THE PROCESS-GENRE BASED MODEL
FOR TEACHING ESSAY WRITING

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Abstract

The appropriate learning models are necessary to improve students' skills in writing a short essay writing in English. This paper aims to introduce a model of learning to write an essay in English based on process - genre approach. In particular, this paper discusses the six existing models of learning to write, the existing process-genre based models, and the learning model developed by the author. The Learning model developed here consists of five main phases, namely context exploration, modeling and reinforcement, collaborative writing activities, independent writing activities, and linking related texts. The third and fourth stages are also composed of four supporting activities, i.e. planning, drafting, revising, and rewriting.

INTRODUCTION

Writing is a skill that must be mastered by students of English Language Teaching Program. One of the basic writing competencies that should be possessed by the students is that they are able to write different types of short essay by the end of the third semester. Thus, systematic teaching of writing should be geared to help students to various types of short essay. Therefore, the lecturer should as much as possible help the students to produce a wide range of texts through the stages that have been planned.

Although the basic competences to write an essay have been set out, the teaching of writing itself often does not lead to the achievement of the writing basic competences. Learning to write essays often tend to emphasize the mastery of the linguistic competences. It can be seen from the practice of teaching writing that emphasizes the mechanical problems such as spelling, word formation and sentences. Zamel (1991) states that almost all learning to write is based on mechanical things, product-oriented, training and drill. In addition, when learners learn to write, teachers tend to view that the texts produced by the students are the texts evaluated by the lecturers.

The real impact of this practice has been revealed by several research findings which show that there are many students who have lower writing abilities. Putri (2007) found that there are still approximately 40 % of students who have not been able to write recount texts well. Studies conducted by Putra (2007) on the ability of students to develop expository paragraphs also shows that 42.74 % of the students were not able to develop the good main idea, and 48.23 % have not been able to develop ideas with good supports. Utari (2007) found that 38 % of students have not been able to use the tools cohesive devices properly. They have problems in using conjunctions, ellipsis, and substitution.

This fact shows the importance of innovation in teaching writing, i.e. the model of teaching writing that is considered effective in achieving the intended core competences. This innovation is important because the success of the students in achieving the expected competence is also influenced by the learning model used in teaching writing. This model innovation can be done through research and development. Thus, this paper discusses a model of teaching essay writing that is developed through research and development. This model is called a process-genre based model in teaching essay writing, and it is developed based on the result of the students' needs analysis on essay writing.

LITERATURE REVIEW

Instructional Model

Understanding the model cannot be separated from the context of the scientific field. Therefore, this term can mean differently in different disciplines. In relation to learning, the term model is often interpreted as a conceptual framework that is used as a guide to design and implement learning activities (Sagala, 2005: 175). As a conceptual framework, an instructional model describes

a systematic procedure for organizing learning experiences of students to achieve learning objectives. Therefore, the instructional model serves as a guideline for the learning designers and professors/teachers in planning and implementing learning activities.

Stern (1987: 35-36) states that developing a model of language learning is really a form of business to define the basic concepts in planning and implementing the language learning process. This concept is based on the science of language (linguistics), the nature of language learning and other factors that could significantly affect language learning. Joyce, Weil, and Calhoun (2009: 6) say that "models of teaching are really models of learning". They also explain how to help students to learn through setting learning environment so that the learning process in self-learners can occur. The learning environment in this sense includes learning situations, activities, teaching materials, media, and others that directly affect the likelihood of self-learning process of students.

A good instructional model is a product of finding a development process through a series of stages of research. The development of this model is underpinned by the aims and ideas obtained from theoretical studies, related research, and the result of the need analysis implemented in the components of the instructional model itself. Joyce, Weil, and Calhoun (2009) say that a learning model includes five major components or variables: (a) syntax or activity phases, (b) social system, (c) principles of reaction, (d) support systems, and (e) instructional and nurturant effects.

Furthermore, Joyce, Weil, and Calhoun (2009) classify the instructional models into four families whose members share orientation toward human beings and how they learn. They are (1) social family, (2) information-processing family, (3) personal family, and (4) behavioral systems family. The social family model is based on a view that an individual needs others in their lives. The information-processing family model gives the emphasis on how individuals respond to information or data that come from the environment to make sense of the world. Ultimately, the personal family model resides in individual consciousness. It focuses more on personal development to help individuals form and organize something that is being studied. The behavioral system family model is developed on the basis of behavior theories about how a person provides a response to a stimulus. This model focuses on observable behavior.

