
STUDENTS' PERSONAL "COLORS" IN SELF-EVALUATION ESSAYS AS THE POST-PROCESS PEDAGOGY IN TEACHING WRITING (A DESCRIPTIVE STUDY ON EFL COMPOSITION LEARNING PRACTICE IN INDONESIA)

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Abstract

Undoubtedly, teaching English requires thorough process of assessment. Such process usually, or traditionally, use the three stages: pre-teaching, whilst-teaching, and post-teaching. Thus, we tend to use rubric score and focus on how well students can cope with what we teach and how good they answer the questions we made in the final examination. At this point, we skip one important thing: the students' voice on what they have learned. As such, this research aims to reach out the students' personal "colors" as a way to see how far one teaches English writing. The theory used in framing this research is the post-process pedagogy. Meanwhile, the context is geared toward the activity of learning English as a Foreign Language in Indonesia, especially in Padang city. This research is closer to qualitative research with the method of analysis applied is document analysis. The purpose of analyzing students' personal self-evaluation essays is to describe their "colors" after learning in the researcher's class. The result of the analysis is that the students have their inclination to see our class through different ways, and therefore, they will firstly see us as the thing they see all the time, then the process of what they learn become the aspect they see. Students who are lack of critical thinking usually comment on the lecturer's performance than the overall process of the classroom. The sequence of the self-evaluation and final score resemble that the connection of these two things remain intact within the view of post-process pedagogy.

Keywords: *Essay, Student, Pedagogy, EFL, Writing, Indonesia*

The word is written with intelligence in the mind of the learner - Jacques Derrida

1. INTRODUCTION

A common belief that exists among EFL teachers, or lecturers, in Indonesia is that the idea of teaching English means teaching grammar or teaching how to find syntactical errors on sentences, finding correct choice over four to five provided answers as the form of reading comprehension test, and finding the right answer of the questions provided in the listening comprehension session. However, a fact that happens is that Indonesian teachers who are teaching English rarely touch the aspect of writing skill in their teaching practice. It could be because of the limitation of curriculum or assigned teaching materials by the government. Another picture that is vividly seenable is that moving from senior high school to university or college learning atmosphere is often times baffling for students. Synchronization between the curriculum of senior high school to university is far away from realization because in senior high school, the students are forced to learn subjects as many as the government demands while the subject that they will choose later on in the university is excluded from their studying concentration in the high school. Very rarely these days from 2000 up to 2016 we can find high school that provides language concentration for their students as a way to get into language department in the university. In terms of learning writing, it can be estimated that it is less than 10% students learn this skill if we see it through the hours of learning and teaching approved by the provincial government. Not only in Indonesia, the United States also faces the same problem. David Bartholomae mentions that "writing is always hard, but for students making the transition

from high school to college, it is especially so” (Dombek dan Herndon 1). In that case, students are often seen as learners that are pushed to curriculum and standard learning outcomes, which are on the level of their personal life, such type of learning is boring and, to some aspects like curiosity or independent learning, students had been shaped into a shape that they actually are not interested to become.

Following what Bartholomae mentions earlier, teaching writing skill in a specific classroom direction is very rare to be found in Indonesian schools. If we can find such class in the country, it might be a class of adult learners who will apply for scholarship, which in turn making such class as a need-based orientation. For younger learners in university level, learning English writing is commonly taught within English department, and for other departments, students encounter TOEFL-ITP and rarely they could get such learning material from their classrooms. This gap has led the researcher to see that students may learn something more in their classes that are taught on campus, but to arrive at their very own achievement in the form of possessing writing skill is, undoubtedly, difficult to achieve. Hence, “it is obviously true that writing is the least used of the four skills for the average foreign language user” (Cross 268). As a matter of fact, since many of the departments and study program in many different universities in Indonesia demand students to write thesis in bahasa Indonesia; therefore, these types of students only know how to call their memory on how to write proper abstract of their thesis. To ask them to write clearly in English is the challenging part. In this research, the researcher discovers the students’ personal ‘colors’ as a form of students’ achievement, which is at some points better than traditional assessment with questioning-answering type. Understanding students’ writing up to the personal level is an insightful activity to be researched.

The complexity of teaching writing is seen when we incorporate the understanding of writing as a “social act”, and when the students write, we give them vivid understanding about “academic and cultural issue” so their writing can sound better (Greene dan Lidinsky v). However, this task is not simply as it is said. The good understanding of the background culture of where English being spoken on daily basis is also a prerequisite to reach the level of social competence in learning English. “Knowledge of the target culture remains an important part of language learning, especially at higher levels” (Prodromou 47). As such, the problem of teaching writing in university is much more than teaching the students about what academic writing is; how writing is; or what genre a writing has. Indeed, teaching writing means giving a sort of elaboration to the students to know what they are learning and how they know what they are learning as well as to be able to give self-evaluation about what they have learned. Therefore, this point of view is the cornerstone for why this kind of research is conducted. Bridging the theories of teaching writing from the American and English perspectives to the context of Indonesian versimilitude of learning writing is considered as a scholarship activity.

