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The Effects of Genre Based Approach and Process Approach on EFL Writing Class

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ABSTRACT

Indonesian students learn English as a Foreign Language (EFL). Indonesian students who are second language users (L2 learners) have limited knowledge of frequently used words compared to first language users (L1 learners) and native English speakers. EFL students made more mistakes and errors in EFL writing classes due to limited vocabulary. A frequent word is a single word in the first three frequency levels of the 1000 words. To fill this gap, this study aimed to examine the effectiveness of a genre-based approach (GBA) and a process approach to writing (PAW) on student writing skills. In this study, a quasi-experimental study design was applied in the form of a pre-test and post-test control group design. As a sample for this study, two classes of 3rd semester undergraduate students from the Faculty of Economics and Business in Sumenep, East Java, Indonesia were randomly selected. Seventy students participated in the study, of which 35 students in the experimental group received the GBA and another 35 students in the control group received the process approach to writing. Data were analysed using independent and dependent (paired) sample t-tests. The resulting findings showed that: 1) There was a significant difference in post-test scores between students taught using a genre-based approach and those taught using a process approach to writing. 2) Adopting a genre-based writing approach or a process approach has had a big impact. This study shows that the genre-based approach contributes more than the writing approach. In conclusion, the GBA or PAW was effective in teaching English writing skills.

Keywords: *genre-based approach, process approach to writing, writing skills.*

1. INTRODUCTION

English as a language is indeed a world language, or an international language. However, for Indonesian students, English is not only a global language that must be mastered, but also a foreign language (EFL). English as EFL in Indonesia is a compulsory subject or course in the Indonesian educational curriculum [1]. In English teaching the four skills are compulsory, yet teacher can't teach the skills in isolated way – it should be integrated; listening to speaking, reading to writing. Both listening and reading were receptive skills, while speaking and writing were productive skills. Sari [2] argues that writing is simply difficult for EFL students because their English proficiency is underdeveloped. Writing is a

critical thinking skill in EFL because it encourage thinking and learning, facilitates communication, and requires reflection when putting ideas into sentences. Essentially, writing can be described as a gradual process completed in four phases or stages, and is also used in certain methods, approaches, or behaviors in language teaching [3]. Like all other classroom skills for L2 learners, writing has shaped over time based on the principles of language teaching methods and approaches. In the English composition class, there were four approaches: product approach, process approach, genre-based approach, and process and genre-based approach [2].

1.1. Product Approach in Teaching Writing

A product-oriented approach is of paramount importance, within which process- approaches and genre-based approaches are central. The product-based approach suggests writing similar paragraphs or essays based on the example paragraphs. Because students have the freedom to learn product-based and step-by-step, This approach is also called the free approach from the controlled approach, or the guided approach. The product approach emphasizes grammatical and syntactic correctness based on model text. Learners will learn how to use a product-based writing approach to brainstorm, insert fillers, introduce topic sentences and thesis statements, demonstrate reasons, and conclude with a coherent conclusion section. Many educators suggest that a product approach can be used to effectively teach writing when the number of weeks to cover a lesson is limited. This has many advantages, such as safety and confidence, as students do not start from scratch and continue learning with well-written model texts [4].

In this approach, teachers provide a model and students are typically encouraged to imitate it and create similar products. ESL writing classes require students to complete four stages. First, students should read a sample essay and note essay characteristics such as how ideas are structured, the language used, and the writing mechanism. In the second stage, students isolate features of the model essay. Students try to reproduce the sample essay by organizing their thoughts according to the model. At this stage, organizing ideas takes precedence over the ideas themselves. The final step is for students to use the skills, sentence structure and terminology to write an essay [5]. This approach can be considered teacher-cantered because each teacher is the arbiter of the model used.

