

## **GENRE-BASED AND PROCESS-BASED ON WRITING SKILL: A COMPARATIVE STUDY**

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**Abstract:** The ability to write a text is important for students to develop. However, not everyone can carry out and make this skill an easy and popular activity. Various groups of students who study at university are important to make this writing activity a pleasure, as it will aim to convey ideas more broadly. Not only that, but they will also compile their final project or thesis as students. In this case, it is important to be carried out, especially in sharpening thinking patterns, conveying ideas, and providing new experiences in learning English, especially in writing activities. This research covers an implementation of learning writing through a genre-based and process-based approach. It uses a research method with a type of comparison that distinguishes between two independent variables. The result of this study, based on the significance of a t-test score, is 0.887, which is higher than 0.05, meaning that there is no significant difference between learning by using a process-based approach and a genre-based approach on writing skill. The researcher used a sample by dividing the class into two groups using a post-test score.

**Keywords:** *genre-based approach, process-based approach, writing skill*

## **INTRODUCTION**

Writing skill is an essential activity for students in learning a language. Before mastering writing skills, one must possess the ability to read and have good literacy skills, as well as personal experiences that will affect their ideas in writing. According to Deane et al. (2008), writing activity concerns a complex array of skills throughout a writing project, including language and literacy skills, document-creation and document-management skills, and critical-thinking skills. Therefore, writing skills are relatively tricky, from jotting down abstract ideas to writing them in a readable form. Even though writing is difficult, university students cannot deny or avoid mastering this

skill. It will benefit them to finish their undergraduate study by writing a short-term thesis and help them think critically about their long-term goals.

Writing skills, such as communicating goals in a social context and solving problems, are very complex. Even the students only know about the models of text on writing, like descriptive, expository, narrative, and argumentative or persuasive (Crowley, 1998). They usually write only good grammar, but cannot use it in context. Teachers can facilitate students to use writing approaches in their teaching and learning process. According to Hayes and Flower, (1980), to achieve success in writing skills, the teacher should use a suitable and appropriate approach to teaching writing. Because writing skill is a process, it is important to be concerned with all aspects. Like in a systematic system of writing a text, such as planning, translating, reviewing, or editing. Moreover, students must write a thesis or academic writing at a university level. So, different types of writing texts also have problems that must be solved. Some popular writing approaches are process-based, product-based, and genre-based. Each approach has different kinds of strengths and weaknesses. However, the more recent approaches are process-based and genre-based (Raftari, 2023).

These two latest approaches have attracted researchers to compare and to find the effectiveness between process-based approach and genre-based approach. Process-based approach emphasizes on the process of writing than the product itself. While genre-based has similarities with and is considered as the extended version of product-based (Badger & White, 2000). Moreover, based on Nordin and Mohammad (2006), such as the product approach, the genre-based approach views writing mainly linguistically.

Having considered the trends in these three approaches, the researcher decided to apply the two latest approaches, process-based and genre-based approach to compare the effectiveness in the Essay Writing class and to find what approach is suitable for the students. In this research, the students who received the treatment to apply process-based approach start their writing by outlining their ideas and sub-ideas, drafting, receiving feedbacks from the teacher and their peer, revising and finalizing. During the implementation of process-based approach, students could get the benefit to construct their abstract ideas into written forms and to get constructive feedbacks from their peers

or teacher to make their writing better. The class was also interactive and students-centered since the students are engaged in the process of writing.

Some researchers have proven the use of process-based approach. Studies on process approach's impact on students' writing and anxiety conclude that process approach had significant effect on students' writing and anxiety. The result shows that process approach help the students to perform better in writing and decrease their anxiety during writing on first year pre-school teaching students, and on first-year EFL students (Bayat, 2014). A recommendation to teach writing uses process-based approach, and to emphasize the activity on doing a writing text rather than the product of writing especially in the pre-writing stage, in an experimental study that shows the effectiveness of process-based approach (Hassan et al., 2020). Process-based approach was also considered as a pedagogically rewarding, illuminating, and dependable method for developing writing skills (Alodwan & Ibnian, 2014). Writing is also significantly improved on EFL students who did the scaffolding through process approach (Akinwamide, 2012) and the students as a role of writer need to imitate the writers' steps through writing process (Faraj, 2015).

