

## THE IMPLEMENTATION OF WRITING PROCESS APPROACH ON WRITING PERSONAL LETTER COMPETENCY OF HOTEL HOSPITALITY STUDENTS IN AKADEMI KOMUNITAS MAPINDO

Ni Putu Dianita Safitri, Nirmala Tari, Ni Putu Lindawati

[dianitasafitri.ds@gmail.com](mailto:dianitasafitri.ds@gmail.com)

Akademi Komunitas Manajemen Perhotelan Indonesia

### ABSTRACT

This classroom action research aims to find out whether or not the implementation of writing process approach can improve the hotel hospitality students' competency in writing personal letter. It was conducted after finding out the competency of hotel hospitality students in writing personal letter was low. The subjects of the study were 28 hotel hospitality students in Akademi Komunitas MAPINDO. The research was done in two cycles consisting of planning, action, observation, and reflection in each cycle. The research finding of the study showed that writing process approach positively impacts the students' competency in writing personal letter.

Keywords: writing process approach, writing competency, personal letter

### ABSTRAK

*Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah penerapan writing process approach dapat meningkatkan kemampuan menulis surat pribadi mahasiswa perhotelan. Penelitian dilakukan setelah mengetahui bahwa kemampuan menulis surat pribadi mahasiswa perhotelan masih rendah. Subjek penelitian adalah 28 mahasiswa perhotelan di Akademi Komunitas MAPINDO. Penelitian ini dilaksanakan dalam dua siklus yang terdiri dari perencanaan, tindakan, observasi, dan refleksi di setiap siklusnya. Hasil dari penelitian menunjukkan bahwa writing process approach memberikan pengaruh positif terhadap kemampuan menulis surat pribadi mahasiswa.*

*Kata Kunci: writing process approach, kemampuan menulis, surat pribadi*

### I. INTRODUCTION

Writing is a skill playing a vital role not only to allow individuals from different cultures and backgrounds to communicate, but also transform knowledge to create new knowledge (Weigle, 2002). By writing, the interchange of ideas can occur when people produce and share their writing to readers. The writing they produced can be seen as their creativity as they put their ideas and feelings about a particular topic on paper freely. Having creative thinking by relating new information with the prior knowledge

can be a tool to express feelings, thoughts, and information. Grenville (2002) states there are three purposes of writing, which are writing to entertain, writing to inform, and writing to persuade. Writing use to entertain readers contains serious, sad, or funny things. Besides entertaining, it can be used to tell readers about something and convince them of something including writers' opinions which are backed up with some evidences.

In line with the purposes of writing, people need media to inform about

something and personal letter is one of media which can be used to inform important things like feelings, thoughts, or experience. Hotel hospitality students of Akademi Komunitas MAPINDO learn about writing personal letters in the second semester. Being able to write letters correctly and clearly is important for college student. However, hotel hospitality students of Akademi Komunitas MAPINDO face various problems in writing because of numerous factors. First, the students do not have any information to write because they are lack of ideas. Second, their lacking knowledge of vocabulary which is makes them unable to express their taught. Third, they have difficulties in grammar. Fourth, they struggle with organizing their writing. It emerges based on the result of pretest.

Hedge (2005) states that effective writing requires a high degree of organization in developing the information or ideas of arguments, a high degree of accuracy to avoid an ambiguity of meaning, the use of complex grammatical devices for focus and emphasis, and a careful choice of vocabulary, grammatical patterns, and sentence structures to create an appropriate style to the subject matter and the eventual readers.

There are three things need to be considered by students to produce a successful writing in different style. First, genre is one of important things to consider in asking students to write. Doing a genre analysis will help students construct appropriate texts based on their own ability and express their own creativity rather than imitating it. Therefore, a teacher has to know which genres are important and engaging for students. Second, the students need to plan what they are going to write, to draft it, to review and to edit what they have written and then to produce a final product. A closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. It means that students need to

plan, draft, re-plan, draft, edit, re-edit, re-plan, etc. before producing the final. By doing so, it will help students to be better writer. Third, building the writing habit, many students usually think that writing is boring or they do not have anything to say because they are lack of confidence. Therefore, students need to be engaged with an easy and enjoyable activities in writing from the early levels. If they have this writing habit, they will involve themselves in writing process enthusiastically (Harmer, 2007).

