

# **The Effect of Using Process-Genre Approach on the Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari**

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**Abstract:** The aim of this research was to investigate the effect of using process-genre approach on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari. The research design used was quasi-experimental research with post-test only control group design. The respondent of the research was chosen by using cluster random sampling. Through a lottery, class X-1 was chosen as an experimental group and X-2 was chosen as a control group. The data was collected by writing test and analyzed by using independent sample t-test. The result showed that the result of t-test analysis was significant. This means that the result of this research proved that the use of process-genre approach significantly affected the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari.

**Keywords:** Writing achievement, Process-Genre Approach, Descriptive texts

English has become the predominant language used for an international communication. Since English has been an international language, it is taught in Indonesian schools as a compulsory subject from the junior high school level up to the university level. It is stated in the Institutional Based Curriculum (Depdiknas, 2006) that the objective of teaching English is that the students should master the four language skills and the components of language.

Writing is one of the important skills of language. For Indonesian students, writing has been considered as the most complex skill to master. Kim and Kim (2005:2) state that ESL or EFL learners struggle with many structural issues including the select on proper words using correct grammar, and organizing and developing ideas

about the topic they are going to write. Besides, as a means of communication, the students also have to be able to generate their ideas into readable text. According to Langan (2008:15), it is badly needed to know both the purpose for writing and the audience who will read the text. Further, Langan (2008:172) states that the three most common purposes of writing are to inform, to persuade, and to entertain. It means that the importance of writing is about composing the ideas and turning them into readable text so readers can get the message or information of the writing. In addition, instead of having writing practices, the activity of teaching writing is mostly dominated with grammar exercise. Students sometimes have a problem in developing their ideas creatively because the teacher doesn't involve students in the process of writing which covers pre-writing, drafting, revising and editing.

Concerning the students' difficulty in mastering writing skill, the researcher tried to find out a suitable approach in teaching writing. There is an approach that can be applied to teach writing namely process-genre approach. A process-genre approach is the combination of two approaches; process approach and genre-based approach. A process-genre approach has been recently regarded as an appropriate approach to help students develop their writing skill effectively.

By applying a process-genre approach in teaching writing, the students do not only know the process of writing but also know the purpose and the contextual situation of the text of their writing. Hopefully, this approach enables students to be more creative in constructing their ideas on a paper to write a certain genre text. This statement is in line with Kim and Kim (2005:7) who say that process- genre approach will not only afford students the chance to enjoy the creativity and to become independent writers, but also help them understand the linguistic features of each genre and emphasize the discourse value of the structures they are using. In

this research, the researcher used the model of Process-Genre Approach proposed by Badger and White (2000). There are six stages of applying process-genre approach. It is started from defining the situation, determining the purpose, considering the genre, planning, drafting, and publishing.

Some studies have been conducted dealing with the use of process-genre approach to teach writing. The researchers who conducted the related study were Babalola (2012) and Jarunthawatchai (2010). The result of the research showed that learners' written English performance improved significantly as a result of the treatment with the process-genre based approach. Another research was also conducted by Reonal (2015). The research found that the application of process-genre approach help the students to write a certain genre of a text.

Concerning the three previous researches above, this research has some similarities and differences. The similarity was on the independent and dependent variable used. The independent variable was the application of process-genre approach while the dependent variable was focus on writing. In addition, this present research has the same research design as the two previous researches conducted by Babalola (2012) and Jarunthawatchai (2010) that was quasi experimental research design.

On the other hand, this present research has also some differences with the previous researches. Reonal (2015) applied a descriptive qualitative study on the implementation of process-genre approach in teaching writing, while this present research applied an experimental study. The level of the respondent was also different. Three of the previous researches which conducted by Babalola (2012), Jarunthawatchai (2010) and Reonal (2015) were held on the university level. It was

different from this present research in which the research was conducted in the senior high school level.

Moreover, the difference of Reonal's research and this present research was on the context in which English is used. Reonal's research was conducted on ESL students, while this present research was applied to EFL students. As we know that ESL students are using English more often than EFL students. The ability of writing an English text will also different. That is why the researcher applied an experimental study to investigate the effect of process-genre approach on EFL students. Furthermore, there was a difference on the stages of process-genre approach which was applied by Reonal (2015). She applied the stages of process-genre approach which consist of preparation stage, join construction stage, independent construction stage, evaluation stage and publishing. This present research applied the model of process-genre approach proposed by Badger and White (2000) in which it is started from defining the situation, determining the purpose, considering the genre, planning, drafting, and publishing.

This research was conducted at SMA Negeri 1 Pakusari. In this school, the English lesson is taught twice a week. Each meeting has 2 x 45 minutes. Based on the information given by the English teacher, the English teacher did not use process-genre approach in teaching writing. The English teacher had accustomed in using product approach to teach writing. As the traditional approach, product approach had been the most practiced approach in schools around the world (Sarala, et al., 2014:790). This approach encourages students to produce an end product which may be likened to a model of text provided by teachers.

Therefore, by considering the rationales above, the researcher conducted an experimental research to investigate whether or not there was a significant effect of using process-genre approach in teaching writing, entitled “*The Effect of Using Process-Genre Approach on the Tenth Grade Students’ Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari*”.