Indonesian students, in general, have their culture and so do the people who speak English as their daily language in American continent or in the British isles and the United Kingdom. The challenging part of teaching writing to Indonesian students, as the researcher dares to say, is to bring them into a new way of looking at things without even letting go their own identity as Indonesians. What the researcher touches upon at this point is the idea of what it means to be open-minded. In essence,

“Learning to be truly open-minded takes effort. Everyone has deeply rooted beliefs, some of which even border on superstition. When these beliefs are challenged for whatever reasons, no matter how logical the reasons offered are, we resist—sometimes against our own better judgement. Beliefs often operate the realm of intellectual control and are entwined with our values and emotions” (White dan Billings 75).

The word “beliefs” in the above statement mean more than a concept emerging in a spiritual side, but it also means the idea of what is wrong or right in the social circumstances where the students live. As a country with thousands of islands, Indonesia emerges as a nation that has wide variety of traditional cultures across the archipelago. Therefore, within each of the traditional cultures, certain ideologies exist and such ideologies are made in line with Pancasila ideology, as a national ideology of the country, and religious ideology. Now, the question that the researcher has in mind is that, within all of these diverse ways of looking at what it means to teach English writing in

Indonesia, in what way we could notice our students have learned much, or even well-enough, from our class? Would it be unfair enough to stand on grammar-error-or-right mode in assessing our students' writing? Could we apply our individual taste in assessing the students' writing? What should we learn from our students after we teach them about writing in one semester course? Thus, answering these questions are the goals of conducting this research. The fresh perspective that the researcher explains in this article hopefully becomes a new way of looking at the students' learning process in writing within the perspective of post-process pedagogy.

2. REVIEW OF RELATED THEORIES

Although the notion that the research has in relation to the object of this research is self-evaluation essays, such document is viewed as they are. In other words, the documents that are being studied in this research are excluded from assessed documents. Similarly, "writing should not be equated with testing" (Cross 280). The documents in this research are composed by the students only as reflection of what they could grasp or understand after learning Writing 2 course. As a matter of fact, the documents are not for grading.

In terms of teaching practice, communicative language use is applied. It deals with how a classroom designed to be in fit with surrounding elements. "...communicative language use involves a dynamic interaction between the situation, the language user, and the discourse, in which communication is something more than the simple transfer of information" (Bachman 4). Students who learn in Writing 2 course as they had been taught for sixteen meetings in a semester had been informed about how learning writing is always in connection with surroundings. In line with this concept, as the foundation for this research, the theory being applied is addressed by Vygotsky, who clearly mentions about the learning theory. Learning theory, as mentioned by Vygostsy, clearly describes that "learning occurs in meaningful, social, collaborative contexts and that language and the construction of meaning are closely associated" (Gillin 169). With this perspective, therefore, the researcher had framed his classroom as a place for the students to engage with various thoughtful texts as well as writing responses about texts that are written in different genres. In so doing, the perception about learning as a lively person is reachable.

On the other hand, a concern about the students' learning circumstances in relation to self-evaluation essays is how well the students might give responses about their classroom progress. The responses could reflect the ways the students give overall impression about the learning they had in the semester. A causal chain might be good to be used to present this connection between self-evaluation essays and classroom evaluation as a form of pedagogical feedback from the students. Lad Tobin, in a brief statement, mentions that "bad, boring, uninspired student writing was not inevitable, it was only a symptom of a bad, boring, uninspired writing process that, in turn, was a symptom of bad, boring, uninspired pedagogy" (Process Pedagogy 4-5). As Tobin argues, pedagogy and the students' writings have strong resemblance in a unique way, but, as the researcher argues, the resemblance should be read within the students' perspectives. At this point, what the researcher does to the students' self-evaluation essays is to see how the students' individuality in looking at their classroom give diverse perspectives on how we might have been in different standpoint with the students; although the purpose of both sides might be the same.

