Process-Genre Approach: Breaking Students' Barriers in Writing

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Abstract: Writing as one of the language skills that has an important role in communicating ideas in written form seems to be difficult for EFL students. This is because writing requires the EFL students to consider various aspects such as content, organization, vocabulary, languages and mechanics. Since process-genre approach is one of the strategies that is a synthesis of process based approach and genre based approach, it is predicted that it can overcome students' problem in writing. This approach offers a solution in helping students to develop their writing skill by improving the five aspects of writing. This article higlights the students' writing obstacles and the potential of the process- genre approach in enhancing students writing skill. This article also shows the teaching scenario using process genre approach and the procedure of the implementation.

Keywords: writing skill, process-genre approach, students' barriers

Writing is an important skill to be learned by EFL secondary students because through writing they can express their idea, feeling and thought to the readers. Writing encourages the students to arrange some words into frases, clauses, sentences and paragraph by considering the structure, cohesion, organization, meaning and etc. As stated by Yah (2010) the objectives of writing well and effectively is to give some chances to the language learners to be eager to survive the language and to improve language skills, fluency, accuracy and appropriateness in communicating meaning and messages. Clearly, writing is very important to be acquared by students to improve their knowledge and achievement.

However, writing is considered as a difficult and complicated task. It is caused by the complexity of aspects that involves in writing such as content, organization, vocabulary, languages and mechanics. The writer should have such good consideration toward the aspects involved in writing. In addition, Taylor (2009) mention that writing is a difficult task for student because they should develop their ideas into readable text. It is not easy to generating the idea that the messages can be understood by the readers.

Meanwhile, in the latest secondary curriculum in Indonesia it can be seen that the students are demanded to have some competency in writing. The aim of teaching writing in Indonesian secondary curriculum is to encourage students to be able to arrange or produce short texts by using correct text structure and linguistic features based on the context (Kemendikbud, 2016). Clearly, students are asked to build a sentence consisting of several words, phrases and clauses. In addition, they should consider the cohesion, coherence, grammar, punctuation, and many more. The teacher is expected to facilitate their students in developing the students' idea in writing.

Teacher can use some approaches for teaching writing skill such as product based approach, process based approach, and genre based approach. By using an appropriate approach for teaching writing, it is expected that it can encourage the students to deliver their ideas into good writing. Badger and White (2000) stated that combining the two approaches in writing (process based approach and genre based approach) can be effective in enhancing the writing skills of students. This approach is called process-genre approach. It allows students to study

the relationship between purpose and form for a particular genre as they use the processes of planning, drafting, revising, and editing (Yan, 2005).

This article presents the obstacles in teaching writing, process-genre approach, process-genre approach to overcome students' barrier in writing, as well as the procedure and teaching scenario of process-genre approach.

WRITING OBSTACLES

Writing is considered as the most difficult skill by the students (Hensel, 2008; Wang, 2003) because it has complex aspects such as content, organization, vocabulary, language use and mechanics (Brown, 1994). All of these aspects should meet the patterns in order to establish a meaningful text. If these elements are ignored, the readers cannot understand the idea that is expressed. Hensel (2008) found that there are many problems in writing, at least, problems in grammar and punctuation. Similarly, Wang (2003) mentioned that poor organization, insufficient development, weird structure or grammar and inappropriate vocabulary appeared as obstacles in writing. These problems prove that writing is a difficult task and almost all of the aspects of writing are considered problematic for the students.

Some factors influence the students' problems in writing. Some researchers have addressed some factors in writing difficulties. According to Grossman (2009), students have problems because they lack skills to write. This is because, they do not write in their first language. As a consequence, they lack the confidence and experience needed to write in second language. Norrish (1987) adds that there are three kinds of causes of erros. The first is carelessnes. It is related to the lack of motivation that is caused by the material and the style presentation which are less interesting. The next is first language. The first language interferes the language learner when s/he learns target language in every aspect. The last is translation. It occurs because the language learner translates his/her first language sentence or idiomatic expresion into the target language word by word. These errors give significant impacts to the teaching and learning process and output.

PROCESS-GENRE APPROACH

Badger and White (2000) stated that an effective methodology for writing needs to consider the comprehension of some approaches (product, process, and genre approaches). One way to implement it is to start with one approach and adapt it. Reonal (2015) mention that integrative use of process approach and genre based approach helps student to improve their skills in using language by experiencing a whole writing process as well as gain knowledge of the contexts and the purpose of their writing.