## **REVIEW OF LITERATURE**

Process-based approach was first introduced in the mid-1960s when the transition from the traditional to the process-based approach had begun. According to Albeshar, (2022), process-based approach is a part of Communicative Language Teaching (CLT) promoting students' ability to think and generate ideas, write, and revise as a part of student centered classes. According to Rashtchi et al. (2019), process writing is an approach to writing, where language learners focus on the activity which they produce of their written a text than a product themselves. Process-based approach offers the writers to emphasize more on the writing process than the writing product (Onozawa, 2010). The process-based approach elaborates the process from planning, collaborative discussion, and drafting, and pays less attention to linguistic features such as grammar (Badger & White, 2000).

A process-based approach has four main steps: pre-writing, drafting, reviewing, revising, and rewriting (Zemach & Rumisek, 2005). Different experts, teachers, and

learners might have different names for the writing steps, yet the process of writing is as Zemach and Rumisek (2005) illustrate the activity of writing as follows.

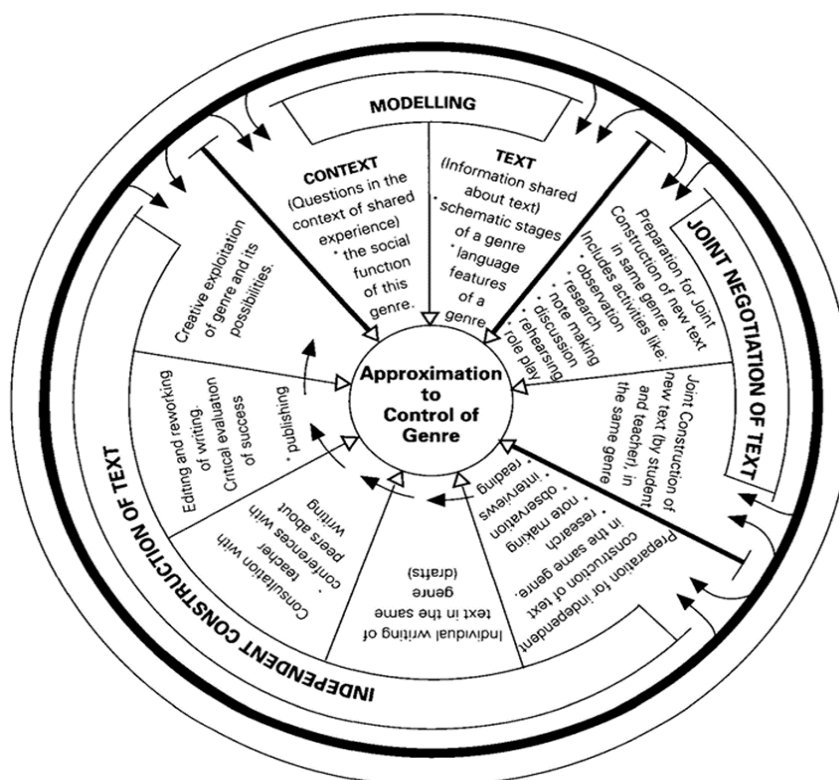


**Figure 1. The process of writing**  
Source: Zemach and Rumisek (2005)

Pre-writing stage consists of three steps: choose a topic, gather ideas, and organize. To choose a topic, students can adjust the topic given to the teacher and make it objective. In gathering the ideas, students can apply brainstorming, making a list, freewriting, and /or mapping. And to organize the ideas, we can edit what is relevant to the topic by adding or omitting the lists. In writing stage, students can start writing their ideas from the pre-writing stage. They can refer the content of the essay by looking up at what they have written in the previous stage. Next, in reviewing and revising stage, students can read aloud or silently what they have written. They can add or omit the information related to the topic. Exchanging their writing with their peer can be more advantageous, for they can estimate whether their future readers can understand what they write or not and to know others' opinion. After students are done with reviewing and revising stage, they can move on to rewriting vising stage to make their writing better by editing the revised one into a final paper.

