

THE USE OF PROCESS GENRE TECHNIQUE TO IMPROVE WRITING SKILL

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Abstract: The purpose of this study was to assess how well the process-genre training in the EFL writing course worked. It also examined the rhetorical strategies and devices authors employed in their essay. The effectiveness of the intervention was also assessed based on how the kids felt about it. It was limited to eighth grade at SMP N 2 Sungai Lilin. This was accomplished by using a quasi-experimental method. The study's experimental group (EG) and control group (CG) were made up of Sections A (N=40) and C (N=39), using the simple random sample approach. The EG was exposed to process-genre intervention while the CG received the conventional writing training. Two research tools were used to collect the data: an interview and a pre-post intervention writing test. The experimental and controlling technique was applied as a result. The eighth-grade English textbook acted as both an EG and CG teaching resource. A paired samples t-test in SPSS 20 was used to compare test results between groups, and an independent samples t-test was performed to compare test outcomes between the two groups at the pre-post-test. Positive changes were made to the students' attitudes toward process-genre writing instruction. EFL teachers need to be capable and skilled when putting the training into their writing classes. Last but not least, it is suggested to do more research by increasing the intervention period to investigate the outcomes of process-genre based writing instruction as an instructional technique in EFL writing classrooms.

Key Words: writing skill, process writing, genre writing, process-genre Approach

INTRODUCTION

One of the most important talents that students should be able to master is writing. Even for native speakers of a language, writing is the creative skill in the written mode that is the most difficult and

complicated since it requires not just the graphic representation of speech but also the development and organized presentation of thoughts.

The students are expected to interact with one another and pick suitable English

literature. To understand writing and use it in real-world conversation, students should be able to employ grammar and vocabulary with ease. (Purwanto & Agustin, 2021) state writing requires at least five components—content, form, grammar, vocabulary, and mechanics—it is a complicated and challenging subject to teach since it goes beyond simply putting pictorial representations on paper.

English is a complex language for a non-native writer to write in. The nature of writing, This entails the creation of an idea, capturing mental representations of information, and experience with subjects, has become more obvious in recent years, making it one of the most crucial abilities in learning a foreign language.” (Abate, 2019) To help students comprehend and apply writing, teachers must master the subject matter, methodologies, and approaches or strategies. One type of text is descriptive text. Descriptive texts can assist students in describing something precisely in accordance with their current

viewpoints. They also call on the writer to naturally describe people, objects, appearances, and phenomena so that the reader can visualize and experience it for themselves.

Descriptive language can be employed by a writer to aid in the development of a certain component of their writing, to create a specific mood or atmosphere, or to describe a setting so the reader can visualize it. detailed images of the characters, setting, objects, etc. (Cole & Feng, 2015). Using the writer's expertise and thinking One method for teaching writing skills in descriptive texts is the genre technique. These techniques are used because they are part of the recursive prewriting, drafting, revision, and editing processes, this method enables students to analyze the relationship between purpose and form for a certain genre. increase student understanding of various text formats and the writing process.”(Gholami & Corresponding, 2013). Process genre approach was created as a result of

combining genre and process approaches to help students write better.

The efficiency of the lessons taught in EFL writing classes may contribute more than other factors to students' poor writing performance. Wilson (2003) says Although writing is one of the four fundamental language skills that requires goal-oriented education like other language abilities, several writing researchers find that it has historically received the least attention (Nueva, 2016). Because of this, including process-genre writing teaching in EFL classes may help students' writing skills develop in some way. People who are unfamiliar with how texts are organized or how to speak to a certain audience will need support and advice. (Rusinovci, 2015). However, it is more crucial that EFL teachers incorporate speaking, listening, and reading into the writing curriculum. The expansion of the students' total language proficiency is encouraged by integrating the four language skills, Zamel (1982). Process

genre writing training using was a related program that served as the initial impetus for the current investigation. (Ghina, 2016; Vygotsky & Cole, 1978; Kaplan, 1996; Hyland 2007) and Middle school kids were the center of their study, and although Pre-college students had access to this process-genre intervention program, and a professional teacher independently taught the course's writing skill. Unlike other research, this one assessed the genre moves and steps employed in the essay and measured participants' perceptions toward the intervention program.

Given all of this, how does the process-genre writing method affect writing? particularly at the preparatory level, has not yet been thoroughly investigated; for this reason, it is crucial to look at how process-genre education affects students' writing abilities.

