



## **THE INTEGRATION OF PROCESS-GENRE APPROACH WITH PROJECT IBUNKA IN AN EFL WRITING CLASS: STUDENTS' WRITING ABILITY**

**Elis Homsini Maolida**  
**Vina Aini Salsabila**  
**FKIP Universitas Suryakencana**  
*elishomsini@unsur.ac.id*  
*vnsabila91@gmail.com*

### **Abstract**

Process-Genre is Process based approach synthesized with Genre based writing. Meanwhile, Project Ibunka is an online collaborative writing project in which the students from various cultures and countries interact to exchange the ideas in the form of essay writings. This study describes students' writing ability as the result of the integration of process-genre approach with Project Ibunka in an EFL writing class. It is a case study that involves 46 university students who learn to compose English writing. This study reveals the increase of students' writing ability indicated by students' good control of schematic structure and recognition of grammatical features. However, the students face several obstacles in constructing good grammatical sentences.

**Keywords:** Process-Genre, Project Ibunka, Writing, EFL, students' writing ability

### **INTRODUCTION**

Writing is an essential skill for English learning since it is a learners' reflection of ideas, opinion, and thought (Bailey, 2004). It makes learners get more opportunities to process language since writing is used to to keep and store both information and literary works (Brandley, 2005). It is related to Bailey (2004) who considers writing skill as an "indispensable" skill in constructing essay used in most academic courses.

However, the primacy of writing skill is not relevant to students' writing mastery. A preliminary study conducted in the second-year class of a private university shows that students' writing score tends to be the lowest comparing to other English skills. A study of



Maolida (2015) also indicates many obstacles in writing such as writer's block, lack of English proficiency, and concern toward grammatical errors.

The above issue urges education practitioners to find an effective and innovative way of teaching writing. Finding or creating appropriate way of teaching is also relevant to the Law of the Republic of Indonesia number 12 year 2012 on higher education section 12. It states that "lecturers as members of the academic civitas are tasked with transferring the science and/or technology they master to their students by creating a study atmosphere and providing learning so that the students may actively develop their potential".

One way to be an alternative in teaching writing is through integrating process writing method and technology. In this study, process approach and genre-based approach (henceforth these will be mentioned as process-genre approach) are applied to be integrated with Ibunka Project. Process-genre approach is the synthesis of process-approach and genre-based approach.

## **THEORETICAL FRAMEWORKS**

Process approach is an approach focusing on students' writing process started from the ideas production to the finished text Tribble (2006, in Azhar, Kiran & Khan, 2016). Process approach encourages students to conduct writing processes to produce writing product and to have self-awareness and do reflection on the writing activities and strategies (Hyland, 2003, in Gonzales, 2010). Furthermore, the process approach which consists of recursive procedure of pre-writing, drafting, evaluating, and revising is essential to be conducted by students.

Meanwhile, genre-based approach sees writing linguistically while it stresses on making connections between text and its context (Hyon, 1996; Kim, 2006, in Tesfie, 2017). This approach also highlights explicit language teaching and genre are used as starting points for carrying out the steps (Emilia, 2010). In genre-based approach, students are explicitly taught genre of the text including social function of the text, the generic structure of the text, language features and also the examples of the text.



Furthermore, genre-based approach consists of four stages. i.e. building knowledge of the field, modeling, joint construction of the text, and independent construction of the text (Hammond et al, 1992, in Abbaszadeh, 2013; Pujianto, Emilia, and Sudarsono, 2014). The first stage is building knowledge of the field. This stage is a phase of building up students' experience and cultural context related to the topic of the text. This stage is also known as the step of adding content information, introducing genre text, and controlling relevant vocabularies. The second stage of genre-based approach is modelling of the text. This phase allows students to observe and analyze a model of text. Moreover, this stage also gives students chance to identify and learn how to work together exploring the cultural context, social function, schematic structure, and linguistic features of the text. Third step is joint construction of the text. This step is used to start writing collaboratively. In this phase, students are encouraged to modify and manipulate text by reconstructing the text through revising and paraphrasing. The last step is independent construction of the text in which students write text independently. Through constructing independent writing, students are expected to demonstrate their ability to create a text that has schematic structure, linguistic features and knowledge of the field following the genre that is being studied.

Furthermore, process approach and genre-based approach are then synthesized to be process-genre approach. According to Goa (2007, in Saputra&Marzulina, 2015), "A process-genre approach combines process models with genre theories". It draws on ideas from genre approaches, such as knowledge of context, the purpose of writing, and certain text features. It also retains part of process philosophy such as writing skill development and learner response. Then, Badger and White (2000) declares the steps of process-genre approach including preparation, modeling, planning, join constructing, independent constructing and revising and editing. This following figure demonstrates the steps of implementing process-genre approach.