A good instructional model is a model that consists of at least the core elements of instruction, such as aims, evaluation, learning strategy, and learning materials. Dick and Carey (2009: 1) develop an instructional system that is well known and becomes the reference in instructional development. The model can be seen in the following diagram.
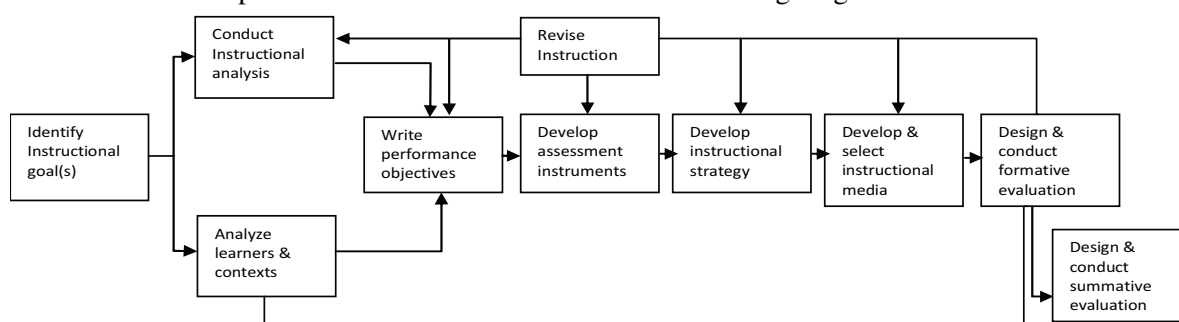
The first step in this system is to determine the new information that will be learned by students in order to achieve the goal of learning (Instructional goals). The second step is to determine the steps that should be followed by students and determine the sub-skills needed to achieve the goals (instructional analysis). Parallel to this step is conducting the analysis of the learners and contexts. Then, based on these two steps, model designers determine performance objectives, develop assessment instruments, develop instructional strategy, develop and select instructional materials and media, design and conduct formative evaluation, and design and conduct summative evaluation.

Writing in English as a Second / Foreign Language

Writing, when viewed as a language skill that is used to communicate, has much in common with reading and speaking. Writing is a production of the written word which produces a text but the text must be read and understood so that the communication can take place (Celce- Murcia and Olshtain , 2000: 142). Then, Grabe and Kaplan (1996: 4) distinguish two types of writing; writing

involving composition, and writing that does not involve composition. This distinction is very important because most of what is said in academic writing as writing is an activity that involves the activity of the composition. Composition includes activities of combining structural units of sentences into one larger unique, cohesive and coherent structure. Composition can also be further divided into activities of telling or retelling, and activities of transforming.

Because there is a difference between writing in the native language and writing in a foreign language, writing is a skill that is difficult for learners of English as a foreign language. A number of studies suggest that there are some differences and similarities between writing in the first language and second language/foreign. The author will transfer both good strategy and bad strategy from the first language to a second language. The similarities of two languages will assist learners in the process of writing in English as a foreign language (Friedlander, 1990: 111). Polio (2003: 39) found that the texts written in a second/foreign language and the writing process exposed by the learners show that the differences hinder or cause problems for learners. Grabe (2005: 23) reviewed several studies of the writing and the results showed that the difference between first language and second language makes writing difficult for second/foreign language learners. Hinkel (2003: 298) also found that writing in a second language consists of the dominant use of adverbials so it contains more text phrases commonly used in conversations.

To improve writing skills in a second/foreign language, experts suggest writing a few things. Grabe (2003: 245) argues that students should practice writing different types of genres that are relevant and they have to develop their awareness of the structure of the text they wrote. Wennerstaim (2003) says that a genre -based approach has been proved that to improve their understanding of the genre, they should be exposed to different types of genre and structure. Johns (1995) argues that the generic structure of a genre should be taught explicitly to the author because of the structure of a particular genre may differ from one culture to another culture. According to Hyland (2003), learners need to know the patterns of lexicogrammar that are dominantly used in the stages of a genre. Fotos (2003) found that learning grammar will help students in understanding the features of a specific text.

