each writing aspect was conducted. The writing aspects to assess the students' writing achievement used in this research were based on the *Rubric for Assessing Student Writing: Letter* published by *Glencoe Literature: Reading with Purpose*.

Table 3. Rubric for Assessing Student Writing: Letter

No	Aspects of Writing Assessment	Pretest Score (mean)	Posttest Score (mean)	The Significance
1	Focus/Organization	25.0	28.1	3.1
2	Elaboration/Support/Style	25.5	27.5	2.0
3	Grammar, Usage, and Mechanics	22.2	23.8	1.6

The data above portrayed that there was significance in all aspects of writing. The highest significance was found in the focus/organization aspects, then followed by the elaboration/support/style and the grammar, usage and mechanics as the 2nd and the 3rd.

Based on these findings, it was portrayed that the PBWA was effective to teach writing to the students with different anxiety. This finding was in line with what Arici & Kaldirim (2015) had found in his research. He investigated the impact of the process-based writing approach on the writing skills of pre-service teachers. It was found that the implementation of process writing approach had a great impact on the writing achievement of the respondents who had different writing anxiety.

IV.   CONCLUSION

Based on the research questions, three conclusions were drawn. The first conclusion is cognitive writing anxiety has been the dominant type of writing anxiety experienced by the students followed by somatic anxiety and avoidance behavior as the 2nd and the 3rd type of writing anxiety. The dominance of cognitive writing anxiety is most plausibly caused by fear of teacher's negative comments, low self-confidence in writing and linguistics difficulties.

The second conclusion is the implementation of process-based writing approach (PBWA) has allowed both the students and the teacher to accomplish the process of constructing a text together. This approach is seen to be appropriately implemented in writing instructions since it emphasizes on the process rather than the product itself. Consequently, it is proven to be more relevant in responding to the students' needs in conquering the challenges in writing.

Lastly, the PBWA is effective to be implemented in writing instruction as it enhances the students' writing ability in terms of conveying and arranging their ideas in a good order, especially for those who experience writing anxiety. Another success of this approach is viewed by comparing the mean of achievement in pretest and posttest. The pretest mean score of students is 72.7, whereas their posttest mean is 79.4. The increase simply states the effectiveness of PBWA in improving students' writing performance.

Finally, yet importantly, this research calls for more study on the impact of PBWA implementation towards students with different levels and types of writing anxiety. It is hoped that the next researchers are eager to dig a little deeper about both students' and teachers' perceptions on PBWA. Moreover, it is expected that the future researchers might investigate the combination between the process-based and the product-based approach in teaching writing, especially for students with different levels and types of writing anxiety.

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Writing is assumed as a complex and demanding task, especially for those who come from EFL context. It is quite difficult to conquer writing, especially for EFL students in Indonesia because there are some differences between Bahasa and English such as structural and grammatical terms and styles. Additionally, the complexity of writing may increase students' anxiety level and discourage them to put in effort to accomplish a given writing task, which in turn could lead to a frustrating performance. Blasco (2016, as cited in Balta 2018) stated that writing anxiety is among the affective factors that interrupts or prevents writing process. Anxiety makes students unable to enjoy the writing process. Consequently, they will write under pressure and make them less able to perform the best of themselves in writing.

In accordance with students' writing anxiety, English teachers' roles matter a lot. Teachers are the ones who set the teaching and learning process. By considering the existence as well as the different types of their students' writing anxiety, teachers are able to decide appropriate approach to be applied for teaching writing. For EFL context, the existence of writing anxiety enhances writing complexity. Furthermore, Negari & Rezaabadi (2012); Choi (2013); Bayat (2014); Arici & Kaldirim (2015)

emphasized that the students with high writing anxiety have tendency of having low writing performance. They highlighted that the existence of writing apprehension or writing anxiety has something to do with the students' writing performance. It appears mostly when students start to write. They do not know what they should write at first whereas the students are expected to be able to present their ideas well in the written form. Considering the problems encountered by students, it is teachers' duty to find appropriate methods and methodological beliefs to lead the teaching practice.

Related to the phenomena above, process-based writing approach (PBWA) is chosen to help the students in increasing their writing skill.

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