EFFECT OF PROCESS-GENRE APPROACH ON THE INDONESIAN EFL WRITING ACHIEVEMENT ACROSS PERSONALITY

Silvira Agesta and Prof. Bambang Yudi Cahyono (Ph.D)

Graduate Program in ELT, Universitas Negeri Malang, East Java, Indonesia, Universitas Negeri Malang, East Java, Indonesia

ABSTRACT: *The process-genre approach is the synthesis of the concepts of process approach and genre approach. This study aimed to investigate the effect of process-genre approach on the EFL students' achievement in writing report texts across personality: extrovert and introvert. This study is a quasi-experimental study involving 56 EFL students of Junior High School 3 at Koto, Singkarak, West Sumatra, Indonesia. The data were gained from the results of post-test administered to the experimental and control groups following the completion of the treatment. The students' writing products were analyzed and compared by using independent t-test at 0.05 level of significance. The result of the study showed that there was a significant effect of process-genre approach on the students' writing achievement, covering four writing components: organization, vocabulary, grammar, and mechanics. This study also revealed that there was no significant difference in the writing ability of the extrovert and introvert students who were taught by using the process-genre approach.*

KEYWORDS: Process-Genre Approach, Writing Achievement, Personality, Indonesian EFL Students

INTRODUCTION

Writing is a process of turning ideas into some symbols or signs with some rules so that the meaning can be understood. According to Harmer (2004), writing is a process to join several signs and symbols of a language together. In writing students should consider the writing components: content, organization, grammar, and mechanics. This is in line with the aim of teaching of writing in secondary schools in Indonesia in that the students were encouraged to be able to arrange or produce short texts by using correct text structures and linguistic features based on the context (Depdiknas, 2016).

To fullfil the curriculum demand teachers should find the appropriate approach in teaching EFL writing. Basically, there are three approaches in teaching writing. They are the product approach, the process approach, and the genre approach (Badger & White, 2000; Hyland, 2009; Ferris & Hedgcock, 2014; Lam, 2015). According to Badger and White (2000) each of the approaches has different characteristics in terms of linguistic factors (how the approaches conceptualize writing) and in educational factors (how the approaches conceptualize learning to write).

Based on the integration of concepts from the process-based approach and the genre-based approach, the process-genre approach has been proposed to help develop students' writing skills (Badger & White, 2000; Kim & Kim, 2005; Yan, 2005; Frith, 2016). Kim and Kim (2005) state that, in the process-genre approach, writing is believed as involving knowledge

about language (as in the genre approach), knowledge of the context and the purpose of the writing (as in the genre approach), and skills in using language (as in the process approach). Badger and White (2000) mention that writing progress occurs from the exploration of the students' potential (as in the genre approach) and by giving feedback to the students (as in the process approach). Frith (2016) states that process-genre approach encouraged learners to become collaboratively involved in planning, drafting, revising, and editing.

The process-genre approach is conducted through the following stages: preparation, modelling and reinforcing, planning, joint constructing, independent constructing, and revising (Badger & White, 2000; Yan 2005). Yan (2005) explains what occurs during the six steps in process-genre approach. The first step is preparing. In this step the teacher prepares 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 structure of the text. In this step the teacher helps the students 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 the students work together to write the text. The students give information and ideas, and the teacher writes them on the whiteboard. This step is called joint constructing. The next step is independent constructing. In this stage, student are given the time to compose the text independently but the teacher can facilitate the students by helping, clarifying and consulting about the process. Hyland (2008) identifies some possible activities in this step, namely outlining and drafting a text based on pre-writing activities and rewriting a text for another purpose by changing the genre from an essay into a news article or from notes to a report. The last step is revising. In this step, the students draft will be revised and edited by their classmates or the teacher. In this step the students' final draft will be published (e.g., to be displayed in the classroom) to motivate students in producing a good text.

There has been some research related to this study. Some studies showed the positive results of process-genre approach for teaching writing. They are, for instance, Foo (2007), Litinin and Babalola (2012), and Utami (2015). All of these studies revealed that there were significant effects of process-genre approach on the students' writing achievement. Beside those studies, some researchers use classroom action research (CAR) design to overcome writing problem in the classroom by using the process-genre approach, for instance, Nilhayah (2009), Nurjanah (2011), Megawati and Anugerahwati (2012), Muntasari (2012), Gupitasari (2013), Nugraha (2015), and Pertiwi (2016). Meanwhile, a case study has been conducted to explore the process-genre approach on teaching writing (Sito, 2010; Isaeni, 2012; Pujianto, Emilia, & Sudarsono, 2014; Reonal, 2015) which reveal that, the process-genre approach helps the students to develop their writing skills. However, a study conducted by Herawati (2015) shows the opposite result of the process-genre approach compares from the other studies. Herawati's study showed that there is no significant difference between students who were taught by using the process-genre approach and those taught by using the conventional approach. The students' lack of knowledge about the text was considered as one factor affecting the result.

