Teaching Writing to the English Department Students of Sriwijaya State Polytechnics through a Process Genre Model Approach

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Abstract

The purpose of this study was to test whether the Process Genre Model Approach in teaching English Writing Subject to students of English Department at Sriwijaya State Polytechnic could improve the writing skills of the students. Using an experimental quantitative research method, this study tested the learning model to determine whether the model affected the dependent variable. There were 46 students involved in this study. They were equally divided and grouped into an experiment group and a control group. The experimental treatment was conducted in one semester studying period. The results revealed that the students' writing skills in experimental class was 77, while the control class was 67.7, respectively. This study unveiled that the Process Genre Model was better for the treatment in teaching students' writing skills for English Department students at Sriwijaya State Polytechnics. This approach also strengthened the field of students' expertise via the genre model in the learning processes.

Keywords: Teaching writing, tertiary students, process genre model approach, experimental study

Introduction

Teaching writing skills in English as a target language is not an easy job. The main problem faced by students as the learners in the process of learning this skill is that they use English as a foreign or second language. It makes them must consider aspects such as the use of correct grammar and spelling of English words, and the choice of words used in the writing, and the content of the writing (Byrne, 1998; Gugin, 2014; Johari, 2008; Nunan; 1999; Ozarska, 2008). In fact, the use of English as a foreign language which resulted as a main problem in learning English writing was also experienced by students of the English Department of Sriwijaya State Polytechnic (Polsri). These students are studying English as their expertise in the hospitality industry field as the core of their major. Based on the fact, there were only 25% of the students got grades above 80 which are categorized into A level (source: Jurusan Bahasa Inggris, Polsri, 2017). In addition, majority of the students find problems in writing reports, both Practical Work/Internship reports and Final Reports which must be written in English. From the personal experience of lecturers supervising the English Department students in the process of writing of these two types of report, it was revealed that many students had lack of skills in developing

report content in English due to the limited knowledge of grammar, vocabulary, and their expertise. Moreover, a number of alumni complained about their limitations in writing some types of writing such as memos, business letters, reports, travel plans, or brochures when they worked. These facts are in line with the difficulties of students in mastering what is called by Ozarska (2008) as *difficulties in academic text's logic, structure, and formal vocabulary* in writing skills. In other words, the students of English Department have difficulty in functioning English as a tool for writing purposes in the context of their expertise.

However, the success of students as learners in English Writing Subjects is not separated from the role of the teachers in teaching the subjects. Regarding the approach in teaching writing skills, Reid (2001) as cited by Carter and Nunan (2001: 29) says there are 3 approaches in teaching writing skills, namely the *'process', 'product',* and *'genre'* approaches. In writing skills through a *process* approach, the teacher encourages students to develop ideas and express feelings through their writing regardless of the accuracy in grammar or punctuation. In the *product* approach, the teacher emphasizes the accuracy both in the sentence grammar and the organizational structure of the paragraph. Meanwhile, the *genre* approach directs the learning of writing skills with different types of writing. This type of writing is like business letters, brochures, articles, memos, and more.

Regarding the curriculum, the institutional Guidelines of 2014 mentioned that learning writing skills in the English Department were taught through English Writing Subject 1 – 4 which only emphasized on *process* approach. The competencies of students from all English Writing Subjects of these Writing teachings have been stated in the *Specific Competencies Achievement of English Department students*. It is mentioned that the English Department is a Diploma 3 program which is expected to be graduate students with the competencies of writing reports of work results and processes accurately and deliver the reports effectively to other parties (General Competencies Achievement of English Department Students, No. 4, 2016). They are also expected to have writing skills in writing various forms of writing such as memos, business letters, newsletters, itineraries, brochures, company magazines, articles, clerical jobs, campaigns, transcripts and so on (Specific Competencies Achievement of English Department Students, No. 10-14, 2016).

In its implementation, the curriculum of English Department is expected to provide the learning content of language skills. Specifically, for the English Writing Subjects, the subjects must focus on language problems and the integration of the language skills subjects and the hospitality industry subjects. Some language skills subjects in English Department of Polsri, including English Writing subjects, have not provided teaching materials specifically for the field of hospitality industry. Hence, the existed facts such as the low writing grades, the complaints from students who are writing reports, and the complaint from alumni who are difficult in writing the forms of the texts which are described in the previous section are not surprising.

Having the facts of students' achievement in English Writing Subjects, the existed teaching approaches, and the demands of the industrial world, it can be concluded that a new English Writing teaching approach is needed in the teaching of English Writing Subjects for students of English Department at Polsri. The proposed approach is the *process genre model approach,* which is a combination of the *process* and *genre* approaches developed by Badger and White (2000). It is an approach in which the instructor of this writing skill uses a combination of approaches to learning writing skills and understanding of science in producing new thinking in writing.

Having the problems in the above section, the hypothesis of the study was whether *the process genre model approach in teaching English Writing Subject to students of English Department at Polsri could improve the writing skills of the students*. Therefore, this study is aimed to examine the process genre model in the teaching of English Writing Subjects for the English Department students at Polsri by using an experimental method. In conducting this study, the application of the teaching writing model was equipped with the appropriate teaching materials. Hence, this study was not only to test the process genre model in English Writing subject, but also: (1) to design the teaching and learning materials by providing examples of types of texts from several subjects related to the hospitality industry such as Public Relation, Customer Service Psychology, Food and Beverage Product, Food and Beverage Service, etc.; and (2) to design learning models using the 'process genre model' approach.

Theoretical framework

Evidence shows that students faced certain problems in the process of learning writing skills in English as a foreign or second language. Ozarska (2008: 30) in his study revealed that "learning to write in an academic context in English is a tremendous challenge for students because to master the writing style requires an understanding of academic text's logic, structure, and formal vocabulary". In her research, Gugin (2014: 15) found that the biggest difficulty for students to master the writing skills in English is the use of correct grammar. For instance, the students are stuck in choosing grammar that matches the time clause of their writing. While Byrne (1998) and Johari (2008) argue that the delivery of messages through writing using a foreign language, such as English, is very challenging for students because they have to use vocabulary that matches the field of knowledge they are studying. Whereas, they study English in class only as a general subject rather than expertise. In addition, Simanjuntak et al. (2017) and Nunan (1999), mentioned in their studies that it is a big challenge for students to produce coherent and fluent writing in a second language because mastering writing skills in English as a target language seemed to be more difficult and demanding than mastering all other language skills.

However, the role of the teacher is very important to improve the students' motivation in English writing. Such assistance can be in the form of instructions, warnings, and encouragement, describing the problem into the learning steps, giving examples or others, so that students can learn and grow independently. The following section reviews some assistance in the way of approaches in learning writing skills.

Approaches in Learning Writing Skills

Yan (2005) proposed that in the process of teaching the writing skills, teachers must deal with spelling and punctuation at the beginning of the draft writing stage, stages in the process of writing, and context analysis and text purpose. Moreover, he also mentions that many approaches associated to the above problems could be implemented as a help, such as *product approach, process approach*, and *genre approach*.

In *the product approach*, the teacher focuses on the final form of writing. The writing that the student has made is measured by the criteria for correct use of vocabulary, grammar, spelling and punctuation, and paragraph content and organization. The procedure of learning writing skills using a product approach is that students are asked to write a text, collect it and return it to students to correct errors that have been marked by the teacher. He added that this

product approach reaps criticism because this approach avoids the actual process used by the students in writing (Yan, 2005).

The process approach is applied through four stages to make a writing. The stages are prewriting, composing/drafting, revising and editing. Badger & White (2000), argue that in the process approach the writers received criticism because this approach described the same process for all writers regardless of what was written and who wrote. But the process approach is widely accepted and used because students can understand the stages in writing and are useful for developing the writing skills.

A genre approach is an approach where students can learn different types of writing (text). The benefit is that students can see differences in structure and form and apply what students have learned on their own writing. There are three stages in the application of this genre approach, namely (1) the teacher gives an example of the type of writing; (2) after that the teacher and students work together to make writing, and (3) students make their own new text. The genre approach also gets criticism because this approach does not attach importance to the process as needed in writing and can make students become passive.

Since the focus of this study is offering a new model to overcome the students' problem in learning writing skills, namely *process genre model approach,* this following section explores the details of this proposed approach.

Process Genre Model Approach

The *process genre model approach* is an approach in teaching writing skills which is the combination of what Yan (2005) and Setyowati & Widiati (2014) proposed as a combination of the *process approach* and *genre emphasis.* For the teachers, this approach is considered to have a positive element in the learning process which can give the teacher the advantage of teaching writing skills effectively. This approach teaches grammar and vocabulary simultaneously in interactive and meaningful situations. The *process genre* approach will increase students' understanding of the relationship between goals and forms of different types of texts (Yan, 2005: 20). The process of writing such as brainstorming, clustering, drafting, editing, and revising is done in an approach to writing with different objectives (writing genre). There are five steps taken in teaching writing using the Process Genre Model:

1. Preparing
   The purpose of this stage is to activate the knowledge possessed (schemata) of learners to understand the topic. Teachers encourage learners to express ideas by asking questions from pictures, slides, movie quotes or web-pages.
2. Modeling of the text
   Teachers provide examples of texts that can be made or taken from brochures, newspapers, magazines or web-pages. The learner determines the purpose of the text and who the audience is. The text model is read by learners and discussed in groups about the purpose of the text, its structure, and grammar.
3. Joint constructing
   At this stage, the learner, with the help of the teacher, will make writing using the writing process such as brainstorming, drafting and revising. Learners will convey information and ideas in their writing.

4. Independent Constructing
   At this stage, learners have observed examples of writing that have been written together with the teacher. And now learners make their writing independently at this stage by referring to Joint Constructing activities.
5. Revising
   At this stage, the learner has completed the draft of his writing. The draft is then revised and revised. This activity was carried out by learners with friends.

Related Studies

Some studies presented in this section is to provide a better understanding of the advantages of process genre model related to writing subjects.

Foo (2007) in a study about writing an essay in Malaysian secondary school argued that this teaching writing approach could help the learners' progress in writing through a series of activities from leading level to a specific area of text. This led the learners to gain appropriate expertise knowledge while sharpening their writing skills. Gupitasari (2013) in her study of re teaching writing business letter coined out that the feedback from the teachers and peers in the writing activities of this approach help the students in improving their writing ability in the form of application letters and memos. While Pujianto et al (2014) in their study about writing report text and Reonal (2015) re expository writing both to high school students found that this approach provided opportunities for the students to gain a better comprehension of the purpose and structure of the writing genre which in turn improve their writing skills. Assaggaf (2016) in his study about teaching writing to Arab EFL Computer Science students added that this approach offered a solution to help writing learners in developing their writing skills through improving aspects in writing as well as their perception to the writing subject.

Method

The method used in this research was an experimental quantitative. It is because this study tested learning model to determine whether a model affects the dependent variable (Creswell, 2012). In this case, the influence of the process genre model in improving the writing skills of the students was tested.

This research was conducted to the third semester students of English Department at Sriwijaya State Polytechnic of Palembang, academic year 2017/2018 as the population, there 4 classes in the population and the samples were 2 classes of the population. They were 3BA class as the experimental class which received process Genre Model and 3BB class as the control class which only received Guided Writing Procedures. This sample was chosen using a purposive sampling method where the sample was chosen because of a specific purpose (Creswell, 2012). The purpose was the third semester students have had the basic writing skills that they got in the first semester through Writing 1 subject. Each sample class had the same characteristics in the number of students (23 students each class), the basic knowledge of writing skills, the mixed genders, the shared culture and the use of English as a foreign language.

This research took place at English Department of Sriwijaya State Polytechnic of Palembang, academic year 2017/2018. It took 6 months, from February 2018 to July 2018 of academic year 2017/2018, in order to implement the proposed approach. The number of treatments was 18 times, each meeting lasted for 150 minutes, which equaled to 3 hours study

period at English Department. Two meetings were used to undergo a pre-test and a post-test: the pre-test in the first meeting and the post-test in the last meeting. Other sixteen meetings were used to implement the Model Process Genre approach in the 3BA experimental class while the 3BB control class was not given the Process Genre Model approach (but Guided Writing Procedure).