The characteristic of process approach is the implementation of recursive writing process such as planning, drafting, revision and editing (Rosinovci, 2015; Hyland, 2003; Richards & Renandya, 2002). It can be seen that, the process approach involve revision and also revision from others. Students work can be revised by tearcher or other students. An essential element of the process approach is the abilities it brings to the learners, who make a personal relation to the topic and come to comprehend the processes of writing. While through the genre-based approach, the ideas such as knowledge of the context, the purpose of writing, text features and text structure are adopted (Badger & White, 2000). According to Yan (2005) By investigating different genres, students can understand the differences in structure and form and implement what they learn to their own writing.

Process-genre approach is an integration of concepts from the process-based approach and the genre-based approach (Badger & White, 2000). The process-genre approach is a

combination of two approaches which can help in developing students' writing skills (Frith, 2016; Babalola and Litinin (2012) Kim & Kim, 2005; Yan, 2005; Badger & White, 2000). Kim and Kim (2005) stated that in this approach, writing is viewed as involving knowledge about language (as in genre approach), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approach), and skills in using language (as in process approach). Hence, process genre approach allows the students to take benefit from the process of writing; prewriting, drafting, revising and editing and get familiar with the text they are going to produce.

The process-genre approach in the views of Goa (2007) in Babalola and Litinin (2012) have some characteristics, such as the learners' creative thinking, the structure of text, the knowledge of linguistic features, and the social function of the text. The procedure of process-genre approach are preparation, modelling and reinforcing, planning, joint constructing, independent constructing, and revising stage (Badger & White, 2000; Yan, 2005).

PROCESS-GENRE APPROACH TO OVERCOME STUDENTS' BARRIER IN WRITING

Since writing is a complicated and important task which has some aspects (e.g organization, vocabulary, languages and mechanics), teacher should use appropriate approach in overcome the students' problems in writing. Teacher should try to provide students with writing assignments that follow several stages that can unite all those aspects in writing. Process-genre approach is indicated can solve students problem in writing for overall writing aspects. Yan (2005) states that the process-genre approach help teacher in uniting all writing aspects, motivate the students in writing, and also preparing the students in writing inside/outside the classroom. Kim and Kim (2005) suggested to use process-genre approach to overcome students problems in writing. They mentioned that process-genre approach give the students the chance to enjoy the creativity of writing and to become independent writers (as in process approach) and help the students to understand the linguistic features of each genre and emphasize the discourse value of the structures they are using (as in genre approach).

The indication the use of process-genre approach in overcome students' problems in writing has been proved by some experts. There are some researchers who have done research related to the teaching of writing using process genre approach. The result of the study show that process-genre approach can help students to overcome their problems in overall writing aspects. Some of the studies are explained below.

The first study was conducted by Foo (2007). This is a study to find out the effectiveness of the process-genre approach to help students in writing expository essays in Malaysian secondary school. The study showed that students who received process-genre approach in writing were able to communicate their ideas in writing more effective and developed more relevant ideas, compared to the students who received product based approach. His study reveal that process genre approach was effective for all writing aspects, such as content, organization, vocabulary, languages and mechanics.

The second study was conducted by Megawati and Anugerahwati (2012) about the use of comic strip through process-genre approach to improve student's writing narrative text. They conducted the study from XII grader of MAN Bangil. Their preliminary research indicated that the students seemed unmotivated and had difficulty in composing their own writing. However, after they conducted the study, they found that teaching writing using comic strips through Process-Genre Based Approach could successfully improve students' ability in writing particularly in aiding the students to generate and organize ideas and select more appropriate grammar, vocabulary, and punctuation as well as in improving students' motivation in writing.

Litinin (2012) conducted a quasi experimental design to see the effectiveness of process-genre approach on student writing achievement in a Nigerian polytechnic. The study reveal that process genre approach is significant effect the students' writing ability in overall writing aspects, such as organization, content, expression and linguistics accuracy.

The next study was a study from Pujianto et al. (2014), who investigate whether a process-genre approach teaching steps can help to develop senior high students' writing skills of report text. The results show that, PGA helps students to develop their writing skills of Report text specifically on the genre knowledge, writing process, and feedback from peers and the teacher. This study figured out that the low-achieving students need longer modelling and teacher-student conference stages.