Regarding the pedagogy itself, the researcher briefly stands on the notion of process pedagogy and post-process pedagogy. The foundation of this research lies in the latter pedagogy, while the medium of comparison is the former one. Post-process pedagogy, to most of compositionists and writing researchers as well as writing teachers across different spectrum, define that its prime conduit is to believe in viewing writing and writing learning as in the approach toward the process, but the process itself cannot be seen as a condition where students can be considered as having good understanding as well as comprehension about writing. For the process approach practitioners, they "are still apt to devote most class time to responses to student works-in-progress" (Tobin 15-16). In the process pedagogy, the essence is in the process of learning itself, while post-process pedagogy stands on the idea that process cannot represent a condition where students can be considered in mastery state about writing. Essentially, "...learning to write involves much more than simply learning the grammar and vocabulary of the language, or even the rhetorical forms

common to academic writing” (Weigle 20). Writing, for post-process pedagogues, is more than sitting in the classroom and write. Therefore, assessing students’ writing quality cannot be measured only from the mid-term test or final test per se. The quality of the students’ writings should be seen from the process itself and how the students come to the understanding that writing is a social act and a medium of individual expression over academic realm. “When we evaluate students on the basis of one sample writing done within a time limit determined by administrative case and efficiency, we should at least recognize that the sample may not be representative of their capability” (Brooks 340). With that in mind, the researcher focuses on viewing students’ self-evaluation essays not as a way to determine how far they could achieve good scores in our writing classroom, but it also means to reach the quality of the classroom process in which the students present insightful ideas on which aspects of the class that they are interested in observing.

In spite of applying post-process pedagogy means focusing on the after-process of writing learning, a classroom designed within this pedagogy is geared toward the improvement of the students’ schemata. If they already know A and all about A, they should know about B in order to understand C and D until Z. The alphabets represent the image of how their learning process is given. As Andre and Phye conclude from their readings, they wrote that “according to many cognitive psychologists, then, new learning is based upon prior knowledge, which is utilized to understand new situations; this in turn changes students’ prior knowledge structures, and it can later be used interpret other unfamiliar situations” (Gillin 171). By reading the students’ self-evaluation essays, we come to know the resemblance between what they already know about what they have learned and what would they want to know more about what they have learned in the writing classroom. Due to the their categorization as in the EFL learners, they might have something in common one another as opposed to comparing ENL speakers with these students. The Sapir-Whorf Hypothesis claimed that people who come from different cultures sound and think differently one another (Rowe dan Levine 218). Because the students in this research come from similar background, therefore, to understand their ‘voice’ through self-evaluation essays might be a big deal. As such, we could link what the students have in mind about their learning with what they accomplish after learning writing. Ausubel, as a learning theorist, believes that “the cognitive structure refers to the totality of knowledge that an individual possesses in any subject area, and new knowledge is acquired by linking fresh facts to already-existing structures” (Gillin 169). In the self-evaluation essays, we could see clearly the students’ cognitive structure, but, since the focus of discussion in this article is geared toward the how far the students’ learn writing, therefore, the central issue to be found in the essays is the ‘voice’ of the students in relation to their evaluation of classroom in personal point of view.

A different theory as opposed to the Sapir Whorf Hypothesis, “...teachers of EFL students need to be consignant of the effect of context rather than working on the assumption that learner characteristics are static across place” (Exley 1). This idea could also lead us to know that even in the most similar background, students’ individuality might emerge as colorful nuances. Consequently, the perspective of such colorful nuances become the primary goal of this article. In order to reach such nuances, process approach in teaching English is conducted. About the product that the students composed, post-process pedagogy is applied. In the teaching of English writing, three dominations that largely are acknowledged: product approach, process approach, and genre approach. “Process approaches see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills” (Badger dan White 155). The unconscious part as Badger and White argue above is in sequence with the notion of ‘voice’ in writing. “Voice is the distinctive sound of the writing—the presence of the writer as perceived by the reader” (Dietch 72). The unconsciousness is revealed in the writing, but of course, the one who knows about it is the practitioners who teach the students—the researcher, in this case. They had been in interaction for sixteen weeks, so it is quite fit to say that the researcher can see the students’ personal voice about their classroom process. Furthermore, students, as the learners in our class, are known as learning target, which has three fundamental needs: needs that link to “necessities”; needs that cover the “lacks”, and needs that fulfill the “wants” aspect (Hutchison dan Waters 55). We have to be sure enough to provide specific instructions in teaching English writing so the necessities, lacks, and wants become the aspects of where we take off the lesson plan.

3. RESEARCH METHOD

As for the research methodology, the type of research that this article presents is categorized into nonparametric research, which “examines groups of writers as they are, without attempting to generalize to larger populations” (Beach 219). This research can also be called as descriptive empirical research, which means that it is simply known as research that are “less technical” and “accessible to a wider range of educators” compared to experimental research (Beach 221). Moreover, the approach used in this research is qualitative. It makes this research can be categorized into qualitative research. Qualitative research “presents problematics in the area of researcher-to-subject relations” (Kirsch dan Sullivan 3). Meanwhile, method for this type of research is defined as “as a technique or way of proceeding in gathering evidence”, and methodology, as Harding points out, as “the underlying theory and analysis of how research does and should proceed” (Kirsch dan Sullivan 2). The method of collecting the data is by giving instruction to the students and collecting the documents.