Viewing the importance of writing process in producing good quality of writing, it seems that writing process approach can be applicable to improve the students' competency on writing personal letter. Brown (2000) states the process approach lets students focus on the process and discover what they want to convey by giving students a chance to think as they write; therefore, it is being advantageous approach to students. The process of writing has roughly four steps which are creating ideas, organizing the ideas, writing a rough draft, and polishing; therefore, writing is considered as an ongoing creative act (Oshima and Hogue, 2007). In addition, Langan (2009) states that there are five stages of writing effectively, which are prewriting, drafting, revising, editing, and proofreading described as follows.

First step is prewriting which is considered as a way to get ideas. The prewriting technique which can be used such as freewriting, questioning, making a list, clustering, preparing a scratch outline. The second step is drafting. Writers need to put additional thoughts and details which do not emerge in prewriting when they write a first draft, state the main idea clearly and develop the content of the paragraph with as many specific details as writers can without taking much time to correct grammar, punctuation, or spelling to the words or sentences that may they decide to remove. The third step is revising, writers rewrite a paragraph, building upon what has already been done in order to make it

stronger. The fourth step is editing, the process of revising the grammar, punctuation, usage and spelling. The fifth step is proofreading, the final stage in the writing process to check the writing carefully for spelling, grammar, punctuation, and other errors by using dictionary and a grammar handbook.

## II. METHOD

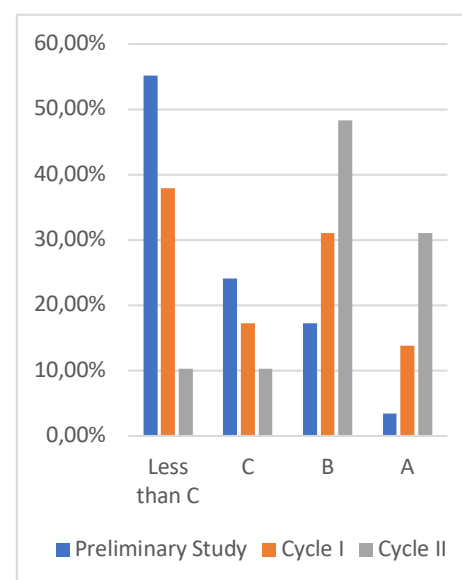
This study applied Classroom Action Research conducted in a spiral of cycles of planning, acting, observing, reflecting, re-planning, further implementation, observing, and reflecting (Kemmis and McTaggart, 1992). The subject of the study were 28 hotel hospitality students in Akademi Komunitas MAPINDO. This research was done in one month consisting of two cycles, each of which covers three meetings. The data dealing with students' writing competency were analyzed by using analytical scoring rubric. The students' writing competency was measured by focusing on five dimensions of writing, which are content and development, organization, structure, vocabulary, and mechanic.

## III. FINDING AND DISCUSSION

Based on the analysis of students' compositions shown in histogram below, it can be shown that the students' achievement compared with preliminary study enhanced; however, it did not meet the criteria of success in which the students who achieved the score greater than or equal to C were less than 75%. The unsatisfied writing achievement happened because they were still difficult to express their ideas; therefore, they could not present more supporting details about the topic. Besides being unable to convey their ideas easily, they also made some mistakes in grammar. In cycle I, the students who achieved the score greater than or equal to C of the range lying from 0 – 100 were 62.07% (18 students). It was greater than the percentage obtained in preliminary

study, it was 44.83% (13 students). In cycle II, the students' achievement in writing personal letter was getting better in which the percentage obtained for those who were able to get the score greater than or equal to C were 89.66% (26 students).

Figure 1. The Histogram of Students' Achievement in Writing Personal Letter



Based on the research finding, it can be seen that the implementation of writing process approach improves the students' competency in writing personal letter. It is supported by previous researches conducted by Miftah, M.Z (2015) and Alodwan, T.A.A and Ibnian, S.S.K (2014). Miftah (2015) conducted a classroom action research aimed at developing the implementation of writing process approach to enhance the students' skill in writing essay. The subject of the study was the third semester students of English Education Department of STT Maskumambang Gresik. The preliminary study in this research found that the students' writing had many mistakes in terms of content, organization, and grammar. By applying writing process approach in this research, the researcher found that the implementation of writing process approach can enhance the students' skill in writing essay. Alodwan and Ibnian

(2014) conducted a research to investigate the effect of using writing process approach to develop university students' essay writing skills in EFL. The result of the study showed that writing process approach had a positive effect on the students' essay writing skills in EFL.