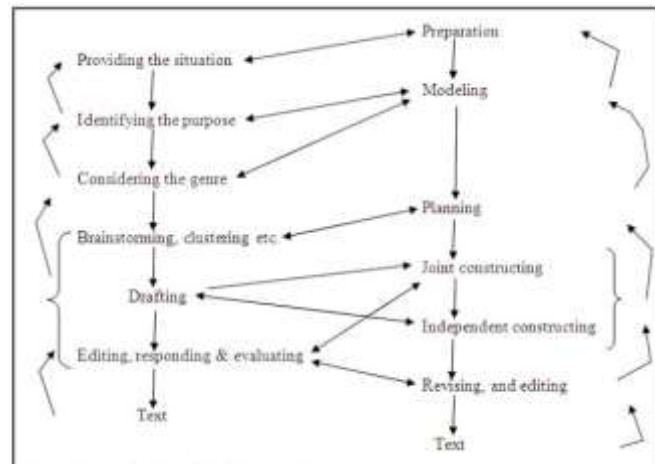


Figure 1. Process Genre Approach (adapted from Badger and White, 2000)

The steps of process approach and genre-based approach need to be conducted due its complementary function, rather than contradictory (Pujianto, et al, 2014). In addition, process-genre approach has function to assist students connect writing process to real-life situation. It also encourages students to prepare writing for audiences outside the classroom.

Hence, students should be given more exposures in learning writing skill both inside and outside classroom. Since Project Ibunka is a web bulletin board that can be easily accessed by students to exchange ideas to other students in various countries, it provides opportunities for students to express their ideas through writing essay (Watanabe, 2008). Furthermore, Watanabe (2007, in Maolida and Mustika, 2018) explains that Ibunka Project has three main activities, 1) text-based bulletin board discussion, 2) chat sessions, and 3) video letter exchange. In this forum, students have a written discussion about three issues, i.e. school life, cultures, and social issues-world peace and publish their writing to get feedback.

There are for studies that have applied on Ibunka Project. The first study is conducted by Watanabe, et al. (2008) who tried to reveal the benefits of participating Ibunka Project in improving students' writing ability, understanding culture, enhance technology skill, and facilitate communication learning. Another study is Ayuningsih (2015) who investigated



the use of Ibunka Project in writing practice and the result indicated students' writing improvement, especially its grammar. Additionally, Maolida and Mustika (2018a) explored writing process applied by students. This study found that students were successful in applying all stages of writing but in various sequence and strategy. In addition, Maolida and Mustika (2018b) highlighted the benefits and challenges of writing in Ibunka Project. The study found that challenges on writing were the unstructured writing process and low proficiency. Regarding these difficulties, the researchers are encouraged to conduct this study by integrating process-genre approach and Ibunka Project to improve students' writing ability.

## **METHODS**

This research is a case study that utilizes qualitative approach. It involves 46 students of second-year students in a private university. The student participated in a writing class for 12 weeks. This study used observation and document analysis to obtain the data. The observation was focused on the students' interaction in writing class as well as their online writing interaction in Project Ibunka forum. Moreover, document analysis was used to capture students' writing development as the result of independent writing stages of process-genre approach.

## **FINDINGS AND DISCUSSION**

This section covers analyses and interpretation of students' texts to describe students' writing development and to reveal the answer of the research question. There were three texts produced by Septi (low achiever student), Dani (middle achiever student), and Hana (high achiever student). Their names are pseudonym. These texts were taken from independent construction of text session phase. The texts were analyzed based on schematic structures and language features as proposed by Gerrot and Wignell (1995).



### **Good Control of the Schematic Structure**

Table 4.1 shows students' independent writing of exposition text produced in the end of the first teaching cycle. From the table, students' writing development can be captured from the schematic structure of the texts. For a high and middle achiever student, they are able to control the schematic structure by presenting the social function of the text in the beginning of the text. It can be seen when the writers try to persuade readers to agree with their arguments on the issue of discouraging early marriage. The issue can be seen in the title of the text and in the thesis of the text. Another good control of schematic structure is also found in text 2 written by a middle achiever student. Although the writer does not explicitly indicate where she stands for in the title of the text, she can clearly state her opinion of the bad effects of bomb attack appeared in the body of the text. Meanwhile, low achiever student persuades readers to avoid drugs. The writers' success in demonstrating the goal of the text is relevant to Gerot & Wignell (1994) who state that exposition text is aimed to "persuade the reader or listener that something is the case" (Gerot & Wignell, 1994 p. 197).