THE PROCEDURE IN TEACHING USING PROCESS GENRE APPROACH

The process-genre approach should follow some steps. Yan (2005) explain about what occurs during the six steps in process-genre approach. The first step is preparing. In this step teacher prepare the students to write the specific genre by anticipating the generic structure of the text. The second step is modelling and reinforcing. The students are introduced to the model of the text by considering the social function and the structured of the text. In this step teacher helps the students to compare the text that is learned with the other text. The next step is planning. The students are helped to develop their interest in the topic by connecting it with their experience. In the planning stage, students are given some activities, such as brainstorming, discussing, and reading associated material. After the planning step, the teacher facilitates the students to construct the text.

The teacher and students work together to write the text. The students give information and idea, and the teacher writes it on the whiteboard. This step is called joint constructing. The next step is independent constructing. In this stage, student are give the time to compose the text independently but the teacher can facilitate the students by helping, clarifying and consulting about the process. The last step is revising. In this step, the students draft will be revised and edited by their classmates or teacher. In this step the students final draft will be published to motivate students in producing a good text.

TEACHING SCENARIO USING PROCESS-GENRE APPROACH

This part explain about teaching scenario using process-genre approach which is implemented in seven meetings that is divided into six stages. In the first meeting teacher explain about the text that will be taugt by explaining about the social fuction of the text and the generic structure of the text in detail. In this stage teacher can use video as media to help student in understanding the text and the componet of the text. On the second meeting, teacher will implemented the modeling stage by giving the model of text to the students and ask them to identify the social function of the text. The third meeting is the planning stage. In this stage, teacher will give some tasks and activities to develop students interest of the topic and connect the text with students' experience. The fourth meeting is joint construction of the text (JCoT). Together with the teacher, students construct the text. In constructing the text, the teacher guide the students by using video and the students' worksheet. In the fifth meeting, teacher continue the forth meeting's activities (joint construction of the text). In this meeting, teacher ask student to construct the new report text in group. Teacher help the student by giving video and worksheet to lead the student to compose a text systematically in using appropriate vocabulary. The sixth meeting, is called independent construction of the text (ICoT). In this stage, students are asked to compose their own draft individually. In the last meeting, students are given time

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to revise their draft and their friend's draft based on the guideline given by the teacher. These activities can be seen in Table 1.

Table 1. Teaching Scenario using Process-Genre Approach

Meeting	Steps in Learning	Activities	Time Alocation
1	1. Preparation	• Explain about the text that will be taught • Anticipate the structural features of a particular genre (see appendix I) • Students watch the video • Students ask some questions related to the video • Discuss about the video	15'
2	2. Modelling of the Text	• Teacher give worksheet to the students • Students read the text in the worksheet • Explain about the social function of the text • Give some questions to lead the students in finding the generic structure of the text • Students fill worksheet related to the linguistic features of the text	40'
3	3. Planning	• Give some text to the students and ask them to write the appropriate title for each text • Teacher facilitate the students to make vocabulary list that is used in report text related to animal • Ask the student to arrange the jumble words, frase, and sentences • Ask student to collect information related to report text text that is going to construct	15' 15' 20' 20'
4	4. Joint Construction of the Text	a. Teacher and students • Show a video to the students • Students answer some questions related to the video • Students make the outline of the text based on the questions given (see appendix II) • Students together with the teacher revise the outline	70'
5		• Students make a text based on the outline they made • Student revise the text together with the teacher • After finishing the revision, the student have already writen the text b. Students and students • Students work in small groups • Teacher show a video to the student • Students are given a worksheet. Students work in group to answer questions related to the video • After that students have to make their outline and then develop the outline into a text • After finishing their work, group exchange their work and give comment each other • Students may revise their work • Teacher choose some groups to display their work	70'
6	5. Independent Construction of the Text	• Ask student to make an outline of the text • Ask the students to develop the text	70'
7	6. Revising	• Students are asked to check their draft based on the guideline given • Students are asked to revise their work	70'

- Students are asked to exchange their work
- Students are asked to edit their peer's draft
- Students are ask to revise and edit their draft based on the feedback they have got

CONCLUSION

Considering the students' obstacles in writing, the teacher should be able to teach it effectivelly. One effective approach for teaching writing is by using process-genre approach. Process-genre approach is the synthesis concepts of both process approach and genre based approach. Based on the previous studies which have been done in different scope, it can be seen that this approach can overcome students obstacles in writing. In the implementation of process-genre approach, the teacher should follow some stages. The procedure are preparation stage, modelling and reinforcing stage, planning stage, joint constructing, independent constructing stage, and revising stage.

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