The instrument was used in forms of two evaluations. They were conducted at the first meeting as a pre-test and final meeting as a post-test. The post-test was given after the treatment on the basis of the proposed approach for sixteen times. The evaluation results were used to provide feedback to the users of the model/method. This type of evaluation was a summative evaluation as suggested by Brown (2013) which aimed to find out the results and progress of the learners after receiving two different approaches. The evaluation instrument was developed and constructed into a paragraph writing skill test as suggested by Hogue (2008) and Savage & Shafiei (2007). In the evaluation, the learner asked to make a paragraph from the variety of topic choices re their expertise (see Appendix 1-Summative Evaluation for Pre-test and Post-test).

To collect the data, a paragraph writing skill test adopted from Hogue (2008) and Savage & Shafiei (2007) was used. Students were asked to write paragraphs as in the summative evaluation for pre-test and post-test. The scores were given based on the assessment criteria with a range of 1-100. The criteria were adopted from Weigle (2009). The paragraph assessment criteria consisted of five components: Organization, Content, Vocabulary, Grammar, and Mechanics which can be seen in Appendix 2-Assessment Criteria for Writing Skills. In this research, testing the validity of the rubric of paragraph writing skills was not done empirically but based on a theoretical validity test conducted rationally by experts (Weigle, 2009; Zweir& Pike-Baky, 2007). The validity of writing skills has been arranged and developed based on the criteria from various theories that are adjusted to the intended variables. Reliability is the consistency of measurement. To see the reliability of the paragraph writing skill instrument was done through reliability among the assessors (interrater reliability). In the practice, it involved two assessors who both were from the English Department of Sriwijaya State Polytechnic.

The results of the test from the experimental group and the control group were presented in a descriptive form and from the t-test. Researchers calculated the differences; pre-test and post-test in the experimental and control groups. The meanings of the t-score might be obtained were either: (1) t-score higher than the score of freedom means there is a statistically significant difference in students' writing skills before and after being taught through the Process Genre Model Approach; or(2) t-score lower than the score of freedom means there is no statistically significant difference in students' writing skills before and after being taught through the Process Genre Model Approach, then the process genre model is rejected. The data were analyzed by using SPSS references from Filed (2013) and Pallant (2013).

Findings and discussion

This study was to describe whether writing skills in English for the third semester students of the English Language Department of Sriwijaya State Polytechnics, the academic year 2017-2018 could be improved via the application of Process Genre Model. Table 1 shows the comparisons of students' pre-test and post-test scores in writing for 3BA class as the experiment class and 3BB class as the control class.

Table 1. Comparisons Pre-test & Post-test Scores of
the Experiment and Control Classes

Class	3BA-Experiment Class		3BB-Control Class	
No	Pre-test	Post-test	Pre-test	Post-test
1	50	78	75	73
2	78	85	50	81
3	65	77	50	50
4	65	85	70	58
5	55	72	60	74
6	90	92	93	82
7	65	79	75	66
8	65	72	75	66
9	85	79	55	43
10	55	59	75	63
11	55	64	55	74
12	55	86	50	75
13	55	69	93	89
14	80	68	50	84
15	80	80	75	68
16	78	82	75	66
17	85	85	85	88
18	90	83	60	68
19	85	70	75	74
20	90	74	55	83
21	65	79	65	39
22	55	76	75	83
23	70	78	78	80
Total	= 1616	= 1772	= 1569	= 1627
	= 70.26	= 77	= 65.3	= 6.7