1.2 Process Approach in Teaching Writing

The process approach emphasizes the use of techniques such as brainstorming, idea exploration, peer editing, and rewriting. Historically, written output has been the focus of writing. This tactic encourages students to imitate the sample text and see the sentence as a finished product. The process approach focuses on the correct application of language, syntax and cohesive resources [6]. Teaching writing is akin to grammar exercises and puts students under pressure to produce a perfect final product, which upsets English teachers and researchers. This dissatisfaction has led academics and English teachers to seek strategies to improve students' writing by helping them produce quality writing. This gave birth to process engineering [7].

A process approach has a set of actions used to achieve a specific goal called a process. Special attention is given at each stage to a process approach that helps students at all levels explore and discover their own perspectives. Students engage in a variety of activities including idea generation, story completion, explanation,

narration, paragraph writing, editing and proofreading. Priority is given to message and content, followed by form. The planning, design, revision, editing, and publishing process of this technique should allow students to write freely while producing high-quality products [7].

Stage 1 Planning/Prewriting

Prewriting is the stage of collecting ideas. At this stage, there are activities that provide a learning experience for students at this stage, such as group brainstorming, clustering, brief open-ended writing, and WH questions to generate student ideas before writing the text.

Stage 2 Composing/Drafting

Drafting is the act of writing a rough outline of the subject matter. Therefore, the multiple draft could be done during the process. Starting from generating the Idea, writing a first draft with a focus on content (to discover the author's meaning/ideas). Second and third (and possibly more) drafts to review the idea and its communication.

Stage 3 Revising

In this step, students review their manuscript, share it with the writing group they created in the class, and rearrange the content based on feedback from their peers in the writing group. At this stage, students can add new ideas to the text or remove unnecessary parts. Reviewing is a difficult stage for students.

Stage 4 Editing

At this stage, spelling rules and punctuation, called mechanical aspects of the sentence, are checked. Before students share their texts with others, they make final revisions to their drafts to make them easier to read. You can create an editorial checklist showing spelling errors. Students may find this list helpful in their future studies.

Stage 5 Publishing/Evaluating

Publishing is the final stage of the process approach to writing. Already produced texts are publishable and excellent in terms of language, content, structure, mechanics and vocabulary.

1.3 Genre Based Approach in Teaching Writing

On the other hand, genre approach and grammar are closely related to social purpose. It focuses on the reader's point of view, not the author's point of view. Writing is often seen as a student creating of a text based on a genre suggested by the teacher. It is also admitted that learning occurs through imitation and the discovery of different types of patterns.

Experts in genre-based writing in Australia are Martin in Dirgayasa [8], Christie, Callaghan, Rothery in

[9], Derewianka [10] and Feez [11]. We develop our writing materials using learning cycles developed with a genre-based approach. There are different models for genre-based approaches, the first consisting of three cycles: a) modeling the text, b) co-construction of the text, and c) independent construction of the text [12].

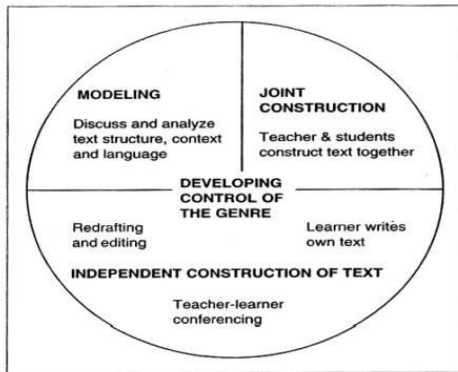


Figure 1. The Hyland's model of genre teaching and learning cycle

Kitajroonchai et al., [13] explained the three stages of Hyland's model of genre teaching and learning cycle as following:

Stage 1 – Model a text.

At this level, the teacher selects a specific genre and text patterns that he/she presents to the class for discussion, analysis, and use of text structures or language features such as lexical items, grammatical or structural models. Follow the language and text specifications to be used. In this form, the teacher work on the text with the students.

Stage 2 – Joint construction.

Students are instructed to write using specified words and phrases, and can modify and manipulate them in context according to specified styles and models. Emphasis is on demonstrating the process of creating text types and discussing languages related to specific genres with students.