METHODOLOGY

The eighth-grade children that participate in this study placed in SMP N 2

of Sungai Lilin, which is located in Musi Banyu Asin, South Sumatera, on Jl. Lintas Palembang Jambi. They are first-semester students for the 2020–2021 school year. The author used a quasi-experimental design in this study, using an experiment group and control group. In order to teach writing descriptive process. This genre approach is used with the experimental group, whereas the instructors' method is used with the control group. They both teach in the same month, utilizing the same curriculum-based materials. The experimental group and the control group both took a post-test at the conclusion of the treatment, and the writer will be able to evaluate the efficiency of the Process Genre Technique for teaching how to write descriptive texts by comparing the outcomes of the pre-test and post-test from that group. For the sake of this study, the author will employ a single-question written test that takes the form of an essay to gather data. This test's objective is to gauge the pupils' proficiency. can write

descriptive material. The pre-test and post-test will both be written tests, according to the author. The pre-test is used to determine the students' scores prior to the treatment (teaching writing using the process genre technique), and the results of the students' post-test are utilized to calculate their scores after the therapy.

Descriptive and inferential statistics were used to contrast the results of the pre-post test results between the experimental students and the control group. During the pre-post-test, a paired samples t-test and an independent samples t-test were employed to compare the test outcomes between the two groups. The t-tests were calculated using SPSS 20. Data that was gathered through interviews 20 students was examined using qualitative methods of data analysis.

RESULT AND DISCUSSION

Table1. Independent samples t test for the CG and EG pre-test scores

	N	Mean	Std. D	Mean Difference	T	P
CG	39	18.0366	5.65214	.84611	.875	.440
Pre-Test						
EG	40	17.1905	6.26488			

Prior to the intervention, the experimental group's (EG=17.19, SD=6.26) score was marginally higher than the control group's (CG=18.04, SD=5.65). The average deviation was.846. However, the independent

samples t-test ($t = .875, df=81, p > .05$) did not find a statistically significant difference between the ratings of CG and EG. Therefore, it can be assumed that the CG and EG had writing skills that were nearly identical.

Table 2. Independent samples t-test for the results of the CG and EG post-tests

	N	Mean	Std. D	Mean Difference	T	P
CG	39	18.51	9.820	5.609	7.093	.000
Post-test						
EG	40	22.1190	10.46022			

Consequently, there is a mean difference of 5.609 between the mean scores of the CG (18.51, SD 9.82), and the EG (22.12, SD 5.46). After the intervention, the scores of CG and EG

differed statistically significantly (independent t-test: $t = 7.093, df=81, p < .05$), according to the independent samples t test.

Table 3. A paired samples t-test comparing the CG and EG's combined pre- and post-test essay scores

	N	Mean	Std. D	Std. Error Mean	Mean Difference	T	p
pre-test EG	40	17.1905	6.26488	.84611			.000
post-test EG	40	22.1190	10.4602	3.39902	8.9285	7.875	
pre-test CG	41	18.0366	9.820	.727			
post -test CG	41	22.1190	4.46	.697	-0.4734	1.420	.163

It was proposed that students who are taught by a process-genre approach showed greater pre to post intervention improvement in writing than students who are taught by a traditional approach. The two pre-posttests were then completed by 42 pupils from the experimental EG group. The findings demonstrated a statistically significant difference in the pre-post test scores for this group ($t = 7.875$, $df=39$, $p < .05$). Because the mean total scores each student in the experimental EG group received on the pre-test was 17.19, and the standard deviation was 5.26, whereas the post-test mean was 21.11, and the standard deviation was 9.067 with a mean difference of 4.9285, it is obvious that the students scored higher on their written essays after participating in process-genre writing classes.

The pre-posttests were equally completed by 41 students in the control group. According to the results, the pre- and post-test scores for this group do not

differ statistically significantly ($t = 1.42$, $df=40$, $P > .05$). Each pupil in the control CL group had an average total score of 17.04 at the start of the exam, with a standard deviation of 4.56; however, by the end of the test, the average had climbed to 17.51 with a standard deviation of 4.46, for a mean difference of -0.47. This suggests that there was no change between the pre- and post-test results in this group that could be considered statistically significant ($p > .05$). Students who are taught using a process-genre approach, as opposed to the control group, demonstrate stronger pre-to-post intervention progress in their ability to write persuasively.

In process of interviewed of students' perception in writing by using genre technique, it got some points explained genre approach in writing gave a high effect on students improving writing skill, the approach also helped the students more enjoyed making writing as a leisure activity. The majority of post-writing test

essays then demonstrated that an effort was made to include rhetorical motions and phases inside their essays. In contrast to the pre-writing test, they aimed to begin writing with a slightly more general notion that could be elaborated later in the body.

