THE EFFECT OF APPLYING WRITING PROCESS WITH THE BEST USE OF GRAMMARLY APPLICATION WEB FOR ISLAMIC JUNIOR HIGH SCHOOL STUDENTS

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Abstract: Writing is the way and the process of exploring ideas on paper to transfer thoughts into sentences and give them structure and coherent organization. Many students were not interested in and were afraid of writing because they could not understand the way to write. This study aims to know the achievement difference in writing narrative text between the students in writing process design class and those who are in direct method design class. This study uses quantitative research with quasi-experimental research applying a non-randomized pretest-posttest control group design. The research used interviews and some tests for the students. The results show that the student writer undertakes a four-step writing process: Planning the process, Drafting/outlining, Editing the paragraph, and Final writing using process writing give different influences on the student's achievement of narrative text and the score resulting from this research is valid. The study significantly contributes to the body of knowledge on writing and helps writing teachers and learners of writing using the writing process.

INTRODUCTION

English serves as a global means of communication and is widely used internationally. Farrell & Jacobs (2020) emphasizes that English has become essential for various fields not only in education but also in flied of transportation, banking, commerce, technology, diplomacy, tourism, and scientific research. It is the predominant language for sharing scientific and technological advancements, with numerous books on these subjects exclusively written in English (Primasari et al., 2021; Sari et al., 2022). In Indonesia, English holds significant importance as it is taught at all educational levels, from Elementary School to Senior High School, and remains a vital subject at universities across the country.

Writing is a fundamental aspect of learning the English language. According to Ahlsén & Lundh (2008), writing involves students' guidance to create coherent pieces of written communication that connect and growth information, ideas, or arguments for specific readers or groups. Langan (2006) adds that writing is not merely about conveying

thoughts but also about engaging the reader's interest through the writing process. Developing proficient writing skills entails a comprehensive process of planning, drafting, writing, and revising. This process is accessible to anyone, particularly students, who can utilize the steps in the writing process to enhance their writing abilities and produce exceptional written work (Andika et al., 2023).

Writing is often considered the most challenging skill to acquire, setting it apart from speaking and reading. As stated by Ädel & Erman (2012), most of speakers stated that writing is difficult. The speakers both native and non-native. They suppose that it requires mastering various elements. The elements consist of content, organization, vocabulary, and mechanics like punctuation, spelling, and capitalization. Several aspects need to be learned by students to excel in writing effectively. Al Badi (2015) identifies four fundamental writing difficulties faced by students: language usage, coherence, cohesion, and selecting significant topics and relevant references. Brown (2001) highlights that writing is a thinking process, involving the transformation of thoughts into well-structured and coherent words on paper. The challenges in writing arise before and during the writing process, as noted by Mulyani (2011), who found that many students lacked interest and felt intimidated by the task of writing due to a lack of understanding of the process.

Seven (2020) points out that teachers sometimes fail to provide adequate motivation for students to write and may not employ innovative teaching models to develop writing skills effectively. Furthermore, another study reveals issues with students' imaginative capabilities. According to Healey (2013), writing demands the ability to create imaginative and original literary pieces across a wide range of genres. However, some students struggle with employing appropriate diction to craft beautiful and emotionally rich works, as observed when they were asked to write poems.

In a recent interview conducted on April 7th, 2022, with Abi Dzikri, a teacher at Islamic Junior High School Anharul Ulum, it was revealed that many students struggle with writing because it is not as effortless as speaking or reading. Expressing thoughts and translating them into writing pose challenges for students, indicating potential problems in the teaching of writing.

This difficulty in writing is further exacerbated by a limited understanding of grammar and vocabulary (Vivi et al., 2023) writing, making it hard for some students to articulate their ideas effectively. Additionally, narrative text appears to be particularly challenging for the students. The results obtained from student questionnaires strongly

suggest that writing is indeed a difficult skill for them.

The narrative text presents some challenges for students when it comes to writing. During the teacher's instruction on this type of text, students often struggle to generate ideas and develop them into coherent paragraphs. Moreover, they tend to deviate from the generic structure expected in narrative writing and make errors in their language usage. As a result, their writing achievement falls below the standard of minimum completeness required for mastery learning (Wayne et al., 2008).

