



## **PROCESS GENRE APPROACH IN TEACHING WRITING NARRATIVE TEXT: ITS IMPLEMENTATION, BENEFITS AND OBSTACLES**

**(A Qualitative Research at a Senior High School in Cianjur)**

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### **ABSTRACT**

Nowadays, teachers should be more creative and innovative in teaching. In the real condition, students still have difficulties in writing class. To improve students' writing ability in writing various genres of text, the teacher should choose an innovative strategy. Process genre is one of the approaches commonly used in teaching writing. This research aims to find out the use of Process Genre Approach in teaching the narrative text as well as the benefits and obstacles of using Process Genre Approach in teaching narrative text. This research applied qualitative research. The data of this research were collected from three instruments: classroom observation, questionnaire, and interview. This research was carried out in a senior high school in Cianjur by involving twenty-three students of ten-grade and an English teacher. The first finding shows that in applying process genre approach in teaching writing of narrative text, there were six steps conducted by the teacher following Badger and White (2000) steps: preparation, modeling, planning, join constructing, independent constructing, and revising and editing. The second finding shows that there were some benefits of using Process Genre Approach in teaching writing narrative text. Teacher's interview reveals that the benefits of using process genre approach in teaching writing narrative text were the students can write a text step by step and the students not only can write a text but they can learn about a genre of text in detail. In addition, students questionnaire discloses several benefits of using process genre approach in teaching writing narrative text such as the students are easier to write a text and the students can make a text in detail. The last finding shows there were two obstacles, the first was students' low grammar mastery and the second was students low vocabulary mastery.

*Keywords: Writing, Process Genre Approach, Narrative Text*



## INTRODUCTION

Writing is the type of activities in which the author express the ideas in his mind into the paper word by word become a sentence, sentence to paragraph and from paragraph to essay (Khroma 1988, in Salikin&Zulfiqar2015). Nowadays, it has become one of the most important skills in learning a foreign language which involves the development of an idea, the capture of mental representations of knowledge, and of experience with subjects (Pasand and Haghi, 2013 in Saputa &Marzulina, 2015). However, in the real condition, students still have difficulties in writing class. The difficulties faced by students in writing have previously discussed in several previous studies (Maolida, 2015; Maolida, 2018; Hansel, 2008 in Agesta, 2017; Wang, 2003, in Gupitasari, 2013). Considering those problems, the English teacher should be more creative and innovative to teach in writing class.

In teaching writing, teachers can use many approaches such as Process Based Approach, Genre Based Approach, or combine both (Process Genre Approach). Tribble (1996 in Azhar, Kiran & Khan, 2016) explains that Process Based Approach focuses on writing activities which move the students progressively from the ideas production and generation to the finished text. The Process Based Approach identifies four stages in writing, those are prewriting or planning, drafting or composing, revising and editing. Meanwhile, Genre Based Approach regards writing as linguistic, but unlike Process Based Approach, it emphasizes the writing in relation to its context in which the piece of writing is produced. So, there are various kinds of writing like sales letters, reports and research articles which have a link with different contexts and situations (Flowerdew 1993, in Azhar, Kiran & Khan, 2016). In this case, Genre Based Approach requires the students to write a text in a specific kind of text.



## **THEORETICAL FRAMEWORKS**

### **Process Genre Approach**

This research focuses on the use of Process Genre Approach. Process genre approach is basically a combination of Process Based Approach and Genre Based Approach. Goa (2007, in Saputra&Marzulina, 2015) describes process genre approach as an approach that combines process models with genre theories, in which the concept not only draws on ideas from genre approach, such as knowledge of context, the purpose of writing, certain text features but retains part of process philosophy such as writing skill development and learner response.

According to Badger and White (2000) there are six steps in Process Genre Approach those are preparation, modeling, planning, join constructing, independent constructing and revising and editing. The first step of writing use Process Genre Approach is preparation. In the preparation, the teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre. This activates the schemata and allows students to anticipate the structural feature of the genre.

The second step is modeling. During this step, the teacher introduces a model of the genre and lets students consider the purpose of the text. The third step is planning. This step includes many meaningful activities that activate the students' schemata about a topic, including brainstorming, discussing, and reading. The fourth step is join constructing. In join constructing, the teacher and students work together as the beginning of writing a text. While doing so, the teacher uses the writing process of brainstorming, drafting, and revising. The fifth step is independent constructing. By this time students will have examined model texts and have jointly constructed a text in the genre.