The data that are taken from the students’ writings is indeed in the form of sentences and written expression that the students’ wrote in their self-evaluation essays. This technique is acceptable in qualitative research. The way the research analyzes the documents is by conducting document analysis. “Qualitative data are collected mainly in the form of words or pictures and seldom involve numbers. Content analysis is a primary method of data analysis” (Fraenkel dan Wallen 435). In addition, “the natural setting is a direct source of data, and the researcher is a key part of the instrumentation process in qualitative research” (Fraenkel dan Wallen 435). The natural setting in this research is actually Writing 2 course. One class had been taken as a sample. From this class, seven students’ writings is taken into consideration as the primary source of data for this research. In that way, this research applies the concept of double purposive sampling. “Researchers who engage in a qualitative study of some type usually select a purposive sample. Several types of purposive samples exist” (Fraenkel dan Wallen 436). The purpose of choosing the sample is to see which students in the available classes are suitable for the purpose of this research.

In line with the techniques applied in this research, written texts—in the form of students’ self-evaluation essays—are used as the object of this research. The exact method of conducting writing research is to use texts, especially the written texts. In this case, texts mean “study of authentic examples of writing used in a natural context” (Hyland 145). He also clearly emphasizes that “a major source of data for writing research is writing itself: the use of texts as objects of study” (Hyland 149). Besides, the activity that the researcher does during this research took place was still in engagement with the students in the practice of teaching and learning English writing.

Linking the Theories and Research Methodology

As it has been discussed earlier, post-process pedagogy is one of many theoretical pedagogies that are applicable in the sense of teaching English composition. Essentially, “post-process theory encourages us to reexamine our definition of writing as an activity rather than a body of knowledge” (Breuch 98). Students’ self-evaluation essays as they are also called as classroom evaluation essays in this research are considered as a way of knowing instead of knowing itself. Students still need to learn more about writing, although they have learned it in a given semester. At that point, process pedagogy is in distinctive form with post-process pedagogy and they are different in terms of the “what-centered” and “how-centered” in writing classroom (Breuch 106). Students’ writings are their products, but the essential part of knowing what writing is, according to the post-process pedagogy, is insufficient. The students’ need to learn more about writing. Learning writing in one semester does not mean that the students can be considered as knowing all other things of writing beyond what had been taught in the classroom and “...the value in post-process scholarship appears not to be the rejection of process, but the rejection of mastery—the rejection of the belief that writing can be categorized as a thing to be mastered” (Breuch 108).

Document analysis and content analysis are basically the same patterns that are used in qualitative research. Another term for this kind of analysis is known as text analysis. It is closely related to discourse analysis, but the medium is different because text analysis “is more likely to apply to written texts in somewhat conventionalized genres such as narratives, student essays, ...”

(Anson 324). Discourse analysis might be connected to a certain approach toward linguistic perspectives, while text analysis is analyzing texts that have specific forms as the abovementioned within the view of composition theories in this research.

4. DATA ANALYSIS AND DISCUSSION

Self-evaluation essay in this research is closely linked to classroom evaluation where the focus of the students' writings is to "argue that something is good, bad, best, or worst in its class according to criteria that [the students] set out" (Feigley 6-7). The students' essays are read thoroughly and then certain expressions are highlighted. Overall analysis toward the document is conducted in such a way so that the meaning of the personal 'colors' could emerge.

RESEARCH DATA – STUDENTS' ESSAYS AND DATA ANALYSIS

Five samples of students' essays are taken and used as object of this research. One aspect that can be seen as the first part is known as productive vocabulary. It "consists of words that a person is able to use" (Rowe dan Levine 240). We will touch upon that as in the following paragraphs.

