

# Balancing Acts: Essays On The Teaching Of Writing In Honor Of William F. Irmischer

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## EFFECT OF PROCESS-GENRE APPROACH ON THE INDOONESIAN EFL WRITING ACHIEVEMENT ACROSS PERSONALITY

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**ABSTRACT:** *The process-genre approach is the synthesis of the concepts of process approach and genre approach. This study aimed to investigate the effect of process-genre approach on the EFL students' achievement in writing report texts across personality: extrovert and introvert. This study is a quasi-experimental study involving 56 EFL students of Junior High School 3 at Koto, Singkarak, West Sumatra, Indonesia. The data were gained from the results of post-test administered to the experimental and control groups following the completion of the treatment. The students' writing products were analyzed and compared by using independent t-test at 0.05 level of significance. The result of the study showed that there was a significant effect of process-genre approach on the students' writing achievement, covering four writing components: organization, vocabulary, grammar, and mechanics. This study also revealed that there was no significant difference in the writing ability of the extrovert and introvert students who were taught by using the process-genre approach.*

**KEYWORDS:** Process-Genre Approach, Writing Achievement, Personality, Indonesian EFL Students

### INTRODUCTION

Writing is a process of turning ideas into some symbols or signs with some rules so that the meaning can be understood. According to Harner (2004), writing is a process to join several signs and symbols of a language together. In writing students should consider the writing components: content, organization, grammar, and mechanics. This is in line with the aim of teaching of writing in secondary schools in Indonesia in that the students were encouraged to be able to arrange or produce short texts by using correct text structures and linguistic features based on the context (Depdiknas, 2016).

To fulfill the curriculum demand teachers should find the appropriate approach in teaching EFL writing. Basically, there are three approaches in teaching writing. They are the product approach, the process approach, and the genre approach (Badger & White, 2000; Hyland, 2009; Ferris & Hedgcock, 2014; Lam, 2015). According to Badger and White (2000) each of the approaches has different characteristics in terms of linguistic factors (how the approaches conceptualize writing) and in educational factors (how the approaches conceptualize learning to write).

Based on the integration of concepts from the process-based approach and the genre-based approach, the process-genre approach has been proposed to help develop students' writing skills (Badger & White, 2000; Kim & Kim, 2005; Yan, 2005; Frith, 2016). Kim and Kim (2005) state that, in the process-genre approach, writing is believed as involving knowledge

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