Narrative text has characters based on the function of the text. The functions of the text are to amuse the reader so they can enjoy reading it, to entertain the reader so they could keen on it, and to convey actual or vicarious experiences. It tells a story based on a series of events or experiences that include problematic situations leading to a crisis or turning point, followed by a resolution (Grace & Sudarwati, 2007). Readers of narrative texts are taken on a journey within the story for entertainment purposes. Various types of stories can be incorporated into narrative texts, such as personal experiences, crisis events, and legends or myths within society (Daniel, 1993).

In summary, narrative text poses specific writing challenges for students, and their achievement in this area often falls short of the desired level. The text type aims to entertain and engage readers through storytelling, encompassing various kinds of stories. To improve English competency, it is crucial to explore effective teaching methods that pay adequate attention to writing and reading activities.

In this study, the authors posit that the Writing process method can enhance the teaching and learning process, leading to more successful outcomes for students. The method is believed to engage students actively, making them more interested in learning. Past research supports this idea, as successful academic writers have been shown to adopt effective writing processes, while less successful writers tend to write spontaneously without planning.

The research was conducted at SMP I Anharul Ulum, a school with a large number of students, to investigate the effects of the writing process (Sari et al., 2022). This research is aimed at determining whether the Writing process method yields better results compared to the conventional direct method. The aim is to ascertain whether the process writing impact significantly on the achievement of writing narrative texts between students taught using the Writing process method and those taught using the conventional direct method.

RESEARCH METHODS

This study employs a quantitative research methodology, which entails employing objective measures to collect numerical data in order to answer particular questions or test specified hypotheses. The design of the study is quasi-experimental, including a non-randomized pretest and posttest control group. It is divided into two categories in this style of design: experimental and control.

In this research, the two-pointed groups were taught in different types of learning. The experimental group is taught using the Writing process with Google Classroom as the media to build the students' knowledge while the control group is taught using Direct Method which focused on the teacher-centered way. In the experimental group, the students were asked to develop Narrative text through the writing process using the Writing process. There were four times to practice the method, starting from giving a pre-test, treatment, and post-test. The steps are explained in Table below.

Table 1. Research Treatment in the Experimental Group

Stage	Activity
Prewriting/Planning	The teacher gives learners to-do listing in the listing paper
Writing/Drafting	The teacher leads learners to write what they have got from the previous stage
Revising	Students get feedback from their teacher about their paper
Editing	Students write their final paragraph with the suggestions they get before they checked grammatical, punctuation, and spelling.

The researcher conducted tests for the students: a pre-test and a post-test, both of which were designed to assess their ability to write narrative texts. The choice of this test was based on its strengths. Firstly, a writing test or composition test requires students to organize their answers and express themselves in their own words, ensuring that the test measures what it intends to. Secondly, although it takes time to analyze, a writing test is relatively easier and quicker to prepare.

To ensure accurate and correct data analysis, the researcher utilized SPSS version 16.0 for Windows. Additionally, determining the effectiveness of the Process Writing shows that the mean scores of both groups were compared. It is stated that mean score of the experimental group's post-test is higher than that of the control group, and it can be concluded that the Writing Process was more effective than the Direct Method in teaching writing.

RESULTS AND DISCUSSION

Testing the homogeneity of the regression slope yields the research's conclusion. For every group, the relationship between the dependent variable (post-test) and the covariate (pre-test) for the homogeneity of regression slopes is examined. It establishes if the treatment (independent variable) and the covariate have a statistically significant relationship. Table 2 provides statistical evidence for this.