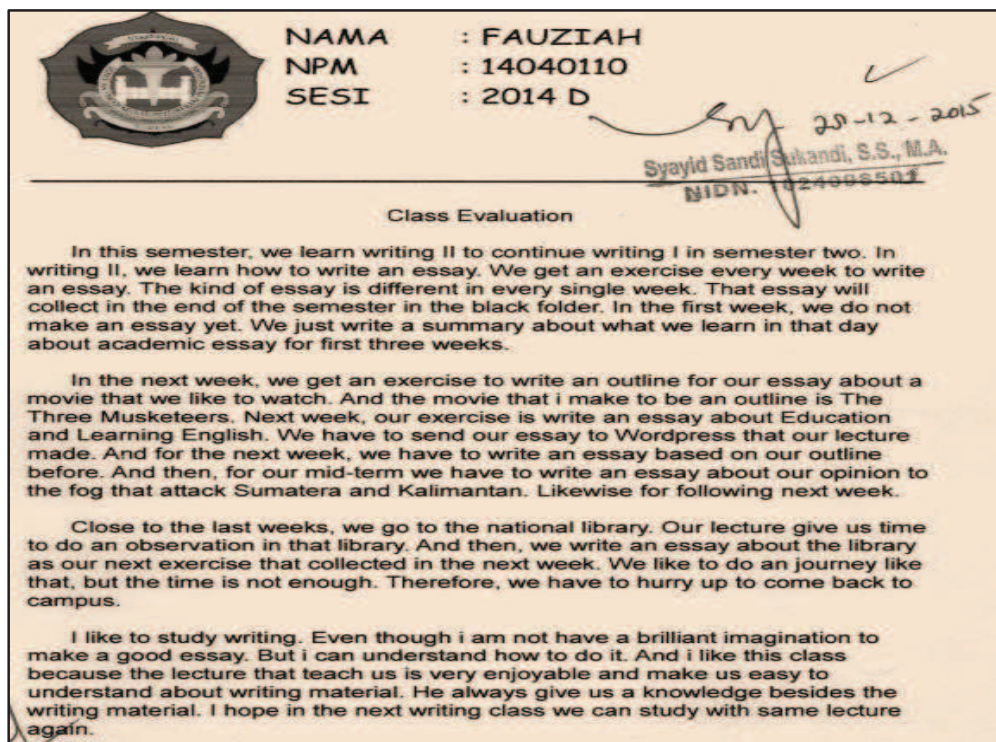
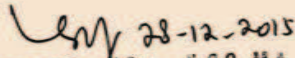


FIG. 1. STUDENT'S WRITING 1

Student's writing, as in the Fig. 1, shows her admiration toward writing after learning Writing 1 and 2 course. Started from the understanding of paragraph writing in Writing 1 up to the understanding of essay in Writing 2, this student has developed her motivation toward learning writing. She could remember the specific activity during the classroom process, which was going to the library. It turned out that this student has potential to be good learners since she has strong driven motive from insider herself. Her expectation to learn again with her lecturer teaching Writing 1 and 2 reflects that the lecturer could motivate her. In that way, a unique character of this student, as we can see from her writing, is that she gives attention to activities conducted in the writing classroom.

Furthermore, this student gives us an ample picture of what it means to learn writing from the student's perspective. The first, second, and third paragraph reflect how the student captures the process of learning in the classroom. Meanwhile, the fourth paragraph indicates how she gives responses toward what she has learned in the class. When she mentioned that writing is linked to the

process of activating imagination, she actually tries to say that the aspect of inventing ideas to write is the challenging part. Besides, her reaction toward the instructor in the classroom also resembles her expectation. It can be seen from her statement, “enjoyable”, “knowledge”, and “writing material”. The way she used the words on her writing show that she expected that the class should be enjoyable. As such, she also expected that it gave her knowledge about what has to learn. The last expectation is that she demands that the class provided her with writing materials. She might not mention other aspects of what expected before entering the class, but she has actually mentioned her fulfilment after learning writing 1.

Name : Kasril Dinata Npm : 14040111 Writing 2	 Syaid Sandi Sukandi, S.S., M.A. NIDN. 1024098503 ✓
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Writing in the classroom, Mr. Syaid lot to teach important things to note in writing an essay. From him I learned how to write an essay well. It is indeed a very useful knowledge. Since then, I never run out of ideas to write. Even I started to love the subjects writing.

Actually I actually hated the name -writing classes, because the subject was closely linked with the name of composing. But after I learned diligently and always train myself to write and issue an opinion or an essay, and time for time I finally enjoyed and liked to writing.

Besides I have had a strong basic matter of English grammar, other factors become an obstacle that I do not know if I start writing of nowhere. When composing, my brain kept thinking to get the words right and relevant to the title of my paper. As a result, an hour or two hours not enough for me to finish an essay.

In this wrirting2 I can get experience a lot about writing, especially writing opinions about a topic, I am much easier to develop. In this writing2 I also accustomed to write and more confident to issue my opinion. And not only about writing, my insight is also growing because often read or see examples of essays others. Thank for Mr. Syaid.