Based on the relevant theories and previous studies some gaps are found. The first gap is about the way in implementing the study. The teacher should give much more attention to

each stage of the process genre approach. Pujianto et al. (2014) mention that the low-achieving students need longer modelling and teacher-student conference stages. The second gap is the students personality. Most of the studies reviewed in this study did not include a consideration of student personality.

There are some factors that can influence students' achievement in writing. One of them is personality type as different personality types affect the way students study (Jensen & DiTeiberio, 1987; Callahan, 2000; Marefat, 2007; Hanjimohhamdi, 2011). According to Jensen and DiTeiberio (1978) extrovert students tend to develop ideas best by talking about the topic, interviewing others, or presenting an impromptu report and introvert students tend to follow the basic writing process from the prewriting, whilst-writing, to post-writing order.

Based on the gaps in research on the process-genre approach, we were interested in examining the effect of the process-genre approach on the EFL students' writitng achievement across personality. The study was guided by the following research questions:

1. Do the students who are taught by using the process-genre approach have a better achievement in writing report text than those who are not taught by using the process genre approach?

2. Is there any difference in the writing achievement of the students who are taught by using process-genre approach across personality?

METHOD

This study examined the effect of the process-genre approach on the EFL students' writing achievement across personality, which is extrovert and introvert. It employed a quasi experimental design which involved 56 students of Junior High School \3 at Koto Singkarak West Sumatera, Indonesia. Based on the secondary writing curriculum in Indonesia, the students are expected to be able to produce a short report text which is related to other subjects by using correct generic structure and linguistic features of the text.

This study involved two intact clasess: Class A (28 students) and Class B (28 students). The experimental and the control groups were determined randomly from the two classes. As a result, Class A was the experimental group and Class B was the control group. The students in the two groups were taught how to write report texts separately for six meetings. The material used in both of this groups are similar that is about animal. The texts which were writen by the students in group or individually included the following titles: *Honeybee* (individually, but with the help from the teacher in the joint-construction stage), *The Life Cycle of Frog* (in group), and *Butterfly* (individually).

The data were scores of the report texts written by the students from both experimental and control groups. The students' writing products were assessed by two raters. The raters were the English teachers of the Junior High School 3 at Singkarak who has taught English more than 15 years. By employing two raters, it is expected that the results of students' test is subjectivity-free. The scoring rubric used for assessing students' writing in this study was adopted from Brown (2004). The scoring rubric of this study covers five writing components: content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%). Based on the Indonesian English curriculum, it is expected that the students can write

report texts of topics related to other subject matters by using correct social function, generic structure, and linguistics features. Therefore, in developing the text, the students should cover all writing components. Content deals with how the students describe the complete general description in terms of parts, qualities, habits or behaviors of an animal. The students should develop their ideas of 80-150 words and give a title to their writing. Organization concerns how the students write a well-arranged report text about animal which consists of fact about the subject, a description and information on its part, behaviors, and qualities in the form of classification and description. Vocabulary means how the students write report texts related to animal by using appropriate words. Grammar covers the use of the simple present tenses, pronouns, as well as decribing and action verbs. Mechanics deals with the use of correct spellings, punctuation, and capitalization.

To determine the students' personality, we used the personality test based on Myers-Brigs type indicator (MBTI). This questionnaire consisted of 70 questions. The MBTI personality traits questionnaire measured the students' personality on extroversion or introversion. The questions, which relate to examining the studentss whether they are extrovert or introvert (E/I), are numbers 1, 8, 15, 22, 29, 36, 43, 50, 57 and 64. Since there are 10 questions that can be used to examine the introvert and extrovert students and some topics used in the MBTI questionnaire were not suitable with the junior high school we combined the MBTI personality trait questionnaire and the item in Jung's (1961) model.

The students' writing scores were analyzed by using SPSS 20 to see the effect of the process-genre approach and the scores were compared across their personality.

RESULTS

The results of data analysis are presented in this section to answer the research questions. It deals with the comparison of writing achievement between the students who were taught by using the process-genre approach and those who were not taught by using the approach, and the difference in the writing achievement of the students who were taught by using process-genre approach across personality.