Experiment Class before the Treatment with Process Model Genre Approach

From Table 1, the data of the students' writing skills before the treatment showed that the highest score was 90, the lowest score was 50, and the average score was 70.26. The percentage of the students' scores can be seen in the Graphic 1.
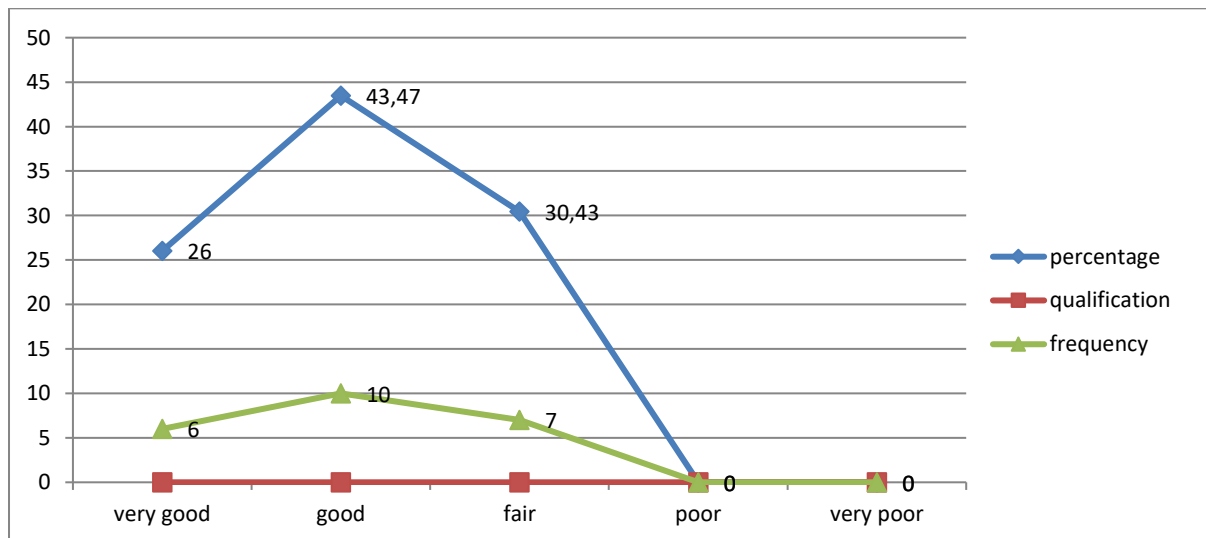
Graphic 1. The Percentage of the Pre-test Students' Scores in Experiment Class

The Table 2 below indicates that the students' skills before the treatment was applied, there were 6 students (26%) in the excellent category, 10 (43.47%) in good qualification and 7 (30.43%) in fair (sufficient) qualification.

Table 2. The Conversion of the Percentage of
the Pre-test Students' Scores in Experiment Class

No	Percentage Analysis	Qualification	Frequency	Percentage
1	81-100	Very good	6	26 %
2	61-80	Good	10	43.47 %
3	41-60	Fair	7	30.43 %
4	21-40	Poor	0	0 %
5	0-20	Very poor	0	0 %

Experiment Class after the Treatment with Process Model Genre Approach

After the students of the experimental class had the treatment of Process Genre Model, it was obtained that the highest score was 94, the lowest score was 64 while the average score was 77 (see Table 1). The percentage of the scores can be seen in the following graphic.
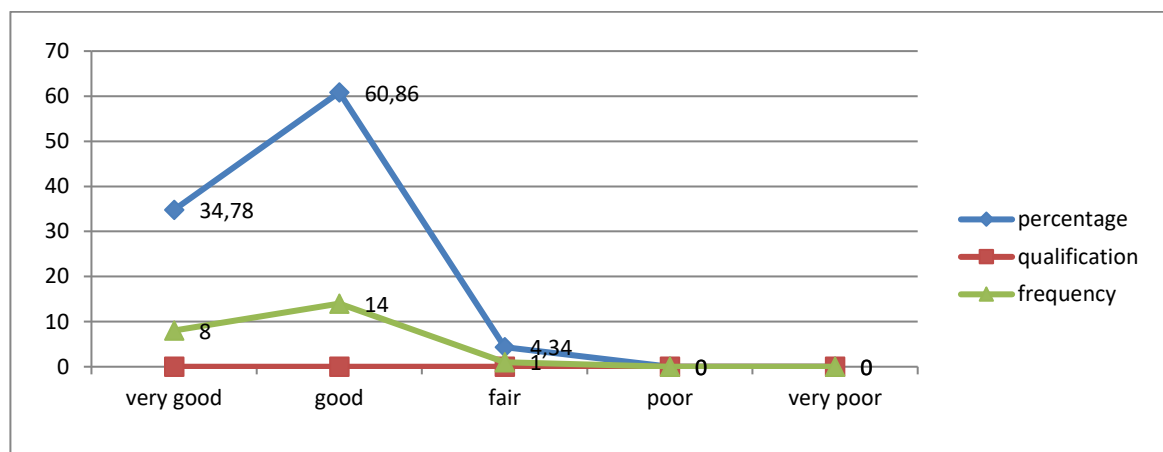
Graphic 2. The Percentage of the Post-test Students' Scores in Experiment Class