Hyland (2002: 5) suggests three major approaches to learning and research writing. The first main approach is text - oriented teaching, i.e. texts or writings are then examined, analyzed, and tested in various ways through formal elements or the structure of discourse. The second approach is writer - oriented teaching, with respect to the issues of good writers when they are faced with writing tasks. The third approach is reader - oriented teaching, which emphasizes the roles played by the readers in the writing.

Moreover, Hyland (2003) suggested six focuses on the teaching of writing in a second/foreign language, which focus on the structure of the language, the text function, focusing on creative expression, focusing on the process of writing, focus on the content, and focus on the genre. Teaching of writing that focuses on the structure of a language learning practice that has lasted long enough, and learning to write in a foreign language or second language basically focuses on the knowledge of language and vocabulary selection, syntactical patterns, and completeness of cohesive forms essential in building blocks of texts. Focus on the important principles in the text function is linked to the meaning of language structure, making the use of language as a criterion for learning materials. This approach also introduces the idea that certain forms of language form a certain communicative functions and students can be taught the functions most relevant to their needs. The classes focus on using creative expression based on personal experience and opinion of the students, and the writing is considered as an act of creative self-discovery. It will be able to raise self-awareness of the social position of the writer and also facilitates clear thinking, effective relationships, and self-expression.

White and Arndt (1991: 4) develop the learning materials based on the process orientation. According to them there are some things that must be taken by the author in developing the idea. They are generating ideas, developing a focus, structuring, drafting, evaluating, and reviewing. The next orientation is focus on content. Conceptualization of learning to write as a foreign language or second language that focuses on content refers to what is written by the students. This approach generally includes a series of theme or topic which is developed into a piece of writing. Learners will have a personal background knowledge about the topics being discussed and will be able to significantly write about these topics.

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The last orientation is genre focus. Hyland (2003) says that teachers who choose the teaching of writing in the genre oriented view writing as an attempt to communicate something to the readers. They are struggling with teaching students how to use language patterns to produce a goal oriented and coherent writing. The basic assumption of this teaching is we not only write, but we are writing to reach the goal. This genre based writing is growing rapidly in Australia and in other countries in Asia. The Experts of genre based writing in Australia are Martin, Christie, Callaghan and Rothery, Derewianka, and Fees. They develop materials for teaching writing through the use of learning cycle developed in the genre-based approach. The cycle includes modeling, joint construction, and independent construction.

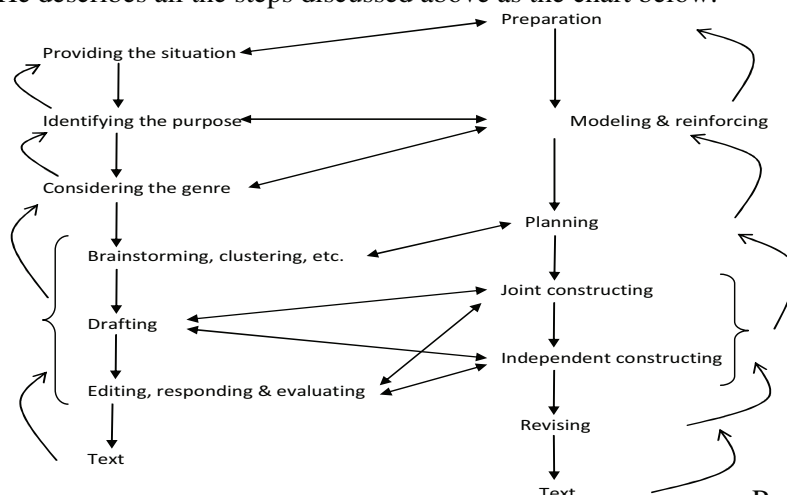*Process-Genre Approach to Teaching Writing*

Process-genre approach in the teaching of writing in a second/foreign language is a revision of a genre -based approach by adding components of the learning in process-oriented writing. This approach was first proposed by Badger and White (2003: 153-160) in an article entitled A Process Genre Approach to Teaching Writing. This idea is further supported by Yan (2005: 18-22) in his article entitled A Process Genre Model for Teaching Writing. Process approach in teaching writing is generally represented as a reaction to a product-based approach, while the genre-based approach is represented as a reaction to what is called the progressive curriculum. Cope and Kalantzis (1993: 57) say that the teacher writes on the process approach is more pleased with students coming from middle-class families, and let the students struggle in controlling the text being studied. Process approach focuses more on language and texts, but gives less attention to learning contexts and disciplines in which the text is constructed.

