

## ABSTRACT

The teaching of writing has been considered as problematic to the Teaching English as a Foreign Language (TEFL). Many students still find it difficult to master the skill due to the fact that most English teachers still stick to the old method and paradigm that only cares about the grammar or language structure.

This thesis is created to find out the extent to which a process-oriented approach is more optimal than product-oriented approach in the teaching of writing. Process-oriented approach tends to weight more on the how the writing is conducted while product-oriented approach focuses more on the final outcome with perfect grammar.

Observations have been accomplished in SMP Don Bosco I. Class participations and other aspects like brainstorming, discussion, outlining, and compiling data were highly encouraged. Utilizing these aspects, students start the writing and finally they have the opportunity to enhance their creativity by reviewing and revising the work.

Both qualitative and quantitative analysis prove that there has been significant improvement on the students for their creativities and more chance to express themselves. The statistical computation displays the value of the z-observed is -4.908 which is in the critical value. Thus the null hypothesis should be rejected and the alternative hypothesis is accepted.

Process-oriented approach focusing on the process of writing makes writing be more enjoyable for the students, stimulates more new ideas, and produces better output both in score and willingness to write since the focus changes from the final product to the different stages the students go through to create the product.

Keywords: teaching writing, change of paradigm, and process-oriented approach

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