

A Comparative Study of Process, Product and Process Genre Theory in Writing of Essay at Intermediate Level

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Abstract

Different approaches are introduced by number of researchers and scholars to improve writing skill of second language learner. The most prominent of them are product approach, process approach and genre process approach; these approaches 01 paved an instructional environment for learners in class room. The basic purpose of researcher to conduct this study is to investigate the effectiveness of these approaches on the writing skill of students at intermediate level. A quasi experimental study was conducted where one hundred and five students of Govt. college of Samnabad had participated in three and half month writing session, in this session different activities had been applied. To figure out the results pre and post- test were conducted. It is found that the genre process approach has more affirmative effect on the writing skill of students.

Keywords: product approach, process approach, genre process approach, writing skill of students.

Introduction

Teaching of English writing skill is a boiling issue when it is taught as second language learning. Writing skill is categorized as productive skill, in comparison of other skill, to learn this skill a learner needs more effort and to pay more attention to learn. Teaching of writing demands more prescribed work than speaking and listening. It demands extensive reading, grip on sentence making and a command on vocabulary. In short writing is not only skill to learn but also a way to convey ideas to reader.

So, the teaching of writing follows not only the productive approach but later on process approach as well, which are later being integrated with genre approach. So, different approaches are developed to teach English writing skill which has a wider scope for learner to think, create and learn the rules of a foreign language.

The product approach emphasize on mimicry and memorization of model text. The process approach in which creativity is more demanded than the mimicry and memorization. The genre approach involves learners to complete their writing not only as text to produce but this text involves all the structures and features which is directly related to the given topic.

These different approaches introduce in order to improve the perfection in the skill of writing. If we overlook through the syllabus of intermediate we get to know that there are four books of English and one is of Urdu. English is included as a compulsory subject in intermediate and has equally marked like Urdu subject. Writing is an essential part of intermediate content.

So the grew up tradition to teach writing skill urges researcher first to know about the theories which are introduced for writing and then what approaches these theories produced to teach writing skill. Essay writing is a part of this research which demands creativity among students. It is need to know that which approach is best for students to enhance and to improve their creative

writing. So, researcher will do an experimental research on this issue to solve the complexities regarding it. Researcher will try to evaluate that in Pakistani context which approach will work best. In researchers point of view writing in Pakistan become a matter of imitation and copy.

As researcher observed that in English classroom practices are also a dilemma in Pakistan. Learners are being taught with the rules of language rather than use of language by teachers. That is why it is also happened that even the brilliant students of classroom are not able to communicate in English language, and usually have done mistakes in their writings too. So, the matter of fact is that rules are not sufficient to get command over writing but it also demands a lot of practice.

Research Question

Do these approaches i.e. product approach, process approach and genre process approach differ in impact on essay writing skill of students at intermediate level?

Objectives

- There is significant impact of product approach on essay writing skill of student at intermediate level.
- There is significant impact of process approach on essay writing skill of student at intermediate level.
- There is significant impact of genre-process approach on essay writing skill of student at intermediate level.

Literature Review

A number of researchers are conducted on writing skill, which is related to improving this skill among second learner writers. It is thought to be teaching English writing skill to the second learner a difficult task. To solve the problems of second language learner various researchers worked on this matter. All the efforts of different psychologist and researchers' three theoretical concepts presented which developed three approaches towards writing skill. Researcher in her literature review going to discuss each theory not only in the perceptive of their believe about improving the English writing skill among second language learner but also what learning approaches they developed and which type of learning process each theory demand. In late 1980s genre theory is introduced in the field of writing. The basic concept of this theory is to introduce such activities to student where they found themselves more close to the text actual features and register. This theory sanction a scope towards the actual situation of given topics and much formality in text (Park & Shea, 1997).

The product approach was introduced during the era of audiolingualism. In which the mastery in writing is more important, the form of product is more focused in product writing approach. This approach teaching started its teaching with small units which a learner learnt and expand. Nunan (1999) called it as bottoms-up processing.

The other approach is process approach. Ana Munoz, (2006) cited that process approach has been introduced in 1970's mid. Zamel, (1983) stated that from the extract of students we got to know that how much are left by students to learn. For him learning is not a static but it is continuous process which lead a student to explore and discover his abilities.

