

Using Writing Process in Teaching Composition Skills: an Action Research

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Abstract

The purpose of this study is to investigate the efficiency of writing process in improving written expression (composition) skills of 5th grade students in primary education. The research was designed as an action research since it aimed to put forth the application process of the balanced literacy approach.

The study was conducted through the 2007-2008 education year, the spring term in a primary school, in Turkish course with 5th grade students. The teaching application of the study was provided to the whole class. However, a total of 6 students, three girls and three boys were focused on and in the presentation of the findings, the data of these students were made use of intensively.

In the study writing process approach were made use of. The data of the study were collected through "video records", "reflective diaries", "teacher diaries", and "balanced literacy control forms" via qualitative data collection tools. The analysis of the data was conducted in two phases as the analysis during data collection and the analyses after data collection. In the analysis of qualitative data a descriptive method was used.

The findings obtained from qualitative data showed that students improvement in the "outer structure" dimension of written expression, in the "inner structure" and in language and expression dimension of written expression this improvement was observed as limited compared to "outer structure" dimension.

Results from the qualitative data revealed that, during the improvement of written expression skills, the teaching writing process in an interactive teaching environment made progress in these skills.

It was observed that the usage of writing process in written expression affected students' class participation positively. Moreover, it was seen that the interactive teaching environment helped students in improving intellectual skills.