### **Research method**

The purpose of this research was to investigate the effect of using process-genre approach on the tenth grade students’ descriptive text writing achievement at SMA Negeri 1 Pakusari. Based on the aim of this research, the research design used in this research was quasi experimental research with post-test only control group design.

In this typical research design, the researcher used intact group because re-assigning students randomly to the experimental and control groups may disrupt the schedule of classroom learning (Creswell, 2012:295). There were two groups in this research; experimental group and control group. The experimental group received process-genre approach as the treatment, while the control group received no treatment. The control group will be taught by using product approach which is usually used to teach writing by the English teacher.

This research used purposive method in selecting the area of the research. In this research, the area chosen was SMA Negeri 1 Pakusari. The population of this research was the tenth grade students of SMA Negeri 1 Pakusari. For determining the samples, the researcher chose two classes from the whole population by using cluster random sampling. Since the population was homogenous, the researcher chose two classes randomly and having a lottery to determine the experimental and

control group. Through a lottery, X-1 was chosen as the experimental group and X-2 was chosen as the control group.

In this research, the data was collected by writing test. The students' writing was assessed based on five aspects of writing covering content, organization, vocabulary, language use, and mechanics (Heaton, 1990). In assessing the result of the students writing test, the researcher used analytical scoring rubric taken from Cohen (1994) (in Megawati and Anugerahwati, 2012). The data then were analyzed by using independent sample t-test to know whether or not there is a significant difference between the result of the students writing test in experimental and control groups.

### **Research results**

The post test result was analyzed by using independent sample t-test to know whether the mean difference between the experimental group and control group was significant effect or not.

The mean score of post-test in experimental group was 71.2742 while the mean score of control class was 63.2581. Moreover, based on the output of Independent sample t-test, the value of sig. column of Lavene's test is 0.008. It is lower than 0.05. Consequently, the row that must be read is the second row of t- test column. In t-test column, the value of sig column was 0.042 and this value was lower than 0.05 ( $p < 0.05$ ). It could be concluded that there was statistically significance mean difference between the experimental and the control group. Since the value of significance (2-tailed) was lower than 0.05, it indicated that the null hypothesis ( $H_0$ ): "There is no Significant Effect of using Process-Genre Approach on the Tenth Grade Students Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari" was rejected. On the other hand, the alternative hypothesis: "There is a Significant

Effect of using Process-Genre Approach on the Tenth Grade Students Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari” was accepted.

## **Discussion**

Based on the result of independent sample t-test, the significant value of t-test (2-tailed) was 0.42 and it was less than 0.05. It indicated that the result of t-test analysis was significant. It means the result of this research proved that the use of process-genre approach significantly affected the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari.

The result of this research was in line with the experts' ideas. As it is stated in Yan (2005), the combination of process approach and genre-based approach is more effective because it helps the students use their individual writing processes to construct a text in a familiar genre. The stages of process-genre approach where it is started from understanding the genre of text, and then move to the process of writing make the students understand well the process of composing a good writing in a certain genre. Moreover, in order to make the text better, the teacher gave some feedbacks to the students writing and then the students revise and edit their draft based on the feedback given by the teacher. The teacher's guidance and facilitation in giving feedback and suggestions encourage the students in writing the descriptive text. It is supported by Badger and White (2000) saying that process-genre approach sees writing as a series of stages leading from a particular situation of text, with the teachers facilitating learners' progress by enabling appropriate input of knowledge skills.

Furthermore, the successful effect of using process-genre approach in teaching writing was strengthened by the previous researcher conducted by Ghina (2016) who proved that teaching writing by using process-genre approach helped the

students to write. She conducted an experimental research entitled "The Application of Process-Genre Approach in Improving Students' Writing Ability". The result of the previous research showed that the students who were taught by using the process-genre approach achieve higher scores than those who were taught by using conventional approach. It could be seen from the result of the post-test for each group in which that the mean of the post-test scores of the experimental group was 67 while the mean scores of the post-test of control group was 53.

Teaching writing using process-genre approach was seen to be more effective than product approach. The students in control group did not show a significant improvement from the first meeting up to the second meeting. The students were still only copying the model of text given by teacher in composing their writing. This result was also stated by the previous research conducted by Utami (2015). The research was about the effectiveness of process-genre approach in teaching writing viewed from students' self-esteem. The result of her research showed that by using process-genre approach, the students learn and experience every single step to produce a composition. The students understand that making a composition is not copying an original text with different topic. They are also trained to be ready with arguments and creativity to develop their idea on certain theme.

From the explanation above, it was concluded that a process-genre approach was effective to be applied in teaching writing. By applying process-genre approach, it was easier for the students to start their writing because they did not only know the genre of text but also know the process of the writing started from planning the ideas, drafting, revising, editing and publishing.



## Conclusion

Based on the result of the research findings, it can be concluded that the use of process-genre approach has a significant on the students' descriptive text writing achievement at SMA Negeri 1 Pakusari. It indicated from the students' mean score on post-test. It showed that the students who were taught by using process-genre approach got a better score than the students in control group who did not receive process-genre approach. It can be seen from the mean score of the post-test. The mean score of post-test in experimental group was 71.2742 while the mean score of control class was 63.2581. In addition, based on the sig. value of independent sample t-test, the significance value was 0.042 (lower than 0.05). It means that the use of process-genre approach has a significant effect on the students' descriptive text writing achievement at SMA Negeri 1 Pakusari.

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