Dealing with its schematic structure, texts written by the students consist of thesis, arguments point and elaboration, and reiteration. The introduction part of exposition text is a thesis which introduces topic and indicates writer's position outlines the main arguments to be presented. The next part of exposition text is arguments point which restates main argument outlined in preview. It is followed by elaboration that develops and supports each point or argument. The end of the text is reiteration which restates the writer's position (Gerot & Wignell, 1994 p. 197-198).

Students' recognition of schematic structure seems to be the result of explicit teaching conducted in the modelling stage since it is reflected in the result of observation. This following excerpt capture teacher and student interaction while conducting teaching learning process.

Teacher : Well.. let's look at this text model. This is exposition text. There are three parts of the text. It consists of thesis, argument, and recommendation. Do you think, which part the thesis is?

Student : I think it is in the first paragraph, Ms.



Teacher: You are right.

The above excerpt shows teacher’s explanation about the schematic structure of schematic strucure. The teacher explicitly explained elements of exposition text and asked students identify the part of the text in modelling stage. It indicates that the modelling stage can lead students’ understanding of schematic structure.

Table 4.1. Students’ Independent Writing

Stages of the text	Title and sample text		
	Why an Early Marriage Should Be Discouraged	The Attack of Family Bomber in Surabaya	Drug become a lifestyle
	Text 1 by a high achiever	Text 2 by a middle achiever	Text 3 by a low achiever
<b>Thesis</b>	<p>.....</p> <p>Then, a question arises, why does early marriage have bad sides? Let’s discuss it in term of education, psychology and health.</p>	<p>....</p> <p>Bomb attack can’t be accepted no matter what the reason is. I as a writer have three perspectives as to why bomb attacks, whatever their form is very dangerous regarding this bomb attack case.</p>	<p>.....</p> <p>Why did I choose about drugs? Because for me this is an interesting thing that I have to write and tell, as a wise student we must know how dangerous drugs are so that we are always careful and not fall prey to drugs. ...</p>
<b>Arguments Point</b>	<p>First, from the education side. When someone decides to get</p>	<p>First, when the bomb exploded, it destroys the environment</p>	<p>As a layman, we might think, it is a shame if life and career</p>



<p><b>Elaboration</b></p>	<p>married when he or she just graduated from school, it will certainly disturb their desire to school at higher level, especially for woman. This happened because the learning motivation will decrease because of the many tasks that must be done after marriage, so an early marriage can be an obstacle to the process of education (Astuti, 2013).</p> <p>....</p> <p>Second, from the psychology side. Emotions that are owned by underage individuals are still unstable and have immature of thinking (Astuti, 2013). The unstable emotions is potential to friction that often continues to violence. The risk of cheating is also large, the unstable emotions is easily tempted by women or men out there which can even end in divorce.</p>	<p>around it. As we can see in the picture the church is burned because of the bomb, the transformation must be disturbed, and the air must be uncleared. It may take long time for the building to be renovated and people cannot do their activities as usual.</p> <p>Second, it grows a stigma that can make one religion blamed. Every religion is right. I think when kind of these things happen, we can't blame one religion because there is no religion in the world that teach about harshness and violence. ....</p> <p>The last and the most important is the death of innocent people. In this case, maybe they go to the church to say a prayer and suddenly a bomb explode without they know why. Where should the family ask for the</p>	<p>must be damaged by getting involved in drugs. But, for drug addicts not so. They tend to think short, think for a moment.</p> <p>In the right environment, drugs are not difficult items to obtain. With so many types of drugs, it can be easily obtained by middle and lower class people, especially among middle and upper class people who have good financial abilities. Examples of artists, civil servants and officials.</p> <p>..</p> <p>Drugs that used to only be used in the world of health have now become commonplace and lead to</p>
---------------------------	---	--	--