Comparison of the Writing Achievement between the Students Taught by Using the Process-Genre Approach and Those Who were not Taught by Using the Process-Genre Approach

Before giving the treatment, both the control and the experimental groups were given pre-test. It was intented to know the homogeneity and normality of the groups. The aim of homogeinety test was to determine whether the experimental and the control groups are similar or equal. The Levine's Test was used to test homogeneity of the students' writing achievement. The data were homogenous if sig. ≥ 0.05, but it was not homogenous if sig. ≤ 0.05. The result of the homogeneity test is presented in Table 1.

Table 1. Result of Homogeneity Test

Group	N	Levine's Statistic	Sig	Description
Control	28	0.004	0.953	Homogeneous
Experimental	28			

Table 1. showed that the significant value of homogeneity between the control and the experimental groups on pretest was 0.953 which is higher than 0.05 level of significance. It can be concluded that the two groups were homogenous.

The second statistical assumptions that should be fulfilled is the normality. The normality is the extent to which a distibution of scores approximates the standard normal curve. It was tested by using Kolmogorov-Smirnov test with the criteria of acceptance of rejection of this assumption .05 level of significance. The result of normality testing can be seen in Table 2.

Table 2. Result of Normality Test

Group	N	Kolmogorov-Smirnov Z	Sig	Description
Control	28	0.572	0.900	Normal
Experimental	28	1.243	0.091	Normal

Table 2 showed that the significant value of the pre-test in the control and the experimental groups were 0.900 and 0.091, respectively. It can bee seen that all the significant values were higher than 0.05 level of significance. Thus, the data of pretest in the control and the experimental groups were normally distributed.

Based on the data above, it can be concluded that the statistical assumption of homogeneity and normality were fulfilled. Accordingly, the parametric statistical analysis was used to test the hypotheses in which post-test as the main data of the hypotheses testing. Because the scores were distributed normally, further analysis was run to know the comparison of the writing report text achievement between the students taught by using the process-genre approach and those who were not taught by using the process-genre approach. The independent *t*-test was used in answering the first research question. The result is shown in Table 3.

Table 3. Result of Independent *t*-Test

Variable	Group	N	Mean	T	Df	Sig.	Description
Writing	Control	28	76.57	-2,864	54	0.006	Significant
Achievement	Experimental	28					Difference
			80.91				

Table 3 showed that the significant level was 0.006. This value was less than the accepted significant level 0.05 (sig. 0.006 ≤ Sig. 0.05). Thus, there was no enough evidence to reject the null hypothesis and to accept the alternative hypothesis. From this result, it was proved that there was a significant difference on student's achievement in writing report texts between the students taught by using process-genre approach than those who were not taught by using process-genre approach.

Related to this result, we discussed further about the writing components by using statistical analysis. The mean difference between these groups was analyzed specifically based on writing components namely content, organization, vocabulary, grammar, and mechanics. The

result of independent *t*-test of the writing components between the control and experimental groups are displayed in Table 4.

Table 4. Result of the Independent *t*-test per Writing Components

Variables	Group	N	Mean	T	df	Sig.	Description
Content	Control	28	20.68	-1.68	54	0.099	No Significant
	Experimental	28	21.92				Difference
Organization	Control	28	16.66	-3.85	54	0.000	Significant Difference
	Experimental	28	17.46				
Vocabulary	Control	28	15.96	-3.64	54	0.001	Significant Difference
	Experimental	28	17.05				
Grammar	Control	28	15.77	-2.20	54	0.032	Significant Difference
	Experimental	28	16.45				
Mechanics	Control	28	7.57	-2.75	54	0.008	Significant Difference
	Experimental	28	8.00				

Table 4 showed that on the first writing component (content), there was no significant difference between the control and the experimental groups. The value was 0.099, which was higher than the accepted significant level 0.05 (Sig. $0.099 \geq$ Sig. 0.05). Therefore, there was no significant difference on the students' content component in writing report texts between the students taught by using the process-genre approach and those who were not taught by using the process-genre approach.

Related to the organization component, Table 4 showed that the significant level was 0.000. It means the value was less than the accepted significant level 0.05 (Sig. $0.000 \leq$ Sig. 0.05). Hence, there was a significant difference of students' organization component of writing report text between students who were taught by using the process-genre approach and those who were not taught by using the process genre approach. Similar results were also found for vocabulary, grammar, and mechanics components in that there were significant differences of the students' achievement on vocabulary, grammar, and mechanics components in writing between those who were taught by using the process-genre approach and those who were not taught by using process-genre approach.