Fig. 2. Student's Writing 2

Quite different from student's writing in Fig. 1., Fig. 2 shows a more direct expression. Is gender the reason? This student started his writing learning from a difficult stage, while later on his motivation toward writing becomes more increasing after he knew how to overcome the blocking he encountered. He briefly mentions that indeed writing is a process. Sitting two hours in the classroom provides insufficient amount of time for him to write an essay. Would be fair for him to be judged as incapable of writing an essay? As the researcher has pointed out at the earlier part of the literature in this article, writing cannot be seen as testing. Therefore, this student shows a vivid color of his protest toward the way we normally treat our student's writing. As such, would it be fair enough to judge someone whose score in writing low is low as well in writing skill?

A unique statement that we saw from his writing is that he shown his personal confidence on “basic matter of English grammar”, which indicates that his understanding toward syntactical clarity is good. However, he also mentioned that writing is hard, in a way he tries to find the right words to say with precise meaning. With that being said, this student has competence, but his performance should be adjusted as well. This kind of “colour” is what we should be aware, even more aware than looking at his faults on grammar. Instead, we should look the part where he started the writing and where he finished it. Thus, we can give him the best grade he deserves. Very different from other students who are fast in writing their ideas, this student deserves good score as well because he had done the best he has in order to reach out the level he is expected to be. Post-process pedagogy may say that he is still in need of further learning on writing, but grading his writing through process pedagogy, he might deserve more than good score.

The third sample of the student's writings is seen in Fig. 3. The student-writer shows many grammatical and mechanical errors. However, the voice that she is that she is uncertain with what she learns, but she tries to give her opinion about writing in the beginning of her essay. It can be seen in this statement, "...making essay writing learn to make essay was initially very difficult.." Knowing how hard she grappled with essay writing indicates the she already knew what essay writing is. As in the post-process pedagogy views it, this student has gone unto the process pedagogy; nevertheless, she still needs further guidance on essay.

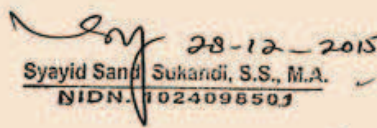
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Session : 2014 D	
WRITING II	
Learning Experience In the Class Room	
<p>While studying writing II in session 2014 D i get a lot of lesson very much and experiences. In learning writing II many taught various kinds of ways such as making essay writing learn to make essay was initially very difficult, but the longer feels nice and a lot of ideas of write. In learning writing II in session D we have always given homework every week. Trained to be able to make a good essay. Some very interesting things like descriptive essay and narrative essay.</p>	
<p>First descriptive is something that tells the life of a person or objects we are going to write. Such as favorite artist or your favorite objects that will be told and written in a descriptive. When making descriptive we were taught we have to know all about what we write. That we are a good clear and perfect of the descriptive essay.</p>	
<p>Second narrative is something that the form of a story, but how to make it in the form of essay. Before making a narrative essay we are taught by Mr. Said the professor who taught at the session D, to make a synopsis of the story first. We are much easier to narrative essay clear, nice, and perfect.</p>	
<p>After that and while studying writing II i got a lot of very interesting experience, like go to the library area. There i get knowledge and lessons were also given the homework to make descriptive essay. We are free to look for the theme of what we want in the library. Such as are like a book in bunk many novels and other books.</p>	
<p>Finally learn writing II in session D in the very happy and enjoy. Than studying in previous writing, because learning writing II now many things are taught theory much better than before. In learning a lot of things that story and laugh together in studying at the session D. Learn writing II now is the best.</p>	

Fig. 3. Student's Writing 3

If we view the way the student, as in Fig. 3, composed her writing, she has a good way of arranging it. From the introductory up to the concluding paragraph are there in the essay, but the strength of her writing is actually in the way she describes her personal satisfaction toward what she had learned in Writing 2 class. Her ability to recall her memory about what she learned in terms of genre indicates that she knows the theory of genre writings. What she needs to adjust is her ability to compose a solid essay within a specific genre accompanied by her strong voice. Although the absolute image of the lacking part on her writing is the syntactical arrangement or, we call grammar, her writing indeed has something to offer for us as the instructors of English.

The first thing we can see on Fig. 3 is the way she uses the specific-words and phrases, such as "the form of a story", "look for the theme", "theory", and "together in studying." All these words depict her understanding of the classroom nuances. How can she write "the form of a story" if we judge her as fail in understanding the narrative genre? The phrase "look for the theme" also indicates that she understands well about the bigger element on an academic writing. Knowing how to write the word "theory" on a specific place on her writing resembles her ability to create the abstraction of understanding and what the lecturer defined on the white board as "theory." While the "together in studying" presents us that she felt comfortable with the peer-group discussion on learning writing. All these expressions show how "colorful" a student perceives what we taught them in our class, especially about the learning of English writing.