The weaknesses of the process-based approach is the approach views that all writings are produced by using the same set of processes, so it does not give adequate attention to the type of text being produced and why the text is produced . This approach does not provide students with adequate input, particularly in relation to linguistic knowledge, to be able to write well. The strength of this approach is that this approach understands the importance of various skills involved in writing, and recognizes that what is brought by students into the writing classroom contributes to the development of writing skills.

Furthermore, the negative side of the genre -based approach is the approach pays less attention to the skills needed in producing the text and view students as the passive ones. This approach considers that the writing takes place in a social situation, and is a reflection of a particular purpose, and understands that learning can take place consciously through imitation and analysis (Badger and White , 2000; 157).

According to the experts of process-genre approach, writing activities involve knowledge of the language (as on the product and genre approaches), knowledge of the context of the where the writing is taking place, and in particular the purpose of writing (as found in the genre approach), and the skills in using the language (as found in the process approach). Writing development occurs by revealing the potential of students (as in the process approach) and by providing input that will be responded by the students (such as in product and genre approaches).

Yan (2005: 21-22) suggests several stages or steps that must be taken in the process - genre approach. He describes all the steps discussed above as the chart below:

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A Process-Genre Model for Teaching Writing

Refnaldi (2012) developed a model of learning to write essays in English. The model developed is a model that combines the two learning models that have been widely known in teaching writing. Although there are two experts who have developed similar models, the model developed by Refnaldi has different stages compared to the models developed by other scholars.

To strengthen the incorporation of genre approach and process approach, the one used as the starting point is the genre approach, and then, the key elements in the process approach, such as planning, drafting, editing, and rewriting are added to certain stages in genre-based approach. The most appropriate additions are at the stages of joint construction and independent construction. Thus, the basic scheme of the process-genre approach proposed by Yan should be revised. The new appropriate scheme for the process-genre approach is as follow:
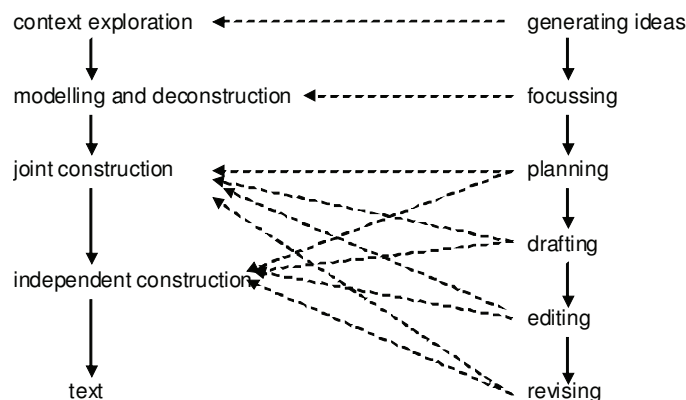

Furthermore, there are three basic schemes that become the characteristics of this model, namely the development of the syllabus, the development of learning strategies, and the development of learning materials. It is these three things that make this model different from the other models.

Syllabus development

The syllabus is a very important component in developing a systematic learning model. The components that make up a course syllabus vary, but at least the syllabus should include general information, course descriptions, standards of competences, basic competences, basic course outline, and assessment modes.

