



## TEACHING WRITING BY USING PROCESS GENRE APPROACH TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 22 PALEMBANG

Hendri Saputra

Lenny Marzulina

UIN Raden Fatah Palembang

**ABSTRACT:** The objective of this study was to find out whether or not there is significant difference on students' writing achievement taught by using Process Genre Approach and teacher's strategy at the eighth grade students of SMPN 22 Palembang. The population of this study consisted of 277 eighth grade students of SMPN 22 Palembang in Academic Year of 2014/2015. There were 72 students taken as sample. Each class consisted of 36 students from class VIII.5 as control group and VIII.6 as experimental group. The sample of this study was taken by using convenience sampling method. In this study, the writer used quasi experimental design using nonequivalent pretest and posttest design. The instrument used in collecting the data was written test. The test was administered twice, as the pretest and posttest for both control and experimental group. The results of the test were analyzed by using IBM SPSS (Statistical Package for the Social Science) Statistics 20. The result showed that teaching writing by using Process Genre Approach had significant difference on the students' writing mastery. It can be seen from the result of pretest to posttest of each group. The achievement of experimental group was higher than the achievement of control group. Based on the result analysis of means significant difference from students' posttest scores in control and experimental groups, it was found that  $t$ -obtained (0.000) was lower than  $t$ -table (0.05). So, the  $H_0$  (the null hypothesis) was rejected and  $H_a$  (the alternative hypothesis) was accepted. It means that there was significant difference on students' writing achievement taught by using Process Genre Approach than students who are taught by using strategy that used by teacher.

**Keywords:** *teaching writing, process genre approach*

### Introduction

English is one of international languages. Sharifian (2009, p. 2) defines that English as an International Language refers to a paradigm for thinking, research and practice. As international language, English is taught in every country all over the world, including Indonesia.

According to Lauder (2008, p. 10), English is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global international language. In Indonesia, the teaching of English has become increasingly important as a foreign language. It is taught in schools, from junior high school to senior high school. Sari and Saun (2013, p.255) state that English has become an important subject from junior high school up to senior high school.



In teaching English there are four language skills which learned by students. They are listening, speaking, reading, and writing. Aydogan and Akbarov (2014, pp. 673-674) explain that the four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Listening comprehension is the receptive skill in the oral mode. Speaking is the productive skill in the oral mode. It is like the other skills which is more complicated, seems at first and involves more than just pronouncing words. Reading is the receptive skill in the written mode which can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading also can help build vocabulary that helps listening comprehension at the later stages, particularly. Writing is the productive skill in the written mode which is more complicated and seems to be the hardest of the skill, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In studying the four English languages skills, writing skill is very important skill to be learnt in learning a foreign language which includes the development of an idea, knowledge, and experience. According to Pasand and Haghi (2013, p. 75), writing is one the most important skills in learning a foreign language the nature of which has become clearer nowadays which involves the development of an idea, the capture of mental representations of knowledge, and of experience with subjects.

However, in learning writing some students still have difficulties to start writing. Based on the writer's informal interview with the teacher of English subject and some students of eighth grade in SMP Negeri 22 Palembang, the writer found many students of eighth grade got difficulties in learning writing skill. For examples, some students lack of knowing different text types or genres which make them get difficulties in starting writing and making a paragraph or a composition. Then, they are confused in selecting or deciding suitable grammar. Beside that, the students have less vocabulary and like to imitate or rewrite the text which given in the book or rewrite their friends' work. Further, they lack of motivation in learning writing.

Considering to these problems in writing, the teacher of English should be creative in choosing an appropriate strategy or approach in order to improve students's



writing ability in composing a paragraph in each text type or genre. There are many strategies or approaches that can help teacher in teaching writing. One of them is Process Genre Approach. Process genre approach is derived from combination of process approach and genre approach in improving the learners' writing. Yan (2005, p. 22) states that process genre approach is combinations of process and genre approach, which helps students use their individual writing process to construct a text in a familiar genre. Therefore, the writer has interested to solve the problems by implemented Process Genre Approach for students of SMPN 22 Palembang in teaching writing.

### **Concept of Writing**

Writing is a process of transferring and expressing our ideas or thought in words. According to Mora-Flores (2009, p. 12), writing is a process by which we transfer our thinking, our ideas, and our experiences into written form. Similarly, Leo et al., (2007, p. 1) state that writing is a process of expressing ideas or thoughts in word should be done our leisure.

On the other hand, Writing is very complex communication process which includes a number of cognitive and metacognitive. Richardson and Morgan (2003, p. 286) state that writing may be the most complex communication process within the communicative arts. Similarly, According to Negari (2011, p. 299), writing is a complicated process which involves a number of cognitive and metacognitive, for instance; brainstorming, planning, outlining, organizing, drafting, and revising. Further, writing isn't only complex but also hard to teach where we need to master the grammatical and other components of writing.