The question arose what would be the actual writing goals which a learner should have to meet. Researcher observed that in Pakistan essays writing becomes a matter of fact of home works, where students are assigned different topics.

Rigby, (2012) suggested that essays must have an introductory paragraph and a body where topic can be supported or may writer can write against in a given topic and all ideas are directed to summarize in concluding paragraph. So, the most prominent features of essay writing are:

- Introductory paragraph

Openly accessible at <http://www.european-science.com>

- Body (main and sub ideas)

- Conclusion

The very first type of is analytical writing, it can also be called critical writing, where writer looked on the text and explained them with reasons. A writer wrote detailed evaluation while explaining how and why; understanding of particular genre is demanded in analytical writing. This type of writing demanded the most personal views of writer but with logics and references.

The second type is chronological writing. This writing included the details of events. These events are written by authors in sequence. Historical essays are the best examples of chronological writing.(Park & Shea, 1997) . Allyn & Bacon (1994) wrote some key features about strategies of essay writing in their book *The Allyn & Bacon Handbook*, which according to them should be focused while attending essay writing in class or exam:

- Read the essay topics carefully; pick out one of them, in which you can boost your creativity more.
- Allot time to each part of the essay on desirable conditions.
- Examine the topic you have chosen that what is being asked you to write for.
- Before start writing, assemble ideas on the given topic.
- With the help of assembled ideas develop different thesis statement, and illustrate it with sustaining details.
- At the end of your writing revise your written text.

Hossein H. and Nasrin. H. (2012) conducted an experimental research on the three approaches i.e. product, process and post process approach. Each class is instructed with each respective approach. Pre and posttest were conducted. He suggested that process approach score is higher than other approaches.

Methodology

The method of this research is experimental, as it had its roots in comparison of three approaches in order to check their effectiveness in essay writing at intermediate level.

Nature of research

The nature of research is quantitative, as data is collected numerically.

Research design

The research design is quasi experimental. As this research have three independent variables: product, process and genre process approach to observe on one dependent variable.

Instrument

The nature of research is experimental. So, Pre test and post test were taken from participants.

Delimitation

The study is limited to Government college of Lahore, Punjab.

Population

The students of intermediate level part II were selected from the government Samnabad College.

Sampling

The random sampling was adopted for the study as researcher chose only Government College where most of the students have passed their matriculation from Government schools and selected on the merit that administration has already decided

Participants

The participants of this study were randomly selected. The number of participants is 105. Three sections were selected out of five sections. Each section had 40 participants from which 35 participants were taken for **study**.

Procedure

The 105 students of Samnabad College were attended this writing course period, which were told by the researcher about the whole essay writing training session. On the same criteria two tests were developed for student i.e. pre and posttest. The whole session of 45 minutes was conducted for three and half month.

Scoring Procedure

All participants were assessed on same scoring procedure in pre and posttest. Researcher gave marks according to the criteria of essay writing skill.

Researcher took a pre-test and post-test of all group members to get the clearance in results. The result of each group compared individually to check out which group had shown more good results and improvements often applying different theories.

Researcher judged the essay writing of students on following variables.

- Organization
- Content
- Vocabulary
- Grammar
- Mechanics

Data analysis:

The data was analyzed by descriptive statistical method. Test of normality was applied to check out the difference in pre and posttest and One Way ANOVA was used to check out the significance difference in three sections results

Results**Data Analysis**

Data is analyzed through the SPSS software. The results which researcher got are presented through tables.

Results of Pre-test**Table 1 Descriptive Students Marks**

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-----------|-----|--------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Section B | 35 | 8.7143 | 1.52569 | .25789 | 8.1902 | 9.2384 | 5.00 | 12.00 |
| Section C | 35 | 8.2286 | 1.76711 | .29870 | 7.6215 | 8.8356 | 5.00 | 11.00 |
| Section D | 35 | 9.5143 | 1.86881 | .31589 | 8.8723 | 10.1562 | 4.00 | 15.00 |
| Total | 105 | 8.8190 | 1.79090 | .17477 | 8.4725 | 9.1656 | 4.00 | 15.00 |

Table 2 Test of Homogeneity of Variances

| students marks | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| .554 | 2 | 102 | .577 |

Table 3 ANOVA

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 29.505 | 2 | 14.752 | 4.949 | .009 |
| Within Groups | 304.057 | 102 | 2.981 | | |
| Total | 333.562 | 104 | | | |