	<p>.....</p> <p>Third, from the health side. Based on several studies conducted by several medical experts, woman who marry under the age of 19 are potential contracting a uterine infection and urinary mouth cancer (Astuti, 2013).</p>	<p>responsibility of the death of their family members then? This causes a trauma grows in everybody's heart every time they want to go to the church.</p>	<p>prestige and lifestyle for many people. Among them, the more they try new types of drugs, the more they feel that they are advancing, when they gather with their friends or in the event they are not confident if they don't use drugs first.</p>
<b>Reiteration</b>	<p>Marriage is not as simple and beautiful as imagined, it needs maturity both physically and psychology.</p> <p>.... Because of that, marriage should be done by individuals who are psychology mature, and have a safe finance to build and foster household.</p> <p>The society must understand the negative effects of early marriage. ...</p> <p>Well, are you ready to get married now?</p>	<p>Therefore, the bomb attack is very dangerous. It is quite disturbed human life. In this creepy world, there are still a billion of kindness. I hope you and I, we, and everyone who read this article can be more open-minded and realize that everybody's life is priceless and everybody has a right to live their life. Thank you. Cheerio.</p>	<p>The dangers of drugs are really life threatening in the long run. Don't try to touch it for any reason. Narcotics are not the answer to problems in life, life will be better without drugs.</p>



The schematic structure of the text can also be reflected from students' growing capacity in developing organized text. It is based on analysis of a Theme System of the text that shows students' efficient text organization locally and globally. It is reflected by "the employment of higher-level Themes and multiple Theme development in text 1 and 2.

Table 4.2. Students' Independent Writing

<p><b>Text 1</b></p> <p>Then, a question arises, why does early marriage have bad sides? Let's discuss it in term of education, psychology and health.</p> <p>← First, from the education side. When someone decides to get married when he or she just graduated from school, it will certainly disturb their desire to school at higher level, especially for woman. This happened because the learning motivation will decrease because of the many tasks that must be done after marriage, so an early marriage can be an obstacle to the process of education (Astuti, 2013).</p> <p>← Second, from the psychology side. Emotions that are owned by underage individuals are still unstable and have immature of thinking (Astuti, 2013). The unstable emotions is potential to friction that often continues to violence. The risk of cheating is also large, the unstable emotions is easily tempted by women or men out there which can even end in divorce.</p> <p>← Third, from the health side. Based on several studies conducted by several medical experts, woman who marry under the age of 19 are potential contracting a uterine infection and urinary mouth cancer (Astuti, 2013).</p> <p><b>Text 2</b></p> <p>Bomb attack can't be accepted no matter what the reason is. I as a writer have three perspectives as to why bomb attacks, whatever their form is very dangerous regarding this bomb attack case.</p> <p>← First, when the bomb exploded, it destroys the environment around it. As we can see in the picture the church is burned because of the bomb, the transformation must be disturbed, and the air must be uncleared. It may take long time for the building to be renovated and people cannot do their activities as usual.</p> <p>← Second, it grows a stigma that can make one religion blamed. Every religion is right. I think when kind of these things happen, we can't blame one religion because there is no religion in the world that teach about harshness and violence. ....</p>
--



The last and the most important is the death of innocent people. In this case, maybe they go to the church to say a prayer and suddenly a bomb explode without they know why.

Text 1 and Text 2 successfully use a macro-Theme since the introductory paragraph allows readers to predict the whole text content. These texts also efficiently apply hyper-Themes indicated by the existence of the topic sentence in each paragraph. It leads readers predict the pattern of clause Themes and elaboration (Martin, 1992; Coffin, 1997). The structure of the text can be seen in this following figure.

### **Recognition of Grammatical Features of the Text**

At this part, the text was analyzed in terms of its language features. The analysis only focuses on the common features that appeared in exposition text, as suggested by Derewianka (1990, p.28), Emilia (2010 p.99) and Gerot & Wignell (1994). Those features consist of focusing on generic human and non-human participants, the use of simple present tense, relational processes, internal conjunction and causal conjunction or nominalisation that might be found in the text.

In Text 1, 2, and 3, the writers were aware of grammatical features of exposition text. Students' awareness of the grammatical features of the text could be reflected from their choice of Participants that focus on generic human such as *someone* and *woman*, and non-generic human, e.g. *early marriage*, *emotions*, *marriage*, *bomb*, *transformation*, *drugs*, and *stigma*. It is relevant to Gerot and Wignell (1994) who state that exposition text usually applies generic human and non-human Participant.

Students' recognition of grammatical features of text is also found in the use of simple present tense in almost all sentences existed in the text. The students were consistent in using verb in present tense such as *has*, *discuss*, *decides*, *disturb*, *are owned*, *destroys*, *grows*, *blame* and other verbs. The use of simple present tense reflects that the discussed issue is currently happening.



Another students' awareness of grammatical features of exposition text is presented by the consistency of conjunction use in the text. For high and middle achieving students, they were successful in showing conjunction to relate one paragraph to another paragraph, such as *first, second, third, the last, because of that, therefore* and other conjunctions. However, low achieving student still needs improvement in utilizing conjunction in text since the student did not show sufficient conjunction.