The last step is revising and editing. In this step, the teacher tries to correct the students writing. Students lastly will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their



work with fellow the students, as the teacher again guides and facilitates. This step can be used to improve the students' writing skills, to make what they have written be clearer and convincing.

### **Narrative Writing**

This research tries to explore the use of process genre approach in teaching narrative writing. Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems (Puguh 2010, in Purnamasari,2015). The function of narrative text is to amuse, entertain and to deal with the actual or vicarious experience in different ways.

From the similar source, it is explained that narrative text can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, fables, myths, legends, and personal experience. In terms of general structures, narrative text includes orientation, complication, resolution and reorientation or coda. The dominant language features of narrative text are using past tense, action verb, adverb of time, temporal conjunction, and direct speech.

Previously several researchers focused on the implementation of Process Genre approach such as Saputa & Marzulina's (2015), Gupitasari (2013), Ajmal and College (2015), Rusinovci (2015), Azhar, Kiran & Khan (2016) and Agesta&Cahyono ( 2017). This research enriches the previous findings by exploring the use of process genre approach in teaching narrative writing in Indonesian EFL context.

### **METHOD**

This research applied descriptive qualitative research. Qualitative descriptive is suitable for this research because this research observes the behavior of writing using Process Genre Approach. According to Creswell (2011:2), "qualitative



research is an approach for exploring and understanding the meaning individuals, or group ascribe to a social or human problem”.

This research was carried out in a senior high school in Cianjur, by involving twenty-three students from grade ten and an English teacher. This research was conducted in three meetings from 13<sup>th</sup> February until 27<sup>th</sup> February 2019. The data of this research were collected from three kinds of instruments, those are classroom observation, questionnaire, and interview. Classroom observation that is used to explain the situation examined, the activities that occur, individuals that involved in activity and relationship between situation, activities, and individuals (Setiadi, 2006) was used to answer the first research question about the implementation of Process Genre Approach in teaching narrative text.

After all meetings and classroom observation have been done, the researcher distributed questionnaire to collect the data. According to Kothari (2004, in Multivah, 2018) questionnaire consists of a number of questions printed or typed in a definite order or on a form or set of forms. In this research, the researcher used open-ended questionnaire to distribute to the students. After the questionnaire has been filled, the researcher used interview as is a procedure for collecting data that can be used to explore causality between aspects in qualitative research (Setiadi, 2006). In this case, the interview was conducted on 6<sup>th</sup> March 2019.

## **FINDINGS AND DISCUSSION**

This part is divided into two sections. The first section discusses the implementation of process genre in teaching writing narrative text and the second section discusses the benefits and obstacles faced during the implementation.

### **The Implementation of Process Genre Approach in Teaching Writing Narrative Text**

The result of observation reveals that preparation and modeling stages were done in the first meeting. As the first step, the teacher prepared the situation in writing



class. Badger and White (2000) state that, in preparation, the teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre. The preparation step has a good benefit for the students because this activity became the schemata for the students about the genre and allows students to anticipate the structural feature of the genre. In this case, the teacher gave information about the purpose of the material and social function of narrative text.

In the second step, modeling was carried out, the teacher introduced students to narrative text. Badger and White (2000) state that during the modeling step the teacher introduces a model of the genre and lets students consider the purpose of the text. In this case, the teacher guided the students to get information about narrative text such as definition of the text, social function, generic structure, language features and some examples of narrative text.

Planning and joint construction were conducted in the second meeting. The teacher divided the students into several groups. Each group consists of four students. In the planning process, the teacher gave an opportunity for the students to do brainstorming and clustering. Brown (2004) states that brainstorming is a useful technique in writing because it permits us to approach a topic with an open mind since we can free ourselves to come up with ideas that we might even know we had. The result from brainstorming and clustering were written in the draft and this activity is considered as drafting. In the drafting, the teacher followed what is suggested by Harmer (2004) that students who were unused to process writing lesson were encouraged to reflect on what they had written, learning how to treat the first draft as first attempts and not finished product.

In the third meeting, the teacher did the fifth and sixth step of process genre approach, independent constructing and revising and editing. The constructing step, a stage when students undertake the task of composing their own texts on a related topic (Badger and White, 2000), started with the students constructed a narrative text based on their first draft. It was then continued with the last step in the process genre approach, revising and editing. Badger and White (2000) explain that in revising and editing step, the teacher tries to correct the students



writing. Students lastly will have a draft that will undergo final revision and editing. However, in this context of research, the last step did not involve teacher's correction due to time limitation. So, the students revised and edited their own text and submitted the text.