The primary findings' outcomes were presented in the part before that. Additionally, this section addresses the conclusions in light of a few investigations:

1. The impact of a process-genre approach on students' ability to write arguments

We were able to examine the effect of the process-genre approach on students' writing abilities by interpreting the statistical data that was supplied in the section before. The hypothesis states that students who are instructed using a process-genre approach should show more pre-post intervention improvement in creating argumentative writing than students who are instructed using a

traditional approach.

There was no discernible difference between the EG and CG at the pre-intervention period, according to the independent samples t-test. Despite this, process-genre writing training resulted in a distinct and substantial difference between the scores on the identical exam for the EG and CG writing tests in the phase after the intervention. As a result, the EG outcomes were significantly better than the CG results. The process-genre method was used during the intervention session, and the outcome was an improvement in the EG.

Students who received instruction using the process-genre method improved more on their pre-post writing exam scores than their comparison group did. This is highly consistent with (Gholami & Corresponding, 2013), A good writing skill does not just happen; it requires a certain procedure and the cooperation of a number of people. According to this study, When students participate in

process-based teaching, they actively participate in group formation, individual work, and revision, etc.

The students in CG, on the other hand, showed no progress in their writing test results since they were not exposed to the process-genre writing technique. It is obvious from this that developing pupils' writing skills requires using a process-genre approach to writing. To prove this truth, (Amogne, 2013), stated that Numerous areas of students' writing skills have suffered when they are not taught using a process-genre approach.

This finding supports the idea that "language helps individuals to build new strategies when they speak with others or even with themselves in what, Kroll et al., (2002) as the "Zone of Proximal Development (ZPD) where the highest point of difficulty to solve a problem independently only with the assistance of experienced adults or capable peers." In relation to this, individuals who assisted one another (EG) demonstrated

considerable progress in all areas of writing ability, and vice versa.

2. Use of moves and steps

The first research topic concerned the experimental group's EG students' use of rhetorical strategies and techniques. Students learn about rhetorical strategies and moves as they work through this fundamental yet challenging essay-writing process, however how they might incorporate these strategies into their essays presents a different set of challenges. In the opinion of the researcher, the majority of post-writing test essays indicated that an effort was made to incorporate rhetorical moves and stages within their essay. In contrast to the pre-writing test, they aimed to begin writing with a slightly more general notion that could be elaborated later in the body (Kim & Kim, 2005). Additionally, most students started their essays with what other people had to say about the subject before attempting to present their own viewpoint.

Additionally, they employed a few more strategies for transitioning from one section to the next. Additionally, they provided a number of justifications for their allegation, almost all of which were personal. This means that their primary issue was citing scientific evidence in some way. This is consistent with (Swales & Swales, 1990) "Appealing to an authority was not seen at all," the claim goes. It implies that students struggled to make connections between arguments and literature".

3. Students' opinions of the success of the process-genre approach

The effectiveness of the process-genre writing teaching was the second research question that needed to be answered in this study. The intervention using a process-genre approach was persuaded to be relevant and acceptable by EG students. This indicates that the intervention was thought to be successful by the pupils. They think it was crucial in helping them see their error when they

revised their work or after receiving feedback from their peers, and they also believe it pushed them to write. This is so that students can practice writing by moving through several stages in a writing class that uses process-genre training. (Selvaraj & Aziz, 2019) that Every step that was included in the manual was useful. Additionally, they expressed satisfaction and great happiness about taking part in a similar intervention program in the future (SAIHI, 2015). Overall, EG students' results from the pre-post intervention program were significantly different, and this clearly demonstrates the effectiveness of the process-genre approach to intervention.

CONCLUSION

The study's findings indicate that process-genre training is a useful strategy for improving students' writing skills. Students now have a greater understanding of who, what, and how

they might produce their texts for. It has been demonstrably demonstrated that process-genre writing helps students comprehend the rhetorical strategies and techniques that ought to be used in their writing. The process-genre writing class had a favorable impact on the students' perceptions. It has been demonstrated, in brief, that a class that used a process-genre approach was acceptable for someone who finds writing to be particularly challenging.

Finally, it should be noted that the technical skills and in-depth knowledge of process-genre education that an EFL educator should possess to choose acceptable model essays and quality language resources. As a result, it is advised to do additional research by lengthening the intervention period to investigate the outcomes of process-genre-based writing instruction as a teaching method in EFL writing classrooms.

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