

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 required the EFL students to consider various aspects such as content, organization, vocabulary, languages and mechanics. Since process genre approach is one of the strategy 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 highlights the writing obstacles of students 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.

Key words: Writing Skill, Process Genre Approach, Students' barriers

Writing is an important skill to be acquired by EFL students. The students can express their idea, feeling and thought to the readers. Writing encourages the students to arrange word by word, phrase by phrase and clause by clause while at the same time they must consider the structure, cohesion, organization, meaning and so on. 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. It is clear that writing is very important for students to have better knowledge and achievement.

Nevertheless, 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.

Meanwhile, in the latest curriculum it can be seen that the students are demanded to have some competency in writing. They 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 prewriting, drafting, revision, 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 aspect 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. Those problems totally affect the result of learning. Some researchers have delivered 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 a second language. Norrish (1987) adds that there are three kinds of causes of errors. The first is carelessness. 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 expression into the target language word by word. These errors give significant impacts to the teaching and learning process and output.

PROCESS GENRE APPROACH

Process-genre approach is an integration of concepts from the process-based approach and the genre-based approach (Badger & White, 2000). The characteristic of process approach is the implementation of recursive writing process such as prewriting, drafting, revision and editing. The process approach give priority to revision, and also evaluation from others. Students work can be revised by teacher or other students. So, students may produce many drafts with much canceling of sentences and get around of paragraphs. An essential element of the process approach is the eloquence it brings to 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 and

certain text features are adopted (Badger & White, 2000). According to Yan (2005) By investigating different genres, students can see the differences in structure and form and assign what they learn to their own writing.

Badger and White (2000) stated that an effective methodology for writing needs to cover the comprehension of some approaches (product, process, and genre approaches). One way of doing this is to start with one approach and adapt it. According to Frith (2006) and Goa (2007) in Babalola and Litinin (2012) the process genre approach is a combination of two approaches which can help in developing students' writing skills. The concept of process genre approach comes from the genre approaches such as knowledge of context, the purpose of writing and certain text features and have the process concepts such as writing skills development and learners' response.

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 act of how writers form text, the knowledge of linguistic features, and specific discourse community where a particular genre achieves.

Process-genre approach is the combination of process approach and genre approach. It 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 procedure of process genre approach are preparation stage, modelling and reinforcing stage, planning stage, joint constructing, independent constructing stage, and revising stage.

PROCESS GENRE APPROACH TO OVERCOME STUDENTS' BARRIER IN WRITING

As writing is an important task for students, teacher should try to provide students with writing assignments that follow several stages that can unite all the aspects in writing, such as content, language, organization and mechanics. Yan (2005) states that the process

genre approach help teacher in uniting all these aspects, motivate the students in writing, and also preparing the students in writing outside the classroom.

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 writing. Some of the studies are explained below:

1. 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 effectively to the reader and developed more relevant ideas to support the purpose of their writing task, compared to the students who received product based approach.
2. 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 narative 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 (PGBA) 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.
3. The next study by Gupitasari (2013) implemented process genre approach to overcome students problem in writing business letters. This study used classroom action research that involved 28 twelfth graders at one vocational school in Cianjur. The results of this study demonstrate that there was an improvement in students' writing scores after conducting process-genre approach. This is proven by the improvement of students'

scores and students' mean scores. The result of this study showed that feedback given by the teacher and peer feedback was helpful to assist students about what they do not understand in writing an application letter and to subtract their mistake in writing.

4. The next study was a study from Pujianto et al. (2014), who investigate whether a process-genre approach (PGA) 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.
5. Then, a study was conducted by Reonal (2015). This is a descriptive qualitative study that was aimed to design and develop process-genre based lessons in expository writing to address writing weaknesses of students. She said that the process genre approach gave opportunities for the students to acquire an understanding of the purpose and structure of the expository writing genre through cause and effect, classification, and process and of the processes of rewriting, drafting, revising, and editing, and to have them use that knowledge to construct a text, both as a group and individually.

THE PROCEDURE IN TEACHING USING PROCESS GENRE APPROACH

According to Meyers (2005), there are some stage in teaching writing. The first stage is examining idea; thinking about topic, aim and reader. The second stage is doing prewriting; brainstorming, grouping, and free writing. The next stage is managing; selecting and outlining. The following stage is creating a first draft; writing quickly in order to record the writer's thought and taking some notes or new ideas in the empty space. The next is correcting the draft; reading the draft and adding or omitting material. The last is generating the last copy; editing, printing a clean copy and read carefully for errors and then create another clean copy.

The process genre approach should follow some steps. Badger (2000) cited in Yan (2005) explain about what occurs during the six steps in process genre approach. The first steps is preparing. In this step teacher prepare the students to write the specific genre by anticipating the generic structure of the text. The second steps 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

Meeting	Steps in Learning	Activities	Time Allocation
1	1. Preparation	<ul style="list-style-type: none"> • Explain about the text that will be taught • Anticipate the structural features of a particular genre 	15'
	2. Building Knowledge of the Field/planning	<ul style="list-style-type: none"> • Students watch the video • Students ask some questions related to the video • Discuss about the video 	20'
	3. Modelling of the Text	<ul style="list-style-type: none"> • Teacher give worksheet to the students • Students read the text in the 	40'

		worksheet	
		<ul style="list-style-type: none"> • 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 	
2	4. Joint Construction of the Text	<p>a. Teacher and students</p> <ul style="list-style-type: none"> • Give picture to the students • Students answer some questions related to the picture • Students make the outline of the text based on the questions given • Students together with the teacher revise the outline • 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 written the text <p>b. Students and students</p> <ul style="list-style-type: none"> • Students work in small groups • Each student is given a picture • Students are given a worksheet. Students work in group to answer questions related to the picture • 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'
3			70'
4	5. Independent Construction of the Text	<ul style="list-style-type: none"> • Ask student to make an outline of the text • Ask the students to develop the text 	70'
5	6. Revising	<ul style="list-style-type: none"> • Students are asked to check their draft based on the guideline given • Students are asked to revise their work • Students are asked to exchange their work 	70'

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- 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
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CONCLUSION

Considering the students' obstacles in writing, the teacher should be able to teach it effectively. One effective approach for teaching writing is by using process genre approach. Process genre approach is the synthesis concepts of both process genre 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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