Table 3 below shows that after the treatment there were 8 students (34.7%) in the excellent category, 14 (60.68%) in good qualification and 1 (4.34%) in sufficient qualification.

Table 3. The Conversion of the Percentage of the Post-test
Students' Scores in Experiment Class

No	Percentage Analysis	Qualification	Frequency	Percentage
1	81-100	Very good	8	34.78 %
2	61-80	Good	14	60.86 %
3	41-60	Fair	1	4.34 %
4	21-40	Poor	0	0 %
5	0-20	Very poor	0	0 %

Control Class before the Treatment with Guided Writing Procedure

In Table 1 the data of the students writing skills before *the guided writing procedure* revealed that the highest score was 93, the lowest score was 50, and the average score was 65.3. The percentage of the students' scores can be seen in Graphic 3 below.
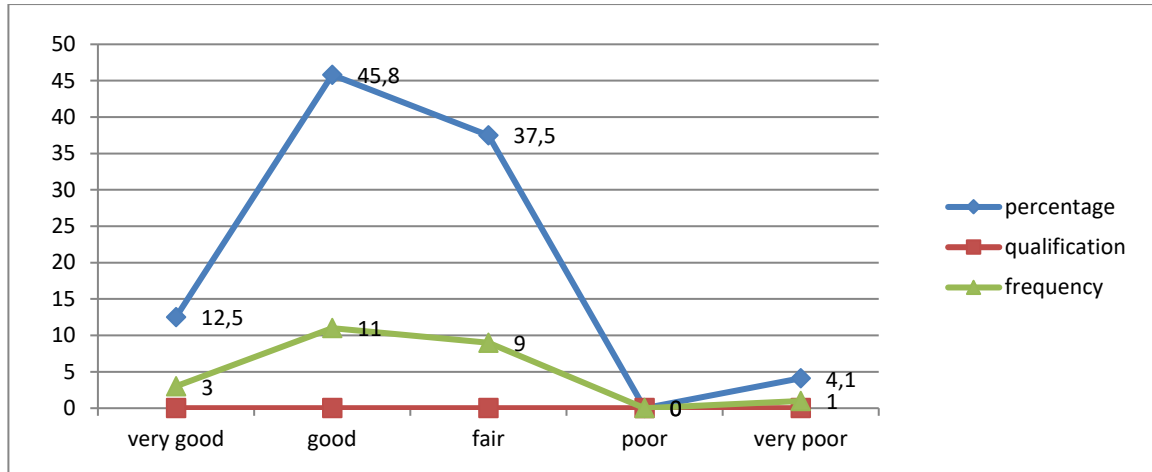
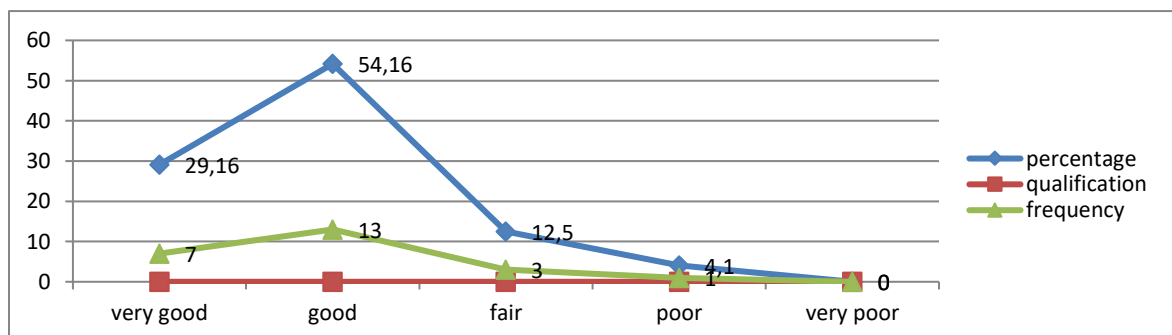*Graphic 3. The Percentage of the Pre-test Students' Scores in Control Class*