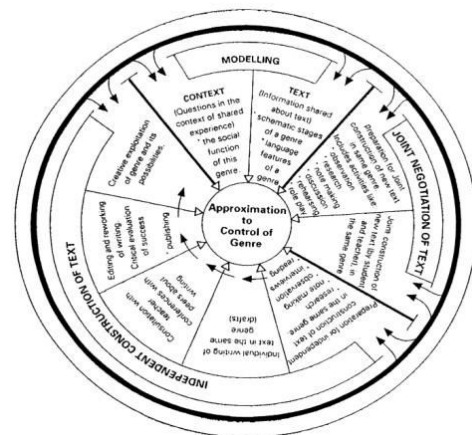
Stage 3 – Independent construction of a text.

In this final phase of the GBA, students identify how to build the specific types of genres they learned in the earlier stages. Despite, teachers need to ensure that students really recognize the peculiarities of a precise genre. characteristics of the language, the general structure of the text, and the strategies for producing suitable texts that are acceptable to the target audience.

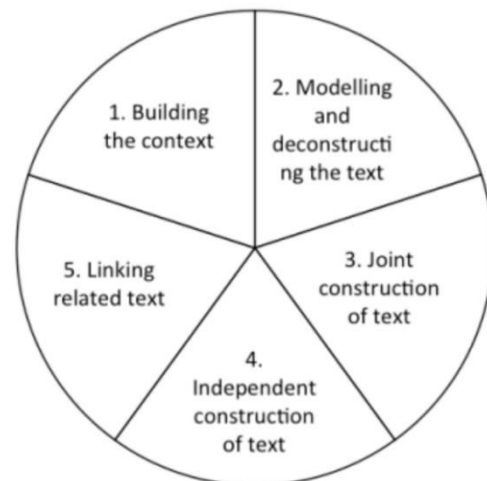
In compare to the Hyland's Model of Genre Teaching and Learning Cycle, Rothery in Dirgeyasa [8] proposes a cycle-genre model of teaching and learning. He says that the model of learning cycle is similar to

Hyland's, but his model is more comprehensive and workable. As shown in Figure 2, this looks more complicated than Hyland's model.

Figure 2. Rothery's model of genre teaching and learning cycle



Another model of the genre teaching and learning cycle was proposed by Feez [11]. This model of the genre teaching-learning cycle was chosen for implementation in the experimental group of this study (Figure 3. Feez model of the genre teaching-learning



cycle).

Figure 3. Feez's models of genre based and learning cycle

Successful implementation of an integrated text-based or genre-based approach is achieved by following the five stages teachers must go through to develop their students' speaking, writing, reading and listening language skills. [11] [14]. The five phases are described below:

Stage 1 – Building the context

Context building is designed to assist students distinguished the text type they are examining, the audience for a certain text, and the substance in which that text occurs. Activities that follow this stage include vocabulary development, brainstorming, prediction, grouping of related words, elicitation or pre-teaching of key vocabulary items, association of key vocabulary with images, and text content from images (images, videos). predictions, and text previews. Text types for keywords, phrases, and discourse markers.

Stage 2 – Modelling and Deconstructing the Text

Modeling means displaying students what to do, establishing and practicing phase in preparation for dependent/collaborative and independent work. This is the stage where teachers show students what to do. Teachers should help students develop a better understanding of the text's purpose and its general linguistic features so that they can acquire sufficient background knowledge. This phase helps students explore structural patterns and grammatical and compare the model with other sample of the similar text type. Common sample of text for this level encompass showing texts that students will later create.

Stage 3 – Joint Construction of Text

This stage will focus on illustrating the process by which the text is created. Teachers and students decide the theme. Write the text together based on the mind map created in the first phase. At this stage, students should contribute to the construction of the entire text-type example. Here, the text can be written collaboratively by the whole class, in small groups, or by the teacher and the child. Teachers need to gradually reduce the burden as students become more capable of constructing their own sentences.