Furthermore, Fig. 4, on the next paragraph, has different outlook than Fig. 3. Student in Fig. 4 started her writing from an abroad perspective. This student has her voice as if she liked essay writing. The second and third paragraph have solid views on how she developed her understanding of essay writing. What she needs to improve more is the syntactical, mechanical, and punctuation aspect. All these things can be edited in the editing stage. Once this kind of writing undergoes the editing process, this student has a bigger chance to have a solid essay. However, omission might be needed in relation to the disconnected introductory paragraph in her essay. Her ability to recognize what her lecturer taught her—the “theory and practice” as in the last line—predicts that she has grasp the writing theory, but in terms of skill, she still needs further training and allocated time to write and receive proper feedback for her essay. The style of paragraph development that starts from the broad range of statements into personal statement about the classroom is unique. In spite of the fact that traditional way of looking at writing has been so regimented on scoring rubrics, with limited ways of grading, this writing, as it is written by the students in Fig. 4, could have a bigger chance to be seen as a condensed writing.


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	Sesi : 2014 D	Syayid Sandi Sukandi, S.S., M.A.
	Subject : writing II	NIDN. 024098507
Classroom Evaluation		
<p>STKIP PGRI is the university where I continued my undergraduate studies. There I majored in English education. English lessons has been my favorite since elementary school. For me it was cool and interesting English. Especially with my current class. was very pleasant and made me able to enjoy the lessons. I also like to write. writing courses is very pleasant. because when I first study writing in the 2nd half I thought it was very unpleasant but it is so much fun because it can write well and correctly</p>		
<p>I've half 3. Now I am studying writing class 2 . In my writing skills really in teaching. Because these classes not only teach theory but practice immediately. On Sunday early weeks, my writing skills are very poor and inadequate, but after studying and continuously trained with the essay, I have become accustomed to making essay. Were initially short now a few sheets. Classroom atmosphere that is not captured supports this course. Friends all seem to complain in making essay.</p>		
<p>Writing is very open my imagination and knowledge. moreover writing classes been transferred to local library to change the atmosphere and add to the imagination in writing. There we have to choose the object that should we write. And all the friends seem to have grown accustomed to it. This class is very effective because there is no timetable scattered and I will always be timely entry of this class. Otherwise we will not be able to miss if it is late more than 15 minutes.</p>		
<p>I understand what is explained. And I already know how to make this essay by writing 2. I see our essay in the same class does not exist because it does not take and copy the work of others on the internet, this essay purely from our minds. It's just there for the same title. When the early weeks it took me 2 days to finish my essay but this time I need a period of one and a half hour for write an essay. The best achievement for me.</p>		
<p>In conclusion, I am very happy learn writing, friends also showed a positive thing for this course and make me learn to better writing. there is no interruption in writing. We all must be able to write just need to practice and practice diligently. Essay in class this semester is very complete with both theory and practice.</p>		

Fig. 4. Student's Writing 4

Post-process pedagogy, as the foundation in this research, has shown that Fig. 1, Fig. 2, Fig. 3, and Fig. 4 briefly show us that the students still need further training on essay writing, although from the perspective of process pedagogy, it might be true in a sense of how far the students learn about writing. Compared to Fig. 5—on the next page—the student clearly writes her narratives on how she moved from Writing 1 into Writing 2. As the reading moves from the first to the last paragraph, she presents us with a picture of how alive an essay is when it is written within personal point of view. Of course, if we compared it an academic essay, the notion is different, but in terms of voice, this essay has the stongest one compared to the previous four paragraphs. The way she agrees

on the everyweek assignment indicates that she agrees on the process pedagogy—as it can be read in the second paragraph. However, almost of all her sentences show that she satisfies with what she learned in Writing 2, although fear still exists, especially when the lecturer gives feedback on her essay. In the perspective of post-process pedagogy, this student has passed the learning objectives of Writing 2 course.

WRITING II

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20-12-2015
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MY WRITING II CLASS

I started writing II class in third semester. Before i attend this class, i had finished Writing I class. The lecturer who teaches me in Writing I and II is same. I and all members of my class learn about how to write an essay with many kinds, but the difference with writing I class is i learn deepest for better than before. I learned to make cause-effect essay in 5 paragraphs minim. Another kinds are comparison contrast, descriptive, narrative, argumentative, whereas consolidate two kinds in one text. I love to try make an essay like that, which i have to connect two topic into one.

I usually was given task everyweek by my lecturer. I think it makes me will not get to forget the material of my lesson, because if i write an essay everyweek can help me to write easily in the next. Not only about frequence of my lecturer give me the task, but the way he asked me to send my text into his blog what a great thing for me. The reason why i said because i asked to write down my essay in comment coloumn so everybody who opened it may to see my text. Then, i realize that from my Writing II class i got progress on me in writing. As long as i attended the class i was really spirit to collect my ideas for every essay. I helped by the lecturer in gave a title or the topic for my essay.