The Table 4 shows that the students' skills in writing before the Guided Writing Procedure showed there were 3 students (12.5%) in the excellent category, 11 (45.8%) in good qualification and 9 (37.5%) in sufficient qualification.

Table 4. The Conversion of the Percentage of the Pre-test
Students' Scores in Control Class

No	Percentage analysis	Qualification	Frequency	Percentage
1	81-100	Very good	3	12.5 %
2	61-80	Good	11	45.8 %
3	41-60	Fair	9	37.5 %
4	21-40	Poor	0	0 %
5	0-20	Very poor	1	4.1 %

Control Class after the Treatment with Guided Writing Procedure

After Guided Writing Procedure was applied to the students, it was found that the highest score was 89, the lowest score was 39 while the average score was 67.7, as shown in Table 1. The percentage of the scores can be seen in the following the following Graphic 4.

Graphic 4. The Percentage of the Post-test Students' Scores in Control Class

The Table 5 below shows that there were 7 students (29.16%) in an excellent category, 13 students (54.16%) in a good category, 3 students (12.5%) in a sufficient category, and 1 student in a poor category.

Table 4. The Conversion of the Percentage of the Post-test
Students' Scores in Control Class

No	Percentage analysis	Qualification	Frequency	Percentage
1	81-100	Very good	7	29.16 %
2	61-80	Good	13	54.16 %
3	41-60	Fair	3	12.5 %
4	21-40	Poor	1	4.1 %
5	0-20	Very poor	0	0 %

As the obtained average scores of the students' writing skills with the approaches, *Process Genre Model* was 77, and *Guided Writing Procedure* was 67.7, respectively, this study unveiled that the *Process Genre Model* was better for the treatment in teaching students' writing skills for English Department students at Sriwijaya State Polytechnics. This result proves what Yan (2005:20) had argued in that the combination of process approach and genre approach into the process genre model approach is very beneficial for students writing skill improvement.

Firstly, this approach provides the importance of writing development through relevant input that relates to the context, the purpose, and the students as the learners of writing skills. Secondly, this approach emphasizes and encourages the students to use the dominant linguistic and structure on a certain genre of text. In other words, this approach allows the students to learn how the relationship between goals and the form of genre (Lee, Goh, Chan and Yang, 2007). Thirdly, it gives the students the opportunity to be exposed to writing processes, i.e., preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising. Indeed, what the students of English Department need to study in their writing subjects is the relationship between purpose and form of particular types of texts. As Yan (2005:20) argued that learners of writing skills in English are trained to use processes of prewriting, drafting, revision, and editing in order to develop their awareness of different types of writings and of the composing process. Next, having this writing processes as offered in this approach, the students might (1) activate their schemata and allow them to know the types of texts; (2) compare one type of text with another; (3) increase their interest in writing by relating with their experience; and (4) be motivated to become good writers. The ways how this approach strength the students are in line with Badger and White (2000) and Gupitasari (2013) who mentioned in their studies that after having the process genre approach, the students not only have a good writing skill but also understand the purpose of the text and the forms of sentences in the texts.

Conclusion

In this study, the use of *Process Genre Model* in teaching writing skills in English to students of English Department of Sriwijaya State Polytechnics had proven to improve their writing skills. It contributed to the students' confidence to enter the industry world, especially the hospitality industry because they will have more information related to their expertise. Besides that, it strengthened the learning process in the English Department to be more specific in the

concentration of the hospitality industry as an effort to strengthen the field of student expertise. However, teachers of writing subjects would have efficiency in teaching English Writing Subject because it does not only rely on language skills but also on the achievement of competencies as regulated in the core of English Department: Hospitality Industry knowledge.