### **Approaches in Teaching Writing**

There are some approaches in teaching writing. They are: (a) the product approach, (b) the process approach, (c) the genre approach, and (d) process genre approach.

#### **a. Product Approach**

The product approach came earliest and was popular in the 1960s till 1970s which focused on assignment. According to Nunan (1999, p. 273), product-oriented



approach to writing focuses on tasks in which the learner imitations, copies, and transforms models provides by the teacher or the text book. Boyle and Scanlon (2010, p. 224) state that product approach placed a great deal of pressure on students to produce a “Perfect draft” that would allow them to meet the length requirements of the assignment and move on to the next text paper in which as students worked on paper using this product approach, they often placed excessive pressure on themselves and, as a result “blocked” when it came to put ideas on paper.

### **b. Process Approach**

The process approach started in the 1970s which focused on varied classroom activities. According to Hasan and Akhand (2010, p. 79), a process approach tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting. The process approach is also an effort to get advantage of the nature of written code. Brown (2007, p. 392) states that process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its “release”) to give students a chance to think as they write.

In other words, process approach is a process which includes some stages to writing. they are prewriting, drafting, revising, and publishing. Sun and Feng (2009, p. 150) state that the process approach to writing should be a process including several stages, namely prewriting or invention activities (brainstorming, group discussion, and assessing ideas); drafting; seeking feedback from peers or the instructor; revising on the whole-text level (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence, etc.); followed by revising at the paragraph or sentence level, proofreading, and “publishing” the final text.

### **c. Genre Approach**

The genre approach was developed that learners could benefit from learning different genres or text types. According to Yan (2005, p. 20), In the 1980s the genre approach became popular along with the notion that student writes could benefit from studying different types of written texts. The use of particular structure and grammatical form in different genres can reflect the goal of the genre. Nunan (1999, p. 280) explains,



different genres of writing are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre

In other words, The genre approach is grouping text. According to Hyland (2004, p. 4) genre is term for grouping text together, representing how writers typically use language to respond to recurring situation. Similarly, Lee (2012, p. 8) states that genre is a grouping of similar kinds of text types. There are many kinds of text types, such as; narrative, recount, procedural, report, explanation, and persuasive. According to Lewis and Wray (2002, p. 2), there are six main genres, they are recount, report, procedure, explanation, persuasion, and discussion.

#### **d. Process Genre Approach**

The process genre approach is acquired from combination between process approach and genre approach which helps students' writing skill. According to Babalola (2012, p. 1), the process genre approach to the teaching of writing is combination of the process models and the genre theories which came about with the realisations of the limitations of both the process and the genre approaches in developing learners' writing skills. Additionally, Goa (2007, p. 4) defines A process genre approach, as the term suggests, combines process models with genre theories, in which the concept not only draws on ideas from genre approaches, such as knowledge of context, the purpose of writing, certain text features, but retains part of process philosophy such as writing skill development and learner response.

In other words, the students may learn the relationship between purpose and form for a particular genre. According to Deng, Chen, & Zhang (2014, p. 10), this approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing, in which use these steps develop students' awareness of different text types and of the composing process. However, this approach helps students' writing skill which relates to students' real-life situation. Yan (2005, p. 22) states the process genre approach will help students relate strongly to real-life situation, motivate students and prepare them to write for audiences outside the classroom.



### **Teaching Procedure by Using Process Genre Approach**

Typically, the teaching procedure for the process genre approach is divided into the following six steps: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising (Yan, 2005, pp. 20-22).

#### **a. Preparation**

The teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre, such as a persuasive essay arguing for or against an issue of current interest. This activates the schemata and allows students to anticipate the structural features of this genre.

#### **b. Modeling and reinforcing**

In this step the teacher introduces a model of the genre and lets students consider the social purpose of the text, including who the audience will be. For example, the purpose of an argumentative essay is to persuade the reader to act on something. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about the particular genre.

#### **c. Planning**

In this step many meaningful activities activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience.

#### **d. Joint constructing**

During this step, which will facilitate later independent composing, the teacher and students work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the blackboard or computer. The final draft provides a model for students to refer to when they work on their individual compositions.

#### **e. Independent constructing**

At this point students have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the

teacher is available to help, clarify, or consult about the process. The writing task can be continued as a homework assignment.

f. Revising

Students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers.