I was happy in the class when the lesson of Writing II class started. When i was in Writing I class, i felt a little bored or still and feel unusual to write a paragraph or more. But now, i can enjoy the class until never want to dismiss the class if i have chance to attend the class. Sometime, when i went to campus in blue situation, everything will be sold out after was in the class. I feel that the situations are funny and enjoy. I say this class is my second diary. Because, i wrote down all of my mind and express all that i need to write. I never shy to tell about hurt on my heart, break of my mind or others cause i enjoy with my writing II class.

In the past i was really difficult to write something whereas those are on my mind. I did not know how to write introductory of an essay. I feel that i have progress on me in writing now. Those are like i could write some paragraphs and finished all my tasks which i did by my self. Before i attended thia class i do not know differences of compare and contrast . Since i asked by my lecturer to make it i can learn from my mistakes. Another progress of me is i have more confident with my essay, it caused by my lecturer corrected my essay everyweek that made my essay more better for the next.

Then, many experiences that i get from this class. I was nervous when the lecturer commented and corrected my essay, but it motivated me for better in writing. I learned from my error ways also in choose the topic. I remembered when my class visited district library to find new place in write. In conclusion, many progresses that happened for me after attended writing II class. Honestly, i often repeat to read my essays which have printed out after signed by my lecturer. I proud with my own works. My last statement is i really thanks to all of the people in Writing II class , firstly my lecturer.

Fig. 5. Student's Writing 5

DISCUSSION

From the above five samples of students' self-evaluation essay in the class of 2014 D, we could figure out that in the lense of post-process pedagogy the students already pass the Writing 2 course; however, if the students need to master what writing actually is, they need to have further training on writing. Their mastery on writing is disrecognized by the post-process pedagogy because writing one essay within one classroom process per se cannot signify their ability to know all things about writing. Vygotsky claimed and "stressed the social aspects of learning and the importance of community in the learning process" (Strickland dan Strickland 339). Since the students' community is the 2014 D class; therefore, the writing lecturer can use the community to help the students' grow beyond their individual border. However, since "most writing is slower than most talking" (Emig 9); consequently, the process should be made in sequence with the students' pace and how the community exists. One of ideas that language has is that "languages are intimately related to the societies and individuals who use them" (Daniels 7). In spite of that, we should never neglect the cruciality of critical thinking. One of steps for connecting writing and critical thinking is that when

we assign formal writing, we should treat what the students write as a process, rather than a solid product that does not need further revision or edition (Bean 1). As such, “the students are individuals who must explore the writing process in their own way, some fast, some slow...” (Murray 5-6). In other words, we need to be clear on what we want to read from the students’ writing (Gabrielatos 1). Thomas Kent, a leading figure of post-process pedagogy, views writing as in three nuances: “writing is public; writing is interpretative; and writing is situated” (Breuch 110-116). Consequently, it is undeniable to say that what the students write in our classroom is often time situated into their personal condition. If we push them into writing something they are not, we might receive writings that sound awkward and unrealistic. We, of course, necessarily do not want that to happen, right?

5. CONCLUSION

Believe it or not, writing has to be personal. If it means to be serious in terms of academic demands, the writing can still be academic. However, what we often forget is that all writings have the authors. Authors are, of course, humans. Humans have personal views on what they do. Therefore, writing has to be personal. In addition, “behaviorists believed that language is learned like anything else. Learning depends on the response of the individual to the environment” (Freeman dan Freeman 2). If writing is seen as a rigid stuff, then, it will sound emptiness rather than collection of stored information. In fact, real voice, as Peter Elbow points out, means that “the writing has the lively sound of speech, it has good timing. The words seem to issue naturally from a stance and personality” (Elbow 292). Meanwhile, real writing, as a form of engaging text for readers, “has personal meaning to the writer. Real writing applies to the real life of the writer right now” (Babbage 46). The students’ self-evaluation essays as they are seen earlier have shown a clear message that real-voice and real-writing exist. These two things can exist because we want to hear it on our students’ writings. On top of that, “learners experience the same teaching in different ways” and “learners will approach learning in a variety of ways and the ways we teach may modify their approaches” (Fry, Ketteridge dan Marshall 22). Each and every student will response to our class in different ways, even too different that we do. Indeed, what the situation that the students have will eventually change the writing they make (Breuch 116). All in all, the answers of all questions that the researcher posed in the introduction section of this article had been answered in detail. The sentences that show the answers might not be found, but if the readers really do follow what had been written in this article, they will find answers more than what the researcher had descriptively presented.

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