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Appendix 1

Instrument for Pre-test and Post-test of the Experiment Class

Instructions:
1. Read the topics carefully.
2. You will have 60 minutes to write one of the six topics printed below. If you do not write on one of these topics, your paper will not be scored. If you do not understand the topics, ask the examiner to explain or to translate them.
3. Write about 200-300 words. Ask the examiner for more paper if you need it.
4. The paragraph consists of introduction, body, and conclusion;
5. Your paragraph will be judged on:
   - Organization
   - Content
   - Vocabulary
   - Grammar
   - Mechanics
6. Topics, you may choose one from the following topics or make your own but still in the hospitality industry area.
   - My Favorite Food (Food and Beverages Products)
   - My Favorite Drink (Food and Beverages Products)
   - How to Deal with Complain Guests
   - How to Do Making-bed (House Keeping)
   - My Dream Hotel (Hotel Marketing)
   - My Favorite Local Tourism Attraction (Hotel Marketing)
   - Etc.

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Appendix 2

Table of Assessment Criteria for the Writing Test

Assessment Component	Score Scale	Criteria
CONTENT Description: Idea, topic or theme, focus, fact, and written illustration.	30 -27	Category: Perfect to very good; Criteria: Mastery of knowledge substantially
	26 -22	Category: Good to average; Criteria: Mastery of some adequate knowledge about substance.
	21 -17	Category: Sufficient to weak/poor; Criteria: Mastery of limited knowledge regarding topics or contents
	16 -13	Category: Very poor or weak; Criteria: Mastery of knowledge about topic and substance is very poor
ORGANIZATION Description: Physical structure, or rhetorical structure, chronological order, coherence, conclusion and writing layout	20 -18	Category: Perfect to very good; Criteria: Disclosure of ideas written down clearly and smoothly
	17-14	Category: Good to average; Criteria: Less organized but the main idea still focus
	13-10	Category: Sufficient to weak/poor; Criteria: Does not clear or sometimes the idea is confusing and does not connect
	9-7	Category: Very poor or weak; Criteria: Ideas are not communicated and meaningful - and not organized
VOCABULARY Description: Substance vocabulary, word choice, and register	20 -18	Category: Perfect to very good; Criteria: the use and choice of words/idioms/phrases are appropriate and effective
	17-14	Category: Good to average' Criterion: mistakes in the form of word/phrase/ idiom, the choice of word and their use occasionally appear, but does not affect the meaning essentially
	13-10	Category: Sufficient to weak/poor; Criteria: Mistakes in the form of words/phrases/ idioms and word choices and their use often appear
	9 -7	Category: Very poor or weak; Criteria: In principle, it is translating and the choice of words and their use is inadequate
LANGUAGE USE Description: Variation and type of sentence, efficiency, and effectiveness.	25-22	Category: Perfect to very good; Criteria: Use of complex sentences are correct and effective
	21-19	Category: Good to average; Criteria: Effective use but construction is too simple
	18-11	Category: Sufficient to weak/poor; Criteria: There are many problems in sentence construction
	10-5	Category: Very lacking or weak; Criteria: The use of sentence construction is completely inappropriate
MECHANISM Description: Spelling, punctuation, reference quotes, neatness.	5	Category: Perfect to very good; Criteria: Mastering writing convention, spelling and punctuation, and excellent capitalization
	4	Category: Good to average; Criteria: Sometimes there is an error in the use of writing convention, spelling and punctuation and capitalization
	3	Category: Sufficient to weak/poor; Criteria: Frequent errors in the use of writing convention, spelling and punctuation and capitalization

	2	Category: Very poor or weak; Criteria: Do not master on writing convention, and many errors in spelling and punctuation and capitalization
	Maximum Score: 100	

References:
Weigle, S. C. (2009). *Assessing Writing*. UK: Cambridge University Press.

Zweir, L. J. & Pike-Baky, M. (2007). *Interaction 1: sentence development and introduction to paragraph writing.* Singapore: McGraw-Hill.