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# The Effectiveness of Process Approach Toward Students' Writing Ability in Argumentative Text at MAS AL Barokah

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## Abstract
The purpose of this study was to obtain empirical evidence about the effectiveness of the use of the Process Approach on the ability to write argumentative texts of students m the eleventh grade of MAS Al Barokah. The population of this study was the eleventh grade students of MAS Al Barokah With a total sample of 25 students. The method used in this study is a quantitative method using a pre-experimental design, one gmb pretest-posttest. The research instrument used in this research is a set of written tests which are given at the beginning of the meeting and at the end of the meeting after the Process Approach is applied. The data from this study were analyzed usmg t-test. The results obtained from the research show that there are differences m student scores in writing argumentative texts using the Process Approach before and after being given treatment. The results shown from the post-test pvalue is 0.000 with a significance level of 5% (0.05). In other words, it can be concluded if the p-value (0.000) < sig a=0.05 (5%). This proves that using the Process Approach is quite effective on the ability to write argumentative texts for eleventh graders at MAS Al Barokah for the 2021/2022 academic year.

Keywords: Writing, Argumentative text, Process Aproah

## Introduction
Writing ability is one of skills that students must have in learning English. As stated by (Suyono, 2014) writing is how to describe, develop ideas, and come up with the idea itself to become a text. In addition, in communicating ideas to the reader, the writer must not only consider about his own intentions but also about the reader text understand. It should be underlined that writing is not as easy as speaking, as m says (Wekke, 2019) revise that when compared between "talking" and "writing", not a few people we meet, who speak very fluently with all rhetoric and do not miss the funny interlude. When writing, many people stumble, and when there is a writing bill, the best reasons come up. By seeing how important writing ability for students, indonesian goverment stated that writing skill is must be taught at school and it has been written in the education curriculum.

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In addition, senior high school student in indonesia are required study writing argumentative text. As written in Kompetensi Dasar 3.4 of curriculum 2013. Argumentation is one type of paragraph that expresses ideas, opinions, or attitudes accompanied by reasons so that the reader understands and justifies them, strengthens the reasons, the author can include supporting data in the form of facts, examples, observations, and others. this research is to find the empirical evidence about the effect of Process Approach on students' writing argumentative text at the I l grade students of Mas Al Barokah. Then, the teacher should control and supervise the use of the internet as learning source in the classroom. After that, the teacher should be able to find the appropriate approach or strategy to use in teaching writing, especially in teaching wrltmg argumentative text.

Nevertheless, there is an approach namely Process Approach which believed could help English teachers enhance their teaching in classroom and also help students to produce better writing. Process Approach is considered as an approach which can be used to enhance the learmng process, by using Process Approach, students are learning on how to focus on their process of writing.

According to (Miftah, 2015) the approach can also make the students more involved by actively participating in the learning process leading to understanding. So they can make sense of the writing activities in their real life and be more motivated as well. Furthemore according to Barbara F Clause (2007) Process Approach gives students some stages to produce better writing through several stages: prewriting, drafting, revismg, and editing. "

Further, study has found that using Process Approach in writing could make EFL students produce better essay in writing. In addition, during the implementation of Process Approach, students were able to use the pre-writing stage to find, and discover new ideas for their writing. Therefore, students' creativity in writmg will be improved.

## Method

The method used in this research is the Pre-experimental method. Based on (Sugiono, 2010) "pre-experimental research results is the dependent variable not solely influenced by the variable independent." This can happen, because there is no control variable, and the sample was not selected randomly. Research design is a design of how research is carried out. The research design used in this study is a one group pretest posttest design. This design is used in accordance With the objectives to be achieved, namely wanting to know the improvement of students' writing after applymg the process approach. In this design, before the treatment is given first the sample was given a pretest (initial test) and at the end of the study the sample was given a posttest (final test).

Population is the whole object of research or the totality of the subject group, both humans, symptoms, values, objects to events that are the source of data for a study. The population in this study were all students at MAS Al Barokah with a total of 25 students, while the sample is as part or representative of the population studied, the sample is class XI MAS Al Barokah by using totalling sampling.

## Results

The result of the test was used to get empirical evidence on the effect of using Process Approach on students' writing ability of descriptive text at the tenth grade students of MAS Al Barokah in academic year 2021/2022.