Another approach to be discussed in this study is genre-based approach. In literacy teaching, “genre” refers to the various forms that texts take together with their varying social purposes. Because they accomplish diverse tasks, texts differ from one another. Therefore, any literacy education must address both the living social reality of texts-in-use as well as the formalities of how texts function. The purpose of a text determines how it functions. According to Cope and Kalantzis (1993), talking about genre-based approach means knowing that texts have patterns with its text types and linguistic features. Narrative, argumentative, and descriptive text use different grammar and vocabularies since the goal of each text to convey the meaning and social purpose is different to each other. Therefore, though some might consider that genre-based approach is the extension of product-approach, this approach does not only focus on the product itself but also focus on the process.

When it comes to teaching and learning writing, genre involves a combination of process and product approaches. As a strategy, genre describes the writing process that demonstrates the methodical processes or orders that students or teachers should follow. On the other hand, genre as a product exhibits its own writing characteristics in terms of structure, physical layout, and communication goal as well as language elements employed. Genre-based approach in writing is illustrated as a wheel called “The Martin/OSP ‘Wheel’/ Model of Genre Literacy Pedagogy” (Dirgeyasa, 2016). According to Cope and Kalantzis (1993), this model is divided into three phases: modelling, joint negotiation text and independent construction of text.



**Figure 2. Model of Genre Literacy Pedagogy**

Source: Cope and Kalantzis (1993)

In the first phase, modelling, students are exposed to text types and how certain text type conveys certain message. By knowing type of text, students also analyze the purpose of the texts (functions), and the ways in which the text ‘speaks’ (lexico-grammatical features). In understanding the ‘context’, students can read the essay and to analyze what is the aim of the text, whether to describe, report, narrate, argue or compare (Cope & Kalantzis, 1993). Then, they can look at the structure of the text as well as the language features used in the text, for different text type has different language features depends on the aim of the text. In this first phase, students are given

with the input from various texts or even one text type only. This is why this phase is called modelling, where students see the ‘model’ for their future writing.

Phase two is joint negotiation text by doing an observation, research, note-making, discussion, rehearsing and role play to construct the writing ideas. The teacher works as facilitator and every student collaborates to each other so that they can build a joint construction of a certain genre of a text. And the final step, independent construction of a text, is where students work independently to create a new text on their own. In this phase, students do consultation with teacher, receive feedbacks through writing conference, edit and rewrite the text, do critical evaluation, publish, and have a creative exploitation of the genre. Genre-based approach in writing is said to be the extension of the product-based approach, yet it also includes systematic steps to construct a new text through modelling from a certain genre.

This also is a kind of a mind mapping of genre-based and process-based approach on writing skill.



**Figure 3. Mind mapping of genre based and process approach**

**METHOD**

This quantitative research uses a comparative design test by focusing on two independent samples. A comparison test can be referred to as a difference test. A comparison test is one of the statistical analysis tools that aims to compare two conditions (problems) being studied, whether there is a difference between the two being studied, and whether there is a significant difference between the two. The data collection is done using writing skills and a scoring rubric. A data analysis on this research is a t-test because the data scale is an interval or ratio (Mundir, 2012).

The purpose of this research is to compare the effectiveness of two treatments conducted in a writing class. Two groups are conducting with two kinds of the approaches in writing class. Those approaches are about genre-based approach and the

other one is process-based approach. The students write an essay that applies on their writing skill. The populations on this research were all the students of English program on the fourth semester. Based on Sugiyono (2007), population is a generalization area consisting of objects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn a conclusions.

The samples of this research were 26 students of English department in educational program. It uses a Purposive Sampling Technique. The technique take on this research is support a sample because not all samples have criteria according to the specified criteria. The sample is chosen because the population is not more than one hundred people (Sugiyono, 2016). Relate with sampling which is also quite easy to do, if the object of research is greater than one hundred respondents, 10%-15% or 20%-25% are taken, but if less than one hundred people, the respondent (sample) must be taken entirely. The samples of this research are two groups that have been treated using process-based approach and the second group is genre-based approach. The two samples have no relationship with each other because they underwent different treatments.