Table 4 Multiple comparisons

| Students marks Scheffe | | | | | | |
|------------------------|----------------------|-----------------------|------------|------|-------------------------|-------------|
| (I) three classes | (J) three classes | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| | | | | | Lower Bound | Upper Bound |
| Pre- test Section B | Pre- test Section C; | .48571 | .41272 | .503 | .5395 | 1.5110 |
| | Pre- test Section D | .80000 | .41272 | .158 | 1.8253 | .2253 |
| Pre- test Section C | Pre- test Section B | .48571 | .41272 | .503 | 1.5110 | .5395 |
| | Pre- test Section D | 1.28571 | .41272 | .060 | 2.3110 | .2605 |
| Pre- test Section D | Pre- test Section B | .80000 | .41272 | .158 | .2253 | 1.8253 |
| | Pre- test Section C | 1.28571 | .41272 | .060 | .2605 | 2.3110 |

*. The mean difference is significant at the 0.05 level.

Results of Post-test**Table 5 Descriptive**

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-------------------|-----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Product-Section B | 35 | 16.5143 | 7.63264 | 1.29015 | 13.8924 | 19.1362 | 5.00 | 30.00 |
| Process-Section C | 35 | 15.7429 | 8.74926 | 1.47890 | 12.7374 | 18.7483 | 2.00 | 28.00 |
| Genre-Section D | 35 | 22.1143 | 6.47516 | 1.09450 | 19.8900 | 24.3386 | 10.00 | 30.00 |
| Total | 105 | 18.1238 | 8.11894 | .79233 | 16.5526 | 19.6950 | 2.00 | 30.00 |

Table 6 Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 2.475 | 2 | 102 | .089 |

Table 7. Anova

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 846.419 | 2 | 423.210 | 7.184 | .001 |
| Within Groups | 6008.971 | 102 | 58.911 | | |
| Total | 6855.390 | 104 | | | |

Table 8 Scheffe test for multi comparisons

| (I) classes | (J) classes | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|-------------------|-------------------|-----------------------|------------|------|-------------------------|-------------|
| | | | | | Lower Bound | Upper Bound |
| Product-Section B | Process-Section C | .77143 | 1.83477 | .915 | 3.7864 | 5.3292 |
| | Genre-Section D | 5.60000* | 1.83477 | .012 | 10.1578 | 1.0422 |
| Process-Section C | Product-Section B | .77143 | 1.83477 | .915 | 5.3292 | 3.7864 |
| | Genre-Section D | 6.37143* | 1.83477 | .003 | 10.9292 | 1.8136 |
| Genre-Section D | Product-Section B | 5.60000* | 1.83477 | .012 | 1.0422 | 10.1578 |
| | Process-Section C | 6.37143* | 1.83477 | .003 | 1.8136 | 10.9292 |

*. The mean difference is significant at the 0.05 level.

Data interpretation

Researcher has applied ANOVA for this study. ANOVA is statistical technique which stands for Analysis of variance. The reason to use one way ANOVA is to determine the significant difference between three groups. ANOVA is used when there is one dependent variable and three divergent independent variables. In this study essay writing skill is one dependent variable and three theories which are being search are separately three independent variables. Researcher applied ANOVA to find out the considerable diversity between the results of these three approaches. ANOVA assessed the means of deviating groups although for accurate calculation of variation Post hoc tests are needed to apply. This test also assumed the normality of distribution in each group which is being determined to compare in one way ANOVA.

Homogeneity of variance is another part of one way ANOVA, in which the inconsistency in each group is measured. Its basic purpose is to point out that there is an equivalent discrepancy in all groups' participants. To fulfill that purpose Levene's test is used which examine the muddled dissent in population.

Interpretation of Table 1

Table of descriptive has shown the mean values of Section B, C and D as 8.7, 8.2, 9.5. The minimum numbers that students obtained in the test of section B is 5 and maximum number that students seize is 12. The minimum numbers that students got in the test of section C is 5 and maximum number that student obtained is 11. The minimum numbers that students got in the test of section D is 4 and maximum number that students attained is 15. A total number of one hundred five

students participated in these tests and out of these minimum numbers that student got is 4 and maximum is 15.