Table l. gained score students

| | pretest | posttest |
|---|---|---|
| Sum | 1550 | 1735 |
| Mean | 62 | 69,4 |

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| | | |
|---|---|---|
| Max | 80 | 85 |
| Min | 55 | 60 |

Based on Table l. the mimmum score obtained is 5 and the maximum score obtained is 20. The mean pre-test is 62 and the average post-test is 69.4. Thus, the score obtained from the student's writmg is about 7.4 points, it can be seen that the average grade of the class has increased. This can be shown based on the range of points earned.

Table 2. One Sample Kolmogrov-Smirnov Test

| | | Unstandarized Residual |
|---|---|---|
| | | 25 |
| Normal Parametersa, | Mean | OE-7 |
| | Std. Deviation | 3.94719611 |
| Most Extreme Differences | Absolute | .245 |
| | Positive | .245 |
| | Negative | 128 |
| Kolmogorov-Smirnov Z | | 1.226 |
| Asymp. Sig. (2-tailed) | | .099 |

The Kolmogorov-Smirnov One Sample Test Procedure compares the observed cumulative distribution function for variables With a certain theoretical distribution, which may be normal, uniform, Poisson, or exponential. Kolmogorov-Snurnov Z is calculated from the largest difference (m absolute value) between the observed and theoretical cumulative distribution functions. This fit test tests whether the observations can reasonably be derived from the specified distribution. from the data above to conduct research refers to significant figures with a significance> 0.05 and from the data above it can be concluded that the results and data of this study are normal. based on the results of the normality test, it is known that the significant value is 0.099 > 0.05, so it can be concluded that the residual value is normally distributed.

Table 3. paired sample test

| | Paired differences | | | | | | df | Sig. (2tailed |
|---|---|---|---|---|---|---|---|---|
| | Mean | Std. deviation | Std.Error mean | 95% Confidence Interval of the Difference | | | | |
| | | | | lower | upper | | | |

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| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Pair pretestPosttes | -7.400 | 5.025 | 1.005 | 9.474 | 5.326 | -7.363 | 24 | .ooo |

Based on the table, the results of the paired sample test show that the p-value or sig (2-tailed) = 0.000. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (H) is accepted because the p-value (0.000) is smaller than sig a 0.05 (0.000 <0.05). Therefore, it can be concluded that there is a statistical significance of the use of the Process Approach on the ability to write argumentative texts of class XI MAS Al Barokah students.

## Discussion

The results of this pre-experimental research show that the Process. This approach is effective on the ability to write descriptive texts for class XI MAS Al Barokah students in the 2021 2022 academic year. Therefore, the data that has been processed has provided answers to the research questions that have been asked. In addition, the findings of this study are in accordance With several previous related studies which consider and prove that the use of the Process Approach is effective on students' argumentative text writing skills.

In addition, in the description of the data taken from 25 students as given in Table 4.1. the average value of the pre-test before the Process Approach was implemented was 62. After that. The Process Approach has been applied and the average post-test score has increased and reached a score of 69.4.

Morever, the paired sample test of the data analysis shows statistically the effectiveness of using the Process Approach. The statistical significance indicated by the post-test data analysis was that the p value or sig (2-tailed) = 0.000 was smaller than sig a =0.05. Statistical results show that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the Process Approach has an effect on students' ability to write argumentative texts.

In conclusion, the results of data analysis prove that the Process Approach is effective on the ability to write argumentative texts for class XI MAS Al Barokah students for the 2021 2022 academic year.

## Conclusion

Based on the results of the research in chapter IV, the author concludes that the Process Approach is quite effective on the students' argumentative text writing skills. This is evidenced by the results of the paired sample test which shows p-value (2-tailed) = 0.000 in the post-test value. The amount of p-value (2-tailed) in this study is smaller than the intended significance level, namely sig a = 0.05 (5%). Furthermore, because the p-value obtained in this study is lower than sig a = 0.05 (5%), it can be concluded that there is statistical significance or effectiveness. In other words, when the p-value is smaller than sig a = 0.05 (5%), it means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho.) is rejected.

In conclusion, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other words, it proves that the Process Approach is effective in writing descriptive texts for tenth graders at MAS Al Barokah for the 2021 2022 academic year.

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