Stage 4 – Independent Construction of Text

In this stage, students select texts related to the texts described in stages 1 and 2. With a good foundation in the subject, students will be able to write independently or in pairs. Teachers are encouraged to have multiple independent building phases to develop their students accordingly.

Stage 5 – Linking Related Text

This level requires students to think about the texts they have studied and compare the use of text types in different subject areas. Students can also role-play what happens when the same text is used by people with different roles and relationships.

2. METHODS

We used a quasi-experimental study with a post-test control group design. The population was students in the third semester of the Faculty of Economics and Business Administration, Sumenep, East Java,

Indonesia. Data were obtained from two classes obtained from the population by cluster sampling. Two classes were administered into experimental groups and control groups consisted of 35 students in each group. Nine dating sessions were held during treatment, addressing three different opinions (e.g, homeschooling, gas regulation, high school uniforms, etc.). Genre-based, five- step approach: Building context, modeling and deconstructing texts, co-building texts, building texts independently, and linking related texts teaches students how to write opinion essays about experiments. was provided for Group [15], [11]. On the other hand, the process approach to writing consists of five steps: drafting/planning, composition/drafting, revision, editing, and publishing [16], [17].

The steps involved in teaching students writing with genre-based and process approaches were described as follows: Table 1 provides an overview of the treatment procedures used in this study.

Table 1 Procedure of treatment implementation

No	Genre Based Approach		No	Process Approach	
	Stage	Activities		Stage	Activities
1.	Building the context	Any activity in the classroom such as brainstorming, matching key vocabulary to pictures, predicting content of the text from visual and previewing discourse markers	1.	Planning/ Prewriting	Any activity in the classroom that encourage students to write (e.g., Decide on a topic to write about. Brainstorm ideas about the subject and how to organize those ideas, Make an outline)
2.	Modelling and Deconstructing the Text	Any activity in the classroom that provide students with model of the text, comparing the model with other examples of the same text type, aid the learners build up their understanding about the purpose of text, language features of text and generic structure of text.	2.	Composing /Drafting	The students focused on putting any information of the selected topic into organize ideas and supporting ideas. Then, adding more citation or references related to the selected topic
3.	Joint Construction of the Text	Any activity of processing or creating the text. This activity can be jointly constructed by the whole class or by a small group discussion	3.	Revising	An activity of reading what have been written and paraphrase the content, rearrange words, sentences, or paragraphs into a clear and logical order.
4.	Independent Construction of The Text	Any activity of creating a text independently or in pairs.	4.	Editing	In this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher
5.	Linking Related Text	Any activity of reflecting on the texts learnt and compare the use of text types across different fields.	5.	Publishing/ Evaluating	This's the final stage of the process writing. Any activities in this stage includes checking the language, content, organization, mechanic, and vocabulary. Also

Two independent variables (i.e. Genre Based Two independent variables were included: a genre-based approach to writing and a process approach. The rubric of writing from Jacob et al. was modified and used in this research. To test the study hypotheses, we analyzed the data using descriptive and inferential statistics. Independent and dependent (paired) samples t-tests were used to answer the research question:

1. Are there any significant effects of using Genre Based Approach in student's writing opinion essay?
2. Are there any significant effects of using Process Approach to Writing in students' writing opinion essay?

3. RESULTS AND DISCUSSION

This study was to examine the effectiveness of genre-based and process approaches on students' opinions about writing essays. Table 2 shows the results of student opinion essays.

Table 2 Descriptive statistics on students' writing

Group	Pretest		Posttest		Mean Difference
	M	SD	M	SD	
Experimental	13.0571	3.94404	17.0286	2.56946	+3.9715
Control	13.5857	2.98153	14.9429	1.81404	+1.3572

The descriptive statistics shown in Table 2 show that the control group (M=13.5857, SD=2.98153) was slightly higher than the experimental group (M=13.0571, SD=3.94404) in terms of pretreatment writing skills. This proved that there was no difference in the skills of writing personal recollection texts before the experiment within the two groups. After treatment, both groups showed positive improvement in writing from pretest to posttest. However, the mean of the experimental group was larger (M=17.0286, SD=2.56946) than the control group (M=14.9429, SD=1.81404) and the mean difference was also larger (i.e. 3.9715 > 1.3572). These results indicate that the students in the experimental group had significantly improved writing performance over those in the comparison group, suggesting that the genre-based approach was more effective than the process approach in improving students' opinion essay writing skills.

