



THE EFFECT OF PROCESS APPROACH ON THE PARAGRAPH WRITING SKILL
OF GRADE 11 STUDENTS' AT TULU DIMITU SECONDARY SCHOOL

BY: MESERET ZEWDU

ADDIS ABABA

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A SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES AND
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LANGUAGE TEACHING

BY: MESERET ZEWDU

ADVISOR: DR. MELAKU WAKUMA

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DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

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APPROVED BY BOARD OF EXAMINERS

Advisor: _____ Signature: _____ Date: _____

Internal Examiner: _____ Signature: _____ Date: _____

External Examiner: _____ Signature: _____ Date: _____

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ABSTRACT

This quasi-experimental study at Tulu Dimitu Secondary School examines how the process approach affects students' ability to write paragraphs in Grade 11. The study sought to assess improvements in students' paragraph writing skills as a result of a process approach intervention. A systematic random sampling procedure was used to select 54 participants from two parts of 108 sampling individuals. There were 27 participants in the experimental group in the first section, while 27 learners formed the control group in the second. After pretests were administered to both groups to establish baseline proficiency levels, the experimental group received treatment for four weeks. After that, post-tests were given to both groups to gauge any changes brought about by the intervention. .The study used a 95% confidence interval with 5% alpha, an analysis of independent samples t-tests after the process approach intervention showed <0.001 p-value , which is <0.05 of the alpha, indicating that the intervention had a statistically significant impact on the experimental group. These results point to the effectiveness of the process approach on paragraph writing skills and supported the alternative hypothesis. As a result, recommendations were given

CHAPTER ONE INTRODUCTION

The background information on the process writing approach, the research problem and hypotheses, the study's objectives and goals, the research significance, and an outline of the paper's structure are all included in this first chapter. In order to convey the study boundaries, it also establishes the research's limitation and delimitation and provides a brief overview.

1.1 Background

In the field of English language instruction, developing strong writing abilities is essential for both academic achievement and potential employment success. The skill to write paragraphs effectively emerges as a fundamental skill for secondary school pupils, one that is required for academic engagement, critical thinking, and meaningful communication. Nonetheless, despite its well-established importance, the educational strategies employed to develop these abilities frequently differ, providing opportunity for further research and improvement.

As suggested by Tompkins, (2012) in English language education, writing paragraph is a fundamental language development ability that is essential for successful academic achievement and efficient communication and acts as a framework for arranging concepts, making claims, and delivering information logically.

There are two ways to teach paragraph writing skills according to Hedge (2005). The first is product-oriented or the traditional approach emphasizing grammatical correctness and conformity to predetermined patterns and learners produce observable results, but it might not fully take into account the various demands and learning preferences of the students by inhibiting originality and critical thinking because they place a strong emphasis on rote learning and formulaic writing (Matsuda & Silva, 2011).

The process approach to paragraph writing, on the other hand, emphasizes recursive steps such as prewriting, drafting, revising, editing, and publishing. It also highlights the importance of student autonomy, reflection, and meta cognition, and it fosters a thorough understanding of the writing as a cycling and dynamic process.(Hayes & Flower, 1980).

According to academics like Raimes(1983) and Hyland (2003), putting the process approach into practice can help students become better writers by encouraging them to participate, exercise self-control, and communicate authentically. It can also help students develop a growth mindset and resilience when faced with writing challenges by pushing them to try out different drafts, get feedback from peers, and revise their work frequently.

Even if the above studies' showed the process approach have effect on the students' writing skill theoretically, there is a lack of empirical research especially investigating its impact on students' ability to write paragraphs in Grade 11. This study, therefore, attempts to offer empirical insights into the efficacy of the process approach in boosting paragraph writing proficiency among Grade 11 students at Tulu Dimitu Secondary School by utilizing a quasi-experimