

TEACHING WRITING BY USING THE PROCESS-GENRE APPROACH AT JUNIOR HIGH SCHOOLS

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Abstrak

Makalah ini membahas penggunaan *process-genre approach* berdasarkan penelitian Badger and white (2000) dalam pengajaran menulis dalam bahasa Inggris pada satuan pendidikan Sekolah Menengah Pertama (SMP). Makalah ini diharapkan memberikan hal yang bermanfaat bagi para guru dalam mengajarkan siswa untuk menulis. Selanjutnya, *process-genre approach* ini diharapkan mampu menjadi salah satu metode alternatif untuk meningkatkan kemampuan menulis siswa Sekolah Menengah Pertama (SMP). Keunggulan metode ini adalah menggabungkan dua metode yang telah ada yaitu *process dan genre approach*. Metode ini membantu siswa meningkatkan pengetahuan tentang perbedaan berbagai jenis teks dan proses penyusunan teks.

Kata Kunci: *process-genre approach*, teaching writing, Junior High school

A. Introduction

English has become an important subject from Junior High School up to Senior High School. In order to develop the English subject, the government has implemented a new curriculum to replace the previous curriculum, namely Curriculum 2013. This curriculum requires the students to master the four major skills: listening, speaking, reading and writing. By mastering these four major skills, the students are supposed to be able to communicate well with other people.

In the level of Junior High School, the School- Based curriculum requires the students to master various texts in the form of transactional, interpersonal, functional and short essays. The texts are recount, narrative, procedure, descriptive and report (Depdiknas, 2006). The Students are expected to produce those previously mentioned text not only in the oral performance, but also in the written performance. Therefore, writing becomes one of the most important skills to learn.

In general, the students have learned to write since they were at Junior High School, but most of the students seem not interested in writing. Based on writer's experience in teaching training practice, there are some difficulties that the students faced in writing class activity. The problems that students faced are given in the following explanation.

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First, most of the students were lack of interest and ability in writing. Most of them found difficulties in writing a text. It is caused by their limited ideas in writing. They had difficulties to express their taught and develop their ideas in a written form. Moreover, it is also caused by limited vocabulary and lack of ability in the grammar rules. It is known that, vocabulary and grammar are important points in writing the text. If the students do not know the vocabulary item, they will have low attention or interest in studying.

Next, the method and the technique used by the teacher were not interesting, so it did not motivate the students to learn. When the method or the way the teacher manage the class cannot attract the students, they might as well get bored. So that, the teacher should find good methods or techniques to make writing become an interesting activity, attract the students' attention and make them enjoy in learning.

In addition, the two approaches; the process and genre approach that have been used for years in teaching writing has some weaknesses. According to Badger and White (2000:154), the process approach has been criticized because it sees the process of writing as the same regardless who is doing the writing and what is being written. Moreover, it gives inadequate importance to the purpose and social context of the piece of writing. Besides, the weakness of the genre approach as stated by Badger and White (2000: 157) is the genre approach undervalues the process needed to produce text and sees learner as largely passive.

Based on those problems above, the writer chooses process-genre approach as the writing method used to teaching writing at Junior High School. This approach is created by Badger and White (2000). This approach allows the students to take benefit from the process of writing; prewriting, drafting, revision and editing and get familiar with the text they are going to produce. The teaching procedure of the process-genre approach is divided into the following six steps: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising. Process genre approach is expected to be effective way to solve the problems in teaching writing.

Writing itself is one of the skills that should mastered by the students in learning English. Through writing, the students can express their though, ideas, and feeling. Writing is a kind of verbal communication that involves writer and verbs. Similarly, Olshtain (2001:207) views writing as an interactive process which takes place between the writer and the reader via text.

Moreover, Sokolik (in Nunan, 2003:88) explains writing as mental work to find ideas, thinking to express them into statement and paragraph that will be clear to the audiences. He adds that through writing the students should master a particular of grammatical rules rather than expressing their own ideas, besides the correct of spelling, grammar, and organization use to proof the students' proficiency in second language.

According to Harmer (2007:113), there are four stages in writing. The first one is planning. Here, the writer tries to find a topic about what they are

going to write. The second one is writing stage. In this stage the writer starts to construct the draft of the chosen topic. Next revising, the writer revises the rough draft. The last one is editing stage where the writers correct the final version of their writing.

Moreover according to *Permendiknas* No. 41/2007 (Process Standard), there are three stages in teaching writing in Junior High School. The first one is pre-teaching stage. In this stage the teacher prepares the students to follow the learning process by asking them some question related to the material that will be studied. The teacher also explains the purpose of the lesson or basic competency that will be achieved by the students. The second stage is whist-teaching. This stage is divided into exploration, elaboration and confirmation. The teacher explores the students' knowledge about the material or topic that will be taught by asking them question, showing pictures, video and using other media. Then, the teacher shows the example and teaches the material by using that example. After that, the teacher does elaboration and confirmation by giving exercise to the students and then discusses it together. The last stage is post-teaching. In this stage the students and the teacher conclude the lesson together.

The purpose of this article is to figure out the procedure in teaching writing for Junior High School students through process-genre approach based on Badger and white (2000) study. Then, this article hopefully can be used by English teachers as a choice or additional alternative in teaching writing

B. Discussion

The process-genre approach is an approach that created by Badger and White (2000). This approach is the synthesis of the process and the genre-based approach. Badger and White (2000:157) states process-genre approach involves knowledge about language and knowledge of context in which writing happens and especially the purpose for the writing (as in the genre approach), and skills in using language (as in the process approach). Badger and White (2000:158) adds that the writing development happens by drawing out the learner potential (as in the process approach) and by providing input to which the learner respond (as in the genre approach).

Moreover, Yan (2005:20) says the process-genre approach allows the students to study the relationship between purpose and form for a particular genre as they use the processes of prewriting, drafting, revision and editing. These steps develop students' awareness of different text types and of the composing process. It means this approach allows the students to take benefit from the process of writing and get familiar with the texts they are going to produce.

Yan (2005) elaborates the process-genre model proposed by Badger and White (2000) into six steps. They are preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising. These steps are combination of the steps in the process and genre-based approach.

The first step is preparation. In this step, 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. For example; a persuasive essay arguing for

or against an issue of current interest. This activity activates the students' background knowledge and allows the students to anticipate the structural features of this genre.

The second step is modeling and reinforcing. In this step the teacher introduces a model of the genre and lets the students consider the social purpose of the text, including who the audience will be. For example, the purpose of an argumentative essay is to persuade the reader to act on something. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about the particular genre.

The third step is planning. In this stage many meaningful activities activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience. For example, the topic today is recount text; summer holiday. The teacher activates the students' schemata by asking them to think about their last holiday.

The fourth step is joint constructing. This step will facilitate later independent composing. The teacher and the students work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the blackboard or computer. The final draft provides a model for the students to refer to when they work on their individual composition. The aim of this stage as stated by Ahn (2011:7) was for the teacher to work with the students to construct a target text as a model for students to write their own text.

The fifth step is independent constructing. At this step the students have examined model texts and have jointly constructed a text in the genre. Their next task is composing their own texts on a related topic now. Class time can be set aside for the students to compose their own text independently so that the teacher is available to help, clarify, or consult about the process. The writing task can be continued as a homework assignment.

The last step is revising. In this step, the students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that the teacher have to collect all the papers and mark them one by one. The students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers.

The implementation of using process-genre approach in teaching writing to Junior High School students as follows;

1. Teacher's Preparation

The teacher has to do a preparation before teaching writing by using the process-genre approach in order to do the teaching-learning process run well. The preparations that can be set by the teacher are; lesson plans, materials, media and evaluation.

a. Lesson plan

The main thing have to do is making a lesson plan. It really helps the teachers to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning

b. Materials

In choosing the materials for modelling text, the teacher not only can use the materials from textbook and the materials that have already been provided in the curriculum but also combine them with authentic materials. The teacher can find the authentic materials from internet, newspaper, magazine, and etc. In selecting the material, the teacher also should find the text that is expected can be understood by the student easily. The qualifications for the text are including the dictions that are used, the length of the text and the complexity of the topic. The topic can be a hot issue or something that is close-related to students' daily lives.

c. Media

Using media can attract students' attention and help student understand the lesson. The media that can be used for teaching writing by using the process-genre approach are LCD projector and laptop to show the modelling text to the students and pictures and videos to develop student's interest. These media are needed to develop students' interest to the lesson.

d. Evaluation

Evaluation is a way to measure whether the lesson can be understood by students. For example: writing test, exercise in *WH* questions, true false exercise, filling gaps the text or jumbled paragraph. The evaluation for teaching writing by using process-genre approach are filling gap the text or jumbled paragraph that is examine in the modelling step and written test that is examine in independent constructing step.

2. Teaching Procedure

Teaching procedure for the process-genre approach is divided into six steps; preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising. These steps will be discussed by using the three stages of teaching (*Permendiknas* No. 41/2007): Pre Teaching, Whilst Teaching, and Post Teaching.

a. Pre-Teaching Activities

In pre-teaching activities, the teacher focus on how to warm up the class before ready to study; greeting the students, checking the students' attendance , asking the students some question related to the material that will be studied and also explains the purpose of the lesson or basic competency that will to achieve by the students.

b. Whilst- Teaching Activities

This stage is divided into exploration, elaboration and confirmation. The teacher explores students' knowledge about the material or topic that will be taught by asking them question, showing pictures, video and using other media. Then, the teacher shows the example and teaches the material by using that example. After that, the teacher does

elaboration and confirmation by giving exercise to the students and then discusses it together. Here, the six steps of the process-genre approach take place.

1. Preparation (Preparing the Students to Write)

In this step, teacher begins preparing the students to write by defining a situation that will require a written text and placing it with specific genre. This stage activates the schemata and allows students to anticipate the structural features of the genre.

For example, the text will be studied is recount text. The teacher explains to the students that recount text is written text which retells something that happened in the past or a series of past event. Then, the teacher initiates a discussion about what the students did in the previous holiday. One of the students answers 'I go to Jakarta last holiday'. The other corrected by saying 'I went'. Then, the teacher allows the students to anticipate the structural features of the text by asking them a question why they changed 'go' into 'went' and the students may answer, because it happens in the past. Therefore, the students know they will use past tense in writing recount text.

2. Modeling and Reinforcing

In this step, the teacher introduces a model of the genre and lets the students to consider the social purpose of the text and who the audience will be. Then, the teacher discusses how the text is structured and the language feature of the text. The example of teaching procedure of this step as following:

First, the teacher provides the example of the modeling text on the LCD screen or blackboard. Then, the teacher asks the students to read it. One of the students is asked to read the text aloud. After that, the teacher asks some questions to the students; (1) what do you think is the purpose of the text? (2) Who do you think is target audience? After discussing, the teacher leads the students to find the purpose and the target audience of the text.

Next, the teacher asks the students to re-read the text briefly. Ask them to pay special attention to structural features. Then, ask them several questions; (1) How does the text begin and end? (2) How is the whole text patterned and sequenced? (3) How many stages does the text go through? (4) What is the function of each of these stages? After discussing, the teacher explains generic structure of the text to the students. Then, the teacher leads the students to find the generic structure of the text.

Next, the teacher explains language features of the text to the student. Then, the teacher and students discuss together to find the language feature which are used in the text.

After discussing the social purpose, generic structure and language features of the recount text, the teacher asks the students to copy that example of modeling text on their notebook. It is needed to help the students to write their own text later as a model. The example of modeling text that has been discussed will be look like (see appendix 2)

After the teacher and the students discussed about many things related to the text, the teacher checks the students' understanding by asking some questions related to the text, for example: what is the purpose of text?, how the text is structured?, what tense is used in text?, and so on.

The last activity is giving exercises. The teacher should give some exercises to measure the students understanding about the lesson. The exercise can be filling gap the text and or jumble paragraph.

3. Planning

In this step, many meaningful activities activate the students' background knowledge about the topic, including brainstorming, discussion and reading associated material. The aim is to help students develop an interest in the topic by relating it to their experience.