**Method of the Study**

The method used in conducting this study was an experimental design. Experimental design is the blueprint of the procedures that enable the researcher to test the hypothesis by reaching valid conclusion about the relationships between independent and dependent variable (Best and Khan, 1993, p. 146). In this research, the writer applied one of quasi experimental research design, quasi experiment to provide control of when and to whom the measurement is applied, but random assignment to experimental and control treatments has not been applied. In this study, the pretest-posttest nonequivalent groups design is used by the writer which suggested by Best and Khan (1993, p. 151) as follows:

O <sub>1</sub>	X	O <sub>2</sub>
O <sub>3</sub>	C	O <sub>4</sub>

**Population and Sample**

Fraenkel and Wallen (1990, p. 68) stated that population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. The population of this study were all students in the eighth grade of SMP Negeri 22 Palembang.

According to Fraenkel, Wallen, & Hyun (2012, p. 91), A sample in a research study is the group on which information is obtained. In other words, Best and Kahn (1993, p. 13) state that a sample is a small propotion of population selected for



observation and analysis. In this study, the writer used convenience sampling. According to Creswell (2012, p. 145), in this technique sampling, the researcher selects the participants because they are willing and available to be studied. In this study, the samples were VIII 5 and VIII 6.

### **Validity Test**

In this study, the writer concerned with construct validity and content validity. Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. To estimate the construct validity, expert judgments are required. In this research, the writer asked his English lecturers to estimate the validation form. The result of instrument test and lesson plan from his three lectures were good and very good with slight revision. After the research instruments had been revised, the research instruments were appropriate to be used for research treatments. Meanwhile, Cohen, Manion, & Morrison (2007, p. 131) define that content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question, achieved by making professional judgements about the relevance and sampling of the contents of the test to a particular domain, and concerned with coverage and representativeness rather than with patterns of response or scores.

### **Reliability Test**

Reliability is a measure of degree to which a test gives consistent result or scores. According to Fraenkel and Wallen (1990, p. 133), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. In this study, the writer used Spearman Rank Order method. The test would be reliable if the result of the data measurement was higher than 0.70. In this study the test was reliable where the p-output was 0.95.

### **Normality Test**

Normality test was used to measure the normality of the obtained data. The data could be classified into normal when the p-output is higher than mean significant



different at 0.025 (Basrowi and Soenyono, 2007, p. 85). In measuring normality test, the writer used One Sample Kolmogorov Smirnov. In this study, the normality test was used to measure the students' pretest score in control and experimental group, and students' posttest score in control and experimental group.

From the statistical analysis using normality test of Kolmogorov Smirnov in pretest of control group was found that the Kolmogorov-Smirnov Z was 1.149. and the significant value of the pretest in pretest of control group was 0.143. Then, the normality of the experimental group was found that the Kolmogorov-Smirnov Z was 1.089 and the significant value of the pretest in experimental group was 0.187. It can be said that the scores from pretest of control and experimental group were categorized normal since the p-output was more than mean significant different at 0.025 level.

In addition, the normality of the posttest of control was found that the Kolmogorov-Smirnov Z was 0.773, and the significant value of control group was 0.589. Meanwhile, the normality of the posttest of experimental group was found that Kolmogorov-Smirnov Z was 1.089, and significant value was 0.187. It can be considered that the scores in the data of posttest in control and experimental group were normal since the p-output exceeded the mean significant different at 0.025 level.

### **Homogeneity Test**

Homogeneity test was used to measure the scores obtained from students' pretest in control and experimental group, and students' posttest score in control and experimental group. In measuring homogeneity test, the writer used Leneve Statistic. According to Basrowi and Soenyono (2007, p. 106), the score is categorized homogeneous when the p-output was higher than mean significant difference at 0.05 level. Leneve statistic found in SPSS was used to determine whether data were homogeneous or not. Homogeneity test was done to the students' pretest and posttest in control and experimental group. The data were considered homogeneous whenever the p-value was higher than mean significant difference at the 0.05 level.

From the result analysis of homogeneity test in pretest control and experimental group was found that the p-output was 0.973. Whereas, the result of homogeneity test in posttest of control and experimental group was found that the p-output was 0.084. Because the p-outputs in pretest and posttest both groups were higher than the mean

significant level at 0.05 level, it means that the data taken from the experimental and control group were categorized homogeneous.

### **Result of the Testing of Hypothesis**

In this study, independent t-test was conducted to measure the significant difference on students' writing achievement scores taught by using Process Genre Approach and strategy that used by teacher of SMP Negeri 22 Palembang. It was found that the p-output is 0.000 and the t-value is 5.217. Since the p-output was lower than 0.05 level and t-value was higher than value of t-table (2.000) at the significance level  $p < 0.05$ , so that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It can be stated that there was significant difference on students' writing achievement taught using Process Genre Approach.