Interpretation of Table 2

Table of Levene's test for Homogeneity of variance has shown the significant value of .577 which is greater than 0.5. The specify value indicated that inconsistency between three groups did not vary.

Interpretation of Table 3

The table of one way ANOVA has shown the significant value of .009 which is less than 0.5 indicated that there was not any variance among three selected groups.

Interpretation of Table 4

The Scheffe test of multiple comparisons has shown the significant values of .503, .158, 0.60 are greater than 0.5. This means that these values are insignificant. These values pointed out that in pre test administration no differences among groups have found.

Interpretation of Table 5

Table of descriptive has shown the mean values of Product Section B, Process Section C and Genre Section D as 16.5, 15.7, 22.11. The minimum numbers that students hold of in the test of product section B is 5 and maximum number that students obtained is 30. The minimum numbers that students got in the test of process section C is 2 and maximum number that student achieved is 28. The minimum numbers that students obtained in the test of Genre section D is 10 and maximum number that students got is 30. A total number of one hundred five students participated in these tests and out of these minimum numbers that student received is 2 and maximum is 30.

Interpretation of Table 6

Table of Levene's test for Homogeneity of variance has shown the significant value of .89 which is greater than 0.5. The specify value indicated that inconsistency between three groups did not vary.

Interpretation of Table 7

The table of one way Anova has shown the significant value of .001 which is less than 0.5 indicated that there is not any variance among three selected groups

Interpretation of Table 8

The result of the Post hoc Scheffe test for multi comparisons has shown that there is a significant difference only on genre based approach because of the value 0.012 which is $p < 0.05$ approaches in post test administration. This value is significant as compared to other two values. This shows that Genre approach is more effective as compared to other two approaches.

Conclusion

The researcher would like to mention the criteria of marking and checking of participants' text that which points of students' essays were improved. The text of essays of students is evaluated on the basis of following points.

- **Content**
- **Organization**
- **Ideas**
- **Vocabulary**
- **Grammar**
- **Spelling**
- **Punctuation**

In each class researcher tried to develop a sense of clearance about the topic, awareness about the reader who was going to read the text, how to focus on main ideas, how supported ideas were connected with main ideas and how individual's creativity was focused.

The trends which were concentrated by researcher in activities are following:

- Emphasis on creativity.
- Focus on organization and composition of essay
- Researcher worked sometimes as a facilitator, guide and provider.
- Essays are judged on the basis of expressive and critical writing.
- Each participant has to read out their text once by them.
- Punctuation and spelling are being checked by researcher.
- Treatment with the content is being checked.

Around the world improving writing skill became a hot issue of discussion. Writing cannot be developed if inappropriate writing instructions are not to be given to learner. The best way to select the instruction for classrooms is to choose the best approach while keeping in view the ecology of the class room, the capability of your students and the background they had. The ecology of classroom cannot be defined in terms of the strength of your students, classroom environment and timings.

In all classes researcher put her best to convey the ideas that an approach produced. Approaches paved a way towards the selection of teaching material and instructions for classroom practices.

The result of this study had shown that there was no significant difference in the result of classes in the pretest administration but in posttest the results were found much different. The product approach moved towards very controlled practices for classroom. On the other side process approach gave a free hand to writer and when the genre process approach was concerned, it gave more ease to writer while providing learner with exemplary text and also offered him a hand to write by adding his own views. It was seen that process genre approach was on more good positing results rather than product and process approach. They read out the text that was given to them, they pointed out the ideas that learners thought to be important and tried to convey those concluded ideas in their own ways. Participants of genre approach process wrote marvelous text if we consider the terms of critical thinking. They picked out and underlined even the tense that was used in model text and endeavored to understand not only ideas that were presented to them but the grammar, vocabulary which was related to topic. Hence, in process genre approach, researcher provided participants with a model text which they read and underlined the specific vocabulary and figures related to the topic, discussed with the researcher and collected the data for their own and in next class write an essay on given topic.

Recommendation

The suggestion are given by research are following.

The goal in choosing any approach must be accordance with the capability of learner in which they find themselves how to write an essay. Teacher should have to develop multiple tasks for teaching under any approach; this may enhance their interest towards essay writing. Before teaching essay writing skill a test must conduct in order to check that how much they do have a command on the language which a teacher going to teach. No approach is superior to other, the matter of fact is how they were chosen and introduced to students, so a careful selection must be taken.

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