### **The Benefits and Obstacles during the Implementation: Students and teacher's Perspectives**

Based on the result of interview and questionnaire, it can be reported that there were at least two benefits of using the Process genre approach in teaching writing narrative text, the benefits were the students can write a text step by step and the students not only can write a text, but also they can learn about a genre of text in detail at the same time.

The first benefit from the teacher's perspective was the students can write a text step by step. In this case, Process genre approach made the students write a text step by step because before making a full text, students should follow some steps like preparation, modeling of text and write a draft. The students contribute information and ideas, and the teacher writes the generated text on the whiteboard. The second benefit from the teacher's perspective was the students also can learn about a genre of text in detail at the same time. Process genre approach made students not only can write a text but also, they can learn about a genre of text in detail at the same time because before making a full text, the students are introduced to the genre of text with giving them some detail information of the text that will be learned. This supports previous expert's statement that once the students become familiar with the text organization, structure, and language used for a particular type of writing, they repeatedly practice writing processes such as prewriting, drafting, revision, and editing in this approach (Pramila, 2017: 6).

The benefits of using process genre approach in teaching writing narrative text from teacher's perspective are in line with the benefits from students' perspective. The students admitted that it was easier for them to write a text and can make a text in detail as stated by the students that writing a text became



easier. One of the steps that made the students easier to write a text is join constructing because the students and teacher worked together to make a full text. During join constructing, the teacher and students worked together as the beginning of writing a text. The students contribute information and ideas, and the teacher writes the generated text on the whiteboard. In this step, teacher can act as a prompter, resource, and tutor (Harmer, 2007). This teacher's involvement make students easier to write a text.

The second benefit from students' perspective was students can write a text in detail. One of the activities that make students can write a text in detail was drafting activity as a part of join constructing step. According to Harmer (2004) in the drafting, students who are unused to process writing lesson need to be encouraged to reflect on what they have written, learning how to treat the first draft as first attempts and not a finished product. During drafting activities, students should write the detail of ideas in a simple draft. The detail ideas or information that had written in the draft such as topic, participants or characters of the text, setting and main idea of the text.

Even though the teacher and the students have admitted that they obtained benefits from process genre approach, they faced two main obstacles that relate with poor grammar and low vocabulary mastery. The first obstacle that relates with students' low grammatical skill not only appeared in this study but also in other studies such as Hansel (2008 in Agesta, 2017) who states that writing is considered as the most difficult skill by the students, because it has complex aspect such as content, organization, vocabulary, language use, and mechanics.

To write a good narrative text, students should use all the aspects above correctly, especially grammar. All these aspects should meet the patterns in order to establish a meaningful text. If these elements ignored, the readers cannot understand the idea or information that is given. In this research, most of the students faced problem in using correct grammar, especially past tense. This difficulty is also discussed by Wang (2003, in Gupitasari, 2013) 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 the aspects of writing are considered problematic for students.

In addition to insufficient grammar skill, students have low vocabulary mastery. Even though the students have interesting ideas, the students had difficulties in translating some terms from Indonesian to English. So, they need help from their teacher to translate it. The teacher helped them gave some clues and gave them the correct vocabulary. Relating to this problem, Grossman (2009, in Agesta, 2017) states that students have problems because they lack the skills to write. This happens because they do not write in their first language. As a consequence, they lack the confidence and experience needed to write in the second language which likely contributes to their vocabulary and grammar limitation.

## **CONCLUSION**

The result of analysis reveals several findings. Firstly, in applying process genre approach in teaching writing of narrative text, there were six steps conducted by the teacher following Badger and White (2000) steps: preparation, modeling, planning, join constructing, independent constructing, and revising and editing. However, the teacher skipped the last step (editing) due to time limitation.

Secondly, the benefits of using the Process Genre Approach in teaching writing narrative text from the teacher's side are the students can write a text step by step and the students not only can write a text but they can learn about a genre of text in detail. From the students' side, the benefits are the students easier to write a text and the students can make a text in detail. The result of this data was taken from interview and questionnaire.

Thirdly, There were two obstacles of of using the Process Genre Approach in teaching writing narrative text, the first was grammar and the second was the students have low vocabulary mastery.

The findings imply several suggestions that teachers should give clear instruction in implementing Process Genre Approach to avoid misunderstanding



and ask the students to prepare some tools that will help them in the learning processes, such as printed or digital dictionary.

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