### **Conclusion**

The writer concluded that there was significant difference between students' writing achievement who were taught by using Process Genre Approach and those who were taught by using strategy that used by teacher of SMP Negeri 22 Palembang. It could be proven in the research findings that the t-output was higher than t-table. Then, the significant 2-tailed was lower than the mean significant difference at 0.05 level which could reject the null hypothesis ( $H_0$ ) and accepted the alternative hypothesis ( $H_a$ ). On the other hand, It was because the students in experimental group were more active and more confident than students in control group. Further, the students were more familiar with different genres or text types and they could anticipate the structural features of particular genres. The Process Genre Approach was applicable for the students which helped them felt enthusiasm and prepared their thoughts, ideas, experiences, and sentences before making a paragraph or a composition and the students could overcome their difficulties in starting of making a composition.

### **REFERENCES**

- Aydogan, H., & Akbarov, A. A. (2014). The Four Basic Language Skills, Whole Language & Integrated Skill Approach in Mainstream University Classrooms in Turkey. *Mediterranean Journal of Social Sciences*, 5(9), 672-680.



- Babalola, H. A. L. (2012). Effect of Process-Genre Based Approach on the Written English Performance of Computer Science Students in a Nigerian Polytechnic. *Journal of Education and Practice*, 3, 1-2.
- Basrowi & Soenyono. (2007). *Metode Analisis Data Sosial*. Kediri: CV Jenggala Pustaka Utama.
- Best, J. W., & Khan, J. V. (1993). *Research in Education*. Needham Heights, MA: Allyn and Bacon.
- Boyle, J., & Scanlon, D. (2010). *Methods and Strategies for Teaching Students with Mild Disabilities*. Belmont, CA: Wadsworth.
- Brown, H. D. (2004). *Language Assessment principles and Classroom Practic..* White Plains, NY: Pearson Education, Inc.
- Brown, H. D. (2007). *Teaching by Principles An Interactive Approach to Language pedagogy*. White Plains, NY: Pearson Education, Inc.
- Brown, H. D. (2007). *Principles of Language Learning and Teachin..* White Plains, NY: Pearson Education, Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York, NY: Routledge Falmer.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston, MA: Pearson Education, Inc.
- Deng, L., Chen, Q., & Zhang, Y. (2014). *Developing Chinese EFL Learners' Generic Competence: A Genre-based & Process Genre Approach*. New York: Springer-Verlag Berlin Heidelberg.
- Fraenkel, J. R., & Wallen, N. E. (1990). *How to Design and Evaluate Research in Education*. United States of America: McGraw Hill.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York, NY: McGraw-Hill Companies.
- Gao, J. (2007). Teaching Writing in Chinese University: Finding an Eclectic Approach. *The Asian EFL Journal*, 18, 1-2.
- Hasand, M. K., & Akhand, M.M. (2010). Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level. *Journal of NEITA*, 15(1-2), 77-86.
- Hyland, K. (2004). *Genre and Second Language Writing*. United States of America: University of Michigan Press.
- Lauder, A. (2008). The Status and Function of English in Indonesia: a Review of Key Factors. *Makara, Sosial Humaniora*, 12(1), 9-20.
- Lee, M. (2012). *Teaching Genre-Based Writing to Korean High School Students at a Basic Level* (Unpublished Paper), University of Wisconsin–River Falls, Korea.
- Leo, S., Groth, C., Yugianingrum, Lilyana, S., Kendara, I. L., & Lukman, E. A.. (2007). *English for Academic Purpose: Essay Writing*. Yogyakarta. Cv Andi Offset.
- Lewis, M., & Wray, D. (2002). *Writing Frames Scaffolding Children's non-fiction writing in a range*. UK: Exeter Extending Literacy Project.
- Mora-Flores, E. (2009). *Writing Instruction for English Learners*. United States of America: Corwin Press.
- Negari, G. M. (2011). A Study on Strategy Instruction and EFL Learners' Writing Skill. *International Journal of English Linguistics*, 1(2), 299-305.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston, Massachusetts: Heinle & Heinle Publisher.



- Pasand, P. G., & Haghi, E. B. (2013). Process-Product Approach to Writing: the Effect of Model Essays on EFL Learners' Writing Accuracy. *International Journal of Applied Linguistics & English Literature*, 2(1), 75-79.
- Richardson, J. S., & Morgan, R. F. (2003). *Reading to Learn in the Content Areas*. United States of America: Wadsworth.
- Sharifian, F. (2009). *English as an International Language Perspectives and Pedagogical Issues*. Salisbury, UK: MPG Books Ltd.
- Sun, C., & Feng, G. (2009). Process Approach to Teaching Writing Applied in Defferent Teaching Models. *English Language Teaching*, 2(1), 150-151.
- Yan, G. (2005). A Process Genre Model For Teaching Writing. *English Teaching Forum*, 43(3), 18-26.