In an attempt to test the study's hypothesis, the inferential statistics-paired sample t-test was used because the analytical methods followed by the data had normal distributions and homogeneity shown in Tables 3 and 4. experimental and control groups.

Table 3 The Results of Inferential Statistics of Experimental Group

Tests	N	Descriptive Statistics		Paired T-Test		
		M (SD)	T	Df	Sig. (2-tailed)	
Pretest	35	13.0571 (3.94404)	-7.930	34	.000*	
Posttest	35	17.0286 (2.56946)				

* $p < 0.05$: significant value

Table 4 The Results of Inferential Statistics of Control Group

Tests	N	Descriptive Statistics		Paired T-Test		
		M (SD)	T	Df	Sig. (2-tailed)	
Pretest	35	13.5857 (2.98153)	-2.150	34	.039*	
Posttest	35	14.9429 (1.81404)				

* $p < 0.05$: significant value

Both the experimental and control groups, indicating a significant difference in opinion essay writing since the sig.value $p < 0.05$. Tables 3 and 4 show that after receiving treatment, the experimental group had higher writing skill scores (M = 17.0286, SD 2.56946) than the control group (M = 14.9429, SD = 1.81404). It also proved that the two groups had similar levels of writing skills before treatment. Thus, they were similar. In contrast, comparing the mean difference in writing performance between the two groups of students before and after treatment, the experimental group increased by 3.9715 points, while the control group surprisingly increased by only 1.3572 points. I understand. was improving. This result suggests that the genre-based approach has a meaningful impact on improving students' writing skills compared to the process approach.

Based on research results, a genre-based approach proved effective in promoting students' writing skills. This finding is similar to previous research showing that students taught using a genre-based approach write better than those using a process approach to writing [18], [19]. Pham and Bui [20] also emphasized in their study that students simply did not recognize the importance of graded writing for therapeutic purposes. Using a genre-based approach, I was carefully taught and trained to understand purpose at every stage of my writing. The results showed that students could write better if they were familiar with the text they were about to create.

Furthermore, based on this finding, we suggest that genre-based approaches are more effective in facilitating students' writing achievement. Also, genre-based approaches are now proven to be in use around the world, notably, the top six countries publishing GBA studies on writing pedagogy are China, the United States, Japan and Thailand, Sweden and Hong Kong. It provides an improvement in English academic writing skills [21].

4. CONCLUSION

This study was to examine the effectiveness of genre-based and process approaches for EFL writing classes. Although this study is not the first to investigate the efficacy of GBA and PAW, the limitations of this field should be considered to provide more data and evidence to the current literature. According to this study, the GBA includes five cycles or stages of teaching and learning. context building, text modeling

and decomposition, text-independent assembly of text constructs, and text-related links. It seems to be more effective in teaching students how to write. Comparing Opinion Essays and Process Approaches to Writing. It's a process approach to writing, but it requires multiple concepts to be meaningfully developed. The writing process can be divided into stages such as, but not limited to, composition, revision, and editing, and the meaning of the text evolves through these stages. Writing is a non-linear process, and the stages often overlap. As such, writing with a process approach takes more time and is less of a visual approach, and students may become bored midway through the writing process and less motivated to complete their drafts.

The research result reinforces the findings of previous studies, and the literature suggests that writing strategies, methods, or The importance of using approaches is emphasized. This study extends the field of the GBA's efficacy to EFL students writing in specific genres. Finally, to further explore the effects of GBA and PAW on EFL students with distinct writing genre, strategies or methods/approaches, participants, settings and characteristics, or to compare their effects on literacy skills to the greater effects of GBA. Further investigation would be beneficial in combination with EFL student PAW.

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