This research design used a random post-test equivalent group. According to Emzir (2010), a formula for the comparative study on quantitative research that uses a post-test. The variables of this study can be illustrated in Table 1:

**Table 1. Formula of the comparative study use a post test**

$R_1 :$	$X_1$	$O_2$
$R_2 :$	$X_2$	$O_2$
<i>Note</i>		
$R_1 :$	the students are learned by using Process based approach	
$R_2 :$	the students are learned by using Genre based approach	
$O_2$	posttest	
$X_1$	group 1	
$X_2$	group 2	

In Table 1, there are two groups to be compared. Both groups then receive treatment to find out if there is a difference in the end result by comparing the post-test results. Based on Gunawan (2015), this test aims to determine whether data analysis for hypothesis testing can be continued or not using parametric statistics. The instrument of this research uses a writing test of the students' essay by the topic of health. It is used on



the rubric scoring of writing tests, like in Table 2 from Mesa Community College (Asri et al., 2023).

**Table 2. The scoring rubric of writing skill**

Paragraph Writing Rubric Adapted from Mesa Community College (www.mesacc.edu)				
Point value	4	3	2	1
<b>Topic sentence</b>	Interesting, original topic sentence. Has a specific controlling idea. Clear purpose.	Clearly stated topic sentence presents one main idea.	The topic sentence' purpose is unclear. It needs a more specific controlling idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing. There is no controlling idea.
<b>Supporting sentences</b>	Paragraph has enough supporting sentences and detail sentences (examples) that relate to the topic sentence.	Paragraph doesn't have enough supporting sentences and detail sentences (examples) that relate to the topic sentence.	There are supporting sentences and detail sentences (examples) that relate to the topic sentence, but a few are vague/missing/unrelated	Insufficient, vague, or undeveloped examples.
<b>Concluding sentence</b>	Complete and interesting conclusion builds onto the topic sentence/ restates the idea. It gives a suggestion, some advice/ opinion etc.	A good conclusion but not creative, repeats same pattern of topic sentence. Needs to be more interesting and better paraphrased.	The concluding sentence is too vague.	There is no logical concluding sentence.
<b>Clarity, Coherence and Style</b>	Clear meaning. Correct grammar. Transitions make a good "flow". Precise word choice. Logical progression of supporting examples	Some good vocabulary, but there are a few repetition in vocab. or sent. Structure. Some grammar problems. You need more transitions. Details are arranged in a logical progression.	Lots of repetition in vocabulary or sentence structure. Some grammar problems. Weak/no transitions. Acceptable arrangement of examples.	Unrelated details; no transitions. Unclear or incomplete. Sentences. Poor word choice. No pattern of organization.
<b>Mechanics and Form</b>	Consistent standard English usage. Used standard paragraph form. There are no errors in:	A few errors, but none major, in usage, spelling, capitalization, and/or punctuation. (1-2)	Some errors in usage, spelling, capitalization , and/or punctuation (3-4)	Distracting errors in usage, spelling, and/or punctuation



Spelling, capitalization, and/or punctuation
<b>Score</b>
<b>Total score</b>
<b>Final score (Total score x 4)</b>

Table 2 is used as a scoring on writing test. The aspects used on writing skill are about some aspect of writing skill. Those are about topic sentence, supporting sentences, concluding sentence, clarity coherence and style, mechanics and form.

A process or an activity of students' that conduct by the researcher can be done as a data collecting technique while teaching a writing skill through process-based approach, there are sixteen meetings for a semester, those are Learning contract (meeting 1), Building Knowledge of the Field/Pre-writing (meeting 2 until 5), Modeling of Text (meeting 6 until 9), Joint Construction of Text (meeting 10 until 13), Independent Construction of Text (meeting 14 until 15), and Finalization/post-test score (meeting 16). Whereas on a genre-based approach of this research that apply in learning writing at the class are Learning contract (meeting 1), Pre-writing (meeting 2 until 4), Drafting (meeting 5 until 7), Responding (meeting 8 until 10), Revising (meeting 11 until 12), Editing (meeting 13), Post-writing (meeting 14), Revising (meeting 15), Finalization post-test score (meeting 16).