The Difference in the Writing Ability of the Students Who are Taught by Using Process-Genre Approach across Personality

Since there was a significant difference on students' writing achievement between the students who were taught by using the process-genre approach and those who were not taught by using the process-genre approach, we tested the second hypothesis. The second hypothesis testing was to see the difference in the students' writing achievement in the experimental group across personality.

Table 5. Result of the Independent *t*-test between Extrovert and Introvert Students in the Experimental Group

Variables	Group	N	Mean	T	df	Sig.	Description
Writing	Experimental	23	81.46	0.979	26	0.337	No Significant
Achievement	Extrovert						Difference

Experimental	5	78.40
Introvert		

Table 5 showed that there was no significant difference on the writing achievement of the extrovert and introvert students as the significant level was higher than the accepted level of significant (0.337 ≥ 0.05). Therefore, there was no enough evidence to reject the null hypothesis. So, it can be said that there was no significant difference in the achievement in writing report texts between extrovert and introvert students.

DISCUSSION

The first research question of this study was to find out the effect of the process-genre approach on EFL students' writing achievement. The result revealed that the students who were taught by using the process-genre approach were better in writing report texts than those who were not taught by using the process-genre approach. The first finding of this study proved the theory that was stated by Badger and White (2000) and Harmer (2004) that an effective methodology for teaching writing needs to combine some approaches. This statement was also supported by Kim and Kim (2005), Yan (2005) and Frith (2016) who mention that the process-genre approach is a synthesis concept of two approaches which can help in developing students in uniting all writing aspects.

Futhermore, listing from previous studies on the effect of the process-genre approach, the finding on the effect of the process genre-approach of this study supported the studies conducted by Nilhayah (2009), Nurjanah (2011), Megawati and Anugerahwati (2012), Muntasari (2012), Gupitasari (2013), Nugraha (2015), and Pertiwi (2016) proving that the the process-genre approach helps the students in improving their writing skills.

The findings of this study verify the combination of the process approach and genre approach because of the effect has been empirically found. The finding of this study is in line with some previous studies, for instance Foo (2007) and Babalola (2012). Foo (2007) found that the process-genre approach was more effective for the students than the product approach. This study and Foo's (2007) were similar in the six stages used in implementing the process-genre approach and the involvement of all writing aspects in the process of writing.

The other supporting previous studies are Utami's (2015), showing that the process-genre approach improved the students' writing achievement as well as the result of Sito (2010) Isaeni (2012), and Pujianto, Emilia, and Sudarsono (2014), Reonal's (2015) study found that the process-genre approach helps the students develop their writing achievement particularly, on the genre knowledge, writing process, and feedback from peers and the teacher, even though the designs of previous studies were not exactly the same as this study.

Based on the previous studies, the findings of this study verified certain theories. First, students's writing skill is still low. It was concluded by the result of pretest in control and experimental group. The mean score of pretest in control group was 68.23 and the mean score of pretest in experimental group was 68.32. Then, after getting the treatment the mean score post-test in the control and experimental groups were 76.57 and 80.91, respectively. The mean of post-test in the experimental group was higher than the mean of post-test in the control group.

Second, the implementation of the stages in the process-genre approach can improve students' writing aspects significantly. Raimes (1983) stated that teachers should provide students with writing assignments that can various aspects of writing such as form and content, ideas and organization, as well as syntax and meaning. Yan (2005) argues that the six stages of the process-genre approach unite all the aspects and are relevant to the students. Eventhough, the students' writing achievement in content component did not show a significant difference, other aspects, namely organization, vocabulary, grammar and mechanics showed the positive result.

This study showed that there was no significant effect of the process-genre approach on the students' writing achievement across personality. This implied that the process-genre approach can be applied to students of different personality. Therefore, in the classroom, the teacher does not necessarily try to separate the students of different personality when deciding to apply the process-genre approach in the teaching of writing.

CONCLUSION

This study has reported the effect of the process-genre approach on the Indonesian EFL students' writing achievement across personality. The findings of this study showed that the students who were taught to write report texts by using the process-genre approach have better achievement than those who were not taught not by using the process-genre approach. This study also revealed that process-genre approach was effective four four writing aspects, namely organization, vocabulary, grammar, and mechanics. In terms of students' personality, it can be concluded that there was no significant difference in the writing achievement of the students who were taught by using the process-genre approach across personality. It is suggested to Indonesian EFL teachers provide appropriate strategies which can assist students to improve their achievement in writing report texts. Futhermore, since this study showed the effect of the process-genre approach on students' writing achievement, English teachers can use this strategy for teaching other types of texts. Other research studies can also focus on learning style or types of learning styles and to see the relationship between the use of the process-genre approach and other writing strategies which may affect achievement in writing of the EFL students.

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