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	647.243[a]	3	215.748	59.903	.000
Intercept	164.472	1	164.472	45.666	.000
Group	6.412	1	6.412	1.780	.188
Pretest	139.773	1	139.773	38.809	.000
Group*PreTest	2.375	1	2.375	.659	.420
Error	201.691	56	3.602		
Total	380382.000	60			
Corrected total	848.933	59			

a.R Squared = ,762 (Adjusted R Squared =,750)

Table 2. Test of Between-Subjects Effects

Pallant (2005: 272) if the interaction is significant at an alpha level of 0.05, it signifies that the research broke the assumption. In this case, the study does not desire a substantial outcome. Otherwise, it wants a significant value greater than 0.05 so ANCOVA can be conducted

Based on the results from the Group Pretest, the significant value was 0.420, which was larger than 0.05. This study demonstrated that the assumption of regression slope uniformity was not significant. It signifies that the assumption was not violated by the result. Based on this conclusion, ANCOVA analysis may be performed in the next step.

Levene's Test of Error Variances

Levene's Test of Equality of Error Variances allows the researcher to check that she has not violated the assumption of the equality of variance Pallant (2005 275) asserted that the meaningful value for the outcome must be larger than 0.05 If this number is less than 0.05 (and hence significant), it indicates that the variances are not equal and that the assumption was broken. Table 3 displays the outcome.

Table 3. Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
2.164	1	58	.147

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The null hypothesis is that the dependent's error variance is zero.

The variable is the same across all groups.

a.   Design: Intercept + Pretest + Group

In this research, the output of Levene's Test of Error Variances was good enough because the significant value was 0.147, which was much larger than the cut-off of 0.05. The researcher could say that it has not violated the assumption.

The study hypothesis was developed after evaluating relevant theories: "There is a significant difference in the achievement of writing narrative texts between students taught using the Writing Process method compared to those taught using the Direct Method/Conventional Method." To test this hypothesis, the researcher used the null hypothesis (Ho) theory to gather and evaluate data from the experimental investigation.

The conclusions of the study were analyzed from two perspectives: statistical and practical. According to the statistics, pupils taught utilizing the Writing Process approach scored much higher than those taught using the Direct approach. The significant value (less than 0.05) revealed a noteworthy difference between the two groups. The estimated marginal means table demonstrated the discrepancies, with the Writing Process group scoring 83.707 and the Direct Method group scoring 17.249. As a result, the null hypothesis that both teaching styles were equally effective was rejected.

The research findings revealed that the Writing Process Method greatly helped to improving students' writing skills. This strategy emphasized not just the finished work, but also the help and advice given to students at each stage of the writing process. They were able to advance methodically by supporting pupils in creating ideas and encouraging their writing process.

Although the Writing Process technique took longer than the Direct technique, it decreased some obstacles in teaching writing, with the instructor having an important part in preparing materials, instruments, and assignments prior to the treatment. The active presence of the teacher throughout writing exercises helped control possible complications and offered required assistance during the learning process.

Based on the data, it is possible to infer that there is a substantial difference in the accomplishment of students taught using the producing Process technique and those taught using the Direct technique while producing narrative texts. As a result, the Writing Process technique is regarded as a successful method that should be presented, rehearsed, and used in writing classes. This method helped students create ideas and successfully translate them into written tales.

CONCLUSIONS AND RECOMMENDATIONS

The study examined the influence Writing Process on the writing achievement of eighth-grade students at Islamic Junior High School Anharul Ulum to the Direct Method. The results showed that using the Writing Process approach resulted in a considerable improvement in students' writing achievement when compared to the Direct approach. The statistical analysis revealed considerable differences between the two groups, with Writing Process students scoring higher (83.707) than Direct Method students (77.249).

The findings also showed that the research was conducted rigorously, meeting various statistical assumptions. The ANCOVA analysis indicated a significant effect, with the Writing Process method proving to be more effective in enhancing students' writing skills.

Practically, the implementation of the Writing Process had several positive outcomes. Firstly, it promoted active learning among students, enabling them to construct knowledge and gain confidence in their writing abilities. Secondly, the method provided students with a structured approach to writing, making them more self-assured in their writing tasks. Thirdly, students were encouraged to collaborate with peers, seeking assistance in reviewing their drafts before finalizing their work. The teachers' individualized support and guidance also contributed to the students' writing improvement.

In conclusion, the study demonstrated the effectiveness of the Writing Process in teaching narrative writing to junior high school students. The results suggested that this method positively impacted students' writing achievement and fostered a more active and confident approach to learning.

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