The writing process approach used in this research adapted from Langan (2009). The implementation of writing process approach was done after giving some explanation about personal letter and some examples of personal letter to students. It facilitated the students to know the parts of personal letter and the topic concerns about in personal letter. After giving the explanation, the students were given a simulation of writing personal letter and every student was allowed to participate. They were also allowed to use online dictionary in the writing class. Each activity in cycle I and II can be described as follows.

At the first meeting in cycle I, the students did write process together as a simulation. The first step is making a map as prewriting. The lecturer put one picture about birthday party in the centre of white board and assigned students to write some words related to the picture and draw lines to connect them to each other. They put the minor details in smaller boxes or circle. After writing those words, the students were assigned to group those words according to which seem to go together and name those groups. They put the name of groups in bigger boxes or circles and it was being the body of letter. They were allowed to delete, add, or revise the groups of words as necessary. Then, they were asked to write part of personal letter (heading, salutation, body, closing, signature) and draw lines to connect them.

The second step is drafting, the students were assigned to turn the ideas into complete sentences and write the sentences into paragraph without worrying too much about grammar, punctuation, or spelling. They could put additional thoughts and details or remove them.

The third step is revising, the students were assigned to read their paragraph and check whether (1) the paragraph had a topic sentence, accurate and adequate supporting sentences to develop the topic sentence, (2) it showed appropriate generic structure (3) the ideas were arranged cohesively, logically and smoothly, (4) It has good words formation and rich vocabulary, (5) The selection and the usage of words are accurate and appropriate with register.

The fourth step is editing, the students checked the grammar, punctuation, spelling and the last step is proofreading, the students rechecked the grammar, punctuation, spelling and other errors.

After they understand step by step of writing process, they were asked to work in a pair and given a picture. It talked about their experience in having dinner. They did the same steps as the simulation and lecturer kept walking around the class to help the students. In the second and third meeting, the students were given a different topic, it was about unforgettable holiday and first day of college. They students work individually and create their own writing themselves. They wrote the personal letter by doing writing process starting from prewriting, drafting, revising, editing, and proofreading. At revising and editing stages, the students were assigned to discuss with their friends. At proofreading stage, they rechecked the errors by themselves.

In cycle II, the students work individually and did five steps of writing process consisting of prewriting, drafting, revising, editing, and proofreading. Since the students were still difficult to give more details in their paragraph, some questions were provided in prewriting stage. The students were assigned to make a map and considered those questions. Providing some questions could help them focus on what information they should write. The next steps were the same as what they have done in cycle I. The topics of their writing were a new apartment, inviting a friend to join

English course, and recommended restaurants.

#### IV. CONCLUSION

Writing process approach was effective and suitable to improve the students' competency in writing personal

letter. It can be proven from the percentage of students achieving the score greater than or equal to C enhanced and the success of this study was in cycle II. The English lecturer are recommended to apply writing process approach as one of effective strategies in writing class.

#### REFERENCES

- Alodwan, T.A.A and Ibnian, S.S.K. 2014. *The effect of using the process approach to writing on developing university students' essay writing in EFL*. International Journal of Linguistics and Communication, Vol. 2, No. 2. Retrieved May 30, 2020, from [http://ijlcnnet.com/journals/ijlc/Vol\\_2\\_No\\_2\\_June\\_2014/9.pdf](http://ijlcnnet.com/journals/ijlc/Vol_2_No_2_June_2014/9.pdf).
- Brown, H.D. (2000). *Principle of language learning and teaching*. New York: Pearson Longman.
- Grenville, K. (2002). *Writing from start to finish*. South Australia: Griffin Press.
- Harmer, J. (2007). *The practice of english language teaching*. New York: Pearson Longman.
- Hedge, T. (2005). *Writing*. New York: Oxford University Press.
- Kemmis, S. and McTaggart, R. (eds) (1992) *The Action Research Planner* (third edition) Geelong, Victoria, Australia: Deakin University Press.
- Langan, J. (2009). *Exploring writing: Sentence and paragraph*. New York: McGraw-Hill.
- Miftah, M.Z. 2012. *Enhancing writing skill through writing process approach*. Journal on English as a Foreign Language, Vol.5, No.1. Retrieved May 30, 2020, from <http://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/viewFile/88/612>.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. New York: Pearson Education.
- Wieggle, S.C. (2002). *Assessing writing*. New York: Cambridge UP.