Data analysis is conducted on this research is using SPSS software. For determining the type of test to be used, it is necessary to test the assumptions with analysis of variance to prove that both groups are normally distributed through normality test and also homogeneous through homogeneity test. Before conducting the assumption test and difference test, the research hypothesis are Hypothesis *null*, there is no significant difference in writing ability between students who use process-based approach and genre-based approach. Hypothesis alternative, there is a significant difference in writing ability between students who use process-based approach and genre-based approach

To reject or accept the null hypothesis, a difference test with two independent samples is required with a sig. (p.value) 0.05 or 5%. How to provide the provisions of this statistical test is done by making a decision with the provisions if sig. (p value)  $\leq$  0.05 (5%), then  $H_a$  is accepted or  $H_0$  fails to be accepted. Instead, if sig. (p value)  $>$  0.05

(5%), then  $H_0$  is accepted or  $H_a$  fails to be accepted. In this study, a researcher uses t-test by going through several things, namely the homogeneity test and normality test.

## FINDINGS AND DISCUSSION

This study utilized two kinds of tests to compare the effectiveness of two treatments conducted in writing class. All tests were conducted using SPSS 25. The first test is normality test. In a comparative study, a normality test is important because it helps ensure the validity and accuracy of the statistical comparison between groups by choosing a correct statistical test. The result of test of normality on the process-based approach on the writing skill as in Table 3.

**Table 3. A normality test of process-based approach**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Process-based	.191	13	.200*	.928	13	.322

Meanwhile, the result of the test of normality on the genre-based approach on the writing skill as in Table 4.

**Table 4. A normality test of genre-based approach**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Genre-based	.195	13	.190	.889	13	.094

From Table 3 and Table 4, it can be concluded that both groups are normally distributed. The p-value from process-based approach group is 0.322 and the p-value of genre-based approach group is 0.094. It means that the p-values > 0.05 for both groups. Therefore, the data are normally distributed. This study can use independent t-test. Here is the data of t-test is in Table 5. Since the data are normally distributed, the parametric test was used to compare both of the groups. In Table 5, the result shows that a significance (p-value) is 0.887. It is higher than 0.05 means  $H_0$  is accepted and  $H_a$  fails to be accepted. Therefore, there is no significant difference between the learning outcomes of students taught using the process-based approach and those taught using the genre-based approach on writing skill.

**Table 5. The independent sample test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' score	Equal variances assumed	.023	.882	.144	24	.887	.76923	5.34094	-10.25393	11.79239
	Equal variances not assumed			.144	23.883	.887	.76923	5.34094	-10.25679	11.79525

As for this study, which applies the learning approach of process and genre in writing ability, it has various aspects of needs that can be adjusted with some other learning in English. This can be used as a complement not as an opponent of each other (Nordin & Mohammad, 2006). According to Mauludin (2020), in his article through construction by applying genre-based approach on writing also did not have influence for the students' writing. The applying of learning approaches, especially in writing, is important to be chosen according to the needs of language learners. This makes it a step towards achieving good writing skills. Most learners have known many methods and steps in writing, but they are still lacking in competence in writing. Therefore, it is necessary to choose and be directed through a suitable, varied and fun learning approach. In the writing process approach to students is a form of activity by prioritizing the initial stages to the expected goal. Implementing an integrated approach by using process and genre approach on writing skill are complementing of each other (Rusinovci, 2015). In this case they do process based in completing writing activities. As well as in the genre where they can determine the linguistic elements, text types and also the appropriate language order in writing activities. This is no significant difference, following previous research through both approaches (Parveen et al., 2018).

## CONCLUSIONS AND SUGGESTIONS

Since teaching writing skills is important in learning English, the teacher must be aware of choosing an appropriate method. The students must be given a suitable and well-approach to learning writing skills. In this research, the researcher only used two

approaches: the process-based approach and the genre-based approach. As a result of the research, there are no differences between the process and genre-based approaches. Moreover, many approaches can still be approved by the next researcher in teaching writing. Moreover, the next researcher can conduct research by using another method to develop this research.

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