General information contains the name of the course, course credits, days and hours of lectures and lecturers names. Description of the courses is usually taken from the curriculum developed by the study program, while others have to be developed by the lecturers. The syllabus developed here is a mixed syllabus because it is developed from combining the activity of the basic principles from four different syllabus models, such as content-based syllabus, text-based syllabus, topic/theme based syllabus, grammar based syllabus. Thus this syllabus contains the types of text required by students, the topics or themes suitable for each text being taught, the lexicogrammar elements that are important to be mastered by students in forming a particular text, and the processes through which the texts are developed. Relationships that exist among the elements can be described as follows:
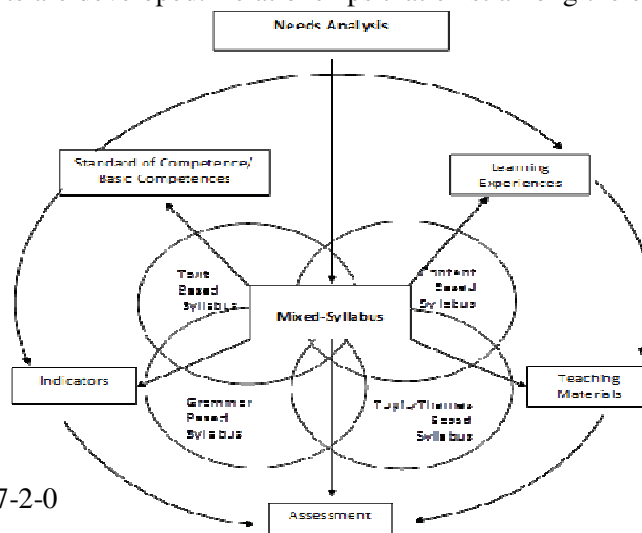
The core component of the syllabus itself is the basic course outline for one semester. The outline consists of several important elements, namely a number of basic competences that are developed from the standard of competence, performance indicators for each basic competence, students' learning experiences, a general overview of teaching materials, and forms of assessment. Based on the results of the needs analysis, the basic competences that should be possessed by students with respect to the basic components of an essay are the ability to change a paragraph into an essay, the ability to formulate a thesis statement, the ability to develop the body paragraphs, the ability to develop introductory paragraphs and a conclusion paragraph, and the ability to develop various types of text.

Learning Strategy

The Learning strategies for writing an essay are developed based on the results of the needs analysis and the syllabus. Each learning unit is developed into several stages which are more or less similar. The stages are exploration, modeling and reinforcement, collaborative writing activities, and individual writing activities, and linking related texts. The physical structure of the learning strategies is as follows.

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Context Exploration ──→ Vocabulary Builder
                              │
                              ↓
                        Getting Started
                              │
                              ↓
                     Understanding Context
                              │
                              ↓
                      Understanding Text
                              │
Modeling and        ──→  Text Explanation
Reinforcement                 │
                              ↓
                       Text Deconstruction
                              │
                              ↓
                     Lexicogrammar Focus  ←┐
                              │            │
                              ↓            │
                        Reinforcement  ────┘

Collaborative Writing  ──→    Planning   ←┐
Activities                    │           │
                              ↓           │
                           Drafting       │
                              │           │
                              ↓           │
                       Editing/Revising ──┘

Individual Writing   ──→     Planning    ←┐
Activities                    │           │
                              ↓           │
                           Drafting       │
                              │           │
                              ↓           │
                       Editing/Revising ──┘

Linking Related Texts
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Development of Teaching Materials

The materials for teaching essay writing are developed based on the results of the needs analysis and the syllabus that has been developed. Teaching materials are developed based on the four components of language learning materials proposed by Hutchinson and Water which include input, language components, content, and task. Each learning unit contains at least one example of text that is directly related to the components of an essay or essay type being discussed. The second element in the teaching material developed is the theme or topic. Each learning unit has a theme. The themes are based on the results of the needs analysis.

The third element is the presentation of the dominant lexicogrammar components appropriate for each text. This element is very important because the vocabulary and grammar are basic components for the creation of a text. Furthermore, the fourth element is the skills that should be taught to students. The sub skills of writing include many aspects, especially the aspects that are

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directly related to the development of skills such as formulating an essay thesis sentence statement, developing outlines, skills to develop a wide range of introductory paragraphs and conclusion paragraphs, and body paragraphs. The last element is the various forms of activities and exercises that aim to help students improve their skills of writing a paragraph/essay. The types of activities that are presented in the teaching materials are based on the results of the needs analysis of the types of activities or tasks that are considered important by students.

These five elements are presented by using two approaches in the teaching of writing in a second/foreign language. The first approach is based genre approach to teaching writing. The basic principle drawn from this approach is learning to write is in form of a cycle that consists of at least four stages, namely building knowledge of the field, modeling, joint construction, and independent construction.

CONCLUSION

A good model for teaching essay writing is a model that is based on the results of in-depth analysis of the types of syllabus and teaching materials are available in the market, the analysis of the data related to the students' needs on the appropriate teaching materials, and analysis of situations related to the teaching of essay writing. This process-genre model for teaching essay writing is the result of research and development that includes various stages of research. Thus, the effectiveness of this model has been tested in a particular context and may need to be tested more widely to prove the feasibility of the model.

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