Furthermore, in terms of Transitivity System, all texts also employ relational process in the sentences such as *is* and *are*. The use of relational processes is particularly important in text since it helps describe features and characteristics, introduce technical terms, provide definitions and relate cause and effect (Derewianka, 2011).

Table 4.3. Process types used in Text 1

Type	Material	Mental	Behavioral	Relational	Existential
Total	22	-	-	20	-

The above table describes the total of process type used in Text 1. It illustrates material and relational process as the most dominant process types of the text. The employment of the relational process types is relevant to the linguistic features of exposition text described by Gerot and Wignell (1994).

Students' success in recognizing grammatical features of the exposition text is not the same as their success in using proper grammatical sentences. There are still grammatical mistakes in students' writing. Hence, the researcher emphasized the importance of explicit teaching to tell students the correct form of the sentence that they should learn.

## CONCLUSION

This study was carried out to investigate students' development in writing exposition text after students were taught through the integration of process-genre approach and Project



Ibunka in writing class. To achieve this goal, 46 participants took part in this study and the result of independent writing were investigated through document analysis. The results showed an students' good control of schematic structure and recognition of grammatical features. However, students still found difficulties in constructing proper grammatical sentences. To overcome the barriers, the students suggest several improvements such as more intensive revising process, easier access to Project Ibunka, more interesting features in Project Ibunka and more noticeable notification.

## REFERENCES

- Abbaszadeh, Z. (2013). Genre-Based Approach and Second Language Syllabus Design. *Social and Behavioral Sciences* 84, 1879-1884.
- Ayuningsih, L. (2015). *The Use of Online Media to Improve Students' Writing Skill: A Case Study in a Senior High School in Bandung*. Universitas Pendidikan Indonesia: Tesis.
- Azhar, M., Kiran, S., & Khan, T. (2016). Teaching Writing Skill Based on Process Genre Approach in Comunity Learning Context. *SOCIOINT* 3rd, 412-417.
- Badger, R., White, G. (2000). A process genre approach to teaching writing. *ELT Journal*. DOI: 10.1093/elt/54.2.153
- Bailey, S. (2004). *Academic Writing: A practical guide for students*. New York: Routledge Falmer.
- Derewianka, B. (2011). *A new grammar companion for teachers* (First). Sydney: E:lit.
- Emilia, E. (2010). *Teaching writing: Developing critical learners*. Bandung: Rizqi Press.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Sydney: Gerd Stabler.
- Gonzalez, E. F. (2010). *Improving EFL writing through the process approach (Research Report)*. Retrieved from <https://www.birmingham.ac.uk/Documents/collegearts/law/cels/essays/language/teaching/M1ElsaFernandaGonzalez.pdf>
- Maolida, E.H. (2015). Dialogue Journal in Two EFL Writing Classrooms: Its Benefits and Challenges (A Case Study in a University in Cianjur). *JOEPALLT*, vol.3, hal. 33-53.



- Maolida, E.H., Mustika, G. (2018a). Students' Writing Process for Project Ibunka: A Case Study of EFL Writers. *JELTL (Journal of English Language Teaching and Linguistics)* Vol. 3(3) DOI: <http://dx.doi.org/10.21462/jeltl.v3i3.147>
- Maolida, E.H., Mustika, G. (2018b). *Laporan Akhir Penelitian Dosen Pemula: Memanfaatkan Project Ibunka untuk Melatih Kemampuan Mahasiswa Bahasa Inggris dalam Menulis*. Cianjur: Universitas Suryakencana
- Pujianto, D., Emilia, E., Ihrom, S.M. (2014). A Process-genre approach to teaching writing report text to senior high school students. *Indonesian Journal of Applied Linguistics*, Vol. 4 No. 1, hal. 99-110
- Saputra, H. & Marzulina, L. (2015). Teaching Writing by Using Process Genre Approach to the Eighth Grade Students of Smp Negeri 22 Palembang. *EDUKASI: Jurnal Pendidikan dan Pengajaran*.
- Tesfie, A. (2017). Teachers' Cognition on Process Genre Approach and Practice of Teaching Writing Skills in EFL Context. *English for Spesific Purposes World*, 1-17.
- Watanabe, M., Kasami, N., Chung, N.S., Tsai, S.H. (2008). Project Ibunka: An International Collaborative Online Project. *Proceedings of WorldCALL 2008*. Retrieved from [www.jlet.org/~wcf/proceedings/e-004.pdf](http://www.jlet.org/~wcf/proceedings/e-004.pdf)