For example, the topic will be discussed is last holiday. The teacher can ask the students to think about their last holiday and asks some questions such as; what did you do in the last holiday? Where did you go?, etc. Then, the teacher asks the students to sit in group and share their experience in group.

4. Joint Constructing

In this step, the teacher along with the students begins writing a text by making draft. While doing so, the teacher uses the writing processes of brainstorming, drafting and revising. The students contribute information and ideas and teacher writes the generated text on blackboard of LCD screen in a draft form. It will facilitate later students independent composing.

Continuing the planning stage, teacher asks some students to tell their experiences about their last holiday and ask some questions such as; where did they go?, when did they go?, what did they do there? What did you think about your holiday?, etc. Then, teacher writes generated text on the blackboard or LCD screen in draft form based on the students' answers. This draft provides a model for students refer to when they work on their individual composition.

5. Independent Constructing

In this step, the students have examined model texts and have jointly constructed a text in the genre. They now compose their own text on related topic. This stage is individually

worked. However, the teacher is available to help the students in their process of composing their text.

First, teacher directs the students to compose their own recount text with the same topic 'last holiday'. Then, teacher asks the students to re-look they model of recount text that they have written in their notebook and the draft in the blackboard to help them compose their own text. Teacher also encourages students to present their own experiences.

6. Revising

In this step, the students may check, discuss and evaluate their work with fellow students, as the teacher guides and facilitates it. They may check, discuss and evaluate the linguistic aspect, text structured, vocabulary, punctuation, etc. The function is to make the students realizes their mistake in writing, so that they can improve their writing skill and become better writer.

c. Post Teaching Activities

In this stage the teacher concludes or summarizes the lesson by her/him or together with the students and gives feedback to the students toward the process and learning achievement, it can be like giving reward to the student that have finished their writing well. Finally, the teacher closes the class.

C. The Advantages of Process-Genre Approach in Teaching Writing

There are some advantages of using process-genre approach in teaching writing at Junior High School. They are:

1. Preparation step helps the students to anticipate the structural features of a particular genre in the beginning of the lesson because the teacher begins preparing the students to write by defining the situation that will require in the beginning of the lesson.
2. Modeling and reinforcing step helps the student to understand the social purpose, the target audience, how the text is structured and language features of the text because the teacher gives the students the modeling text and discuss the components of the text along with the students.
3. Planning step helps the students to develop their interest in the topic because the teacher activates the students' background knowledge about the topic by relating it to their experience by asking them the questions related to the topic, showing pictures, etc.
4. Joints constructing step helps facilitating the students later independent composing because in this step the teacher makes the final draft of the text that come from students' contribution. Therefore, the students can develop this draft while they are composing their own text.
5. Independent constructing step help the students develop their writing skill because in this step the students are given a chance to write

individually presenting their ideas in the written form and apply what they have learned.

6. Revising step help the students to check, discuss and evaluate their work with their classmates that guided by the teacher so that they can improve their writing skill and know their mistakes and errors. It also helps them becoming a better writer.

D. Conclusion and Suggestion

The process-genre approach is a good approach in improve Junior High School students' writing skill. It is good approach in teaching writing the varieties of type texts. This approach allows the students to study the relationship between purpose and form for a particular genre as they use the processes of prewriting, drafting, revision and editing. It develops students' awareness of different text types and of the composing process.

It is suggested for the teacher to use the process-genre approach in order to increase the students' skill in writing. It will be an effective approach in teaching writing because this approach is the collaboration of the process approach that has been used for a long time and the genre approach that is used in KTSP curriculum. Beside, this approach makes students to collaborate with their peers and teacher. It is also fulfill students-centered rather than teacher-centered.

In addition, the teacher should be creative in selecting and using the interesting and appropriate technique to the students. So that it make the classroom activities more enthusiastic, especially in teaching writing. The students will be more motivated to learn if the teacher can choose an appropriate strategy to be used in teaching process. The teacher is also suggested for using media such PowerPoint, pictures, videos, real objects, etc to attract students' attention and make the lesson more interesting. Then, in selecting the modeling text, the teacher is suggested to select a text that can be understood by the students and related to the students daily's lives or hot issues. And, the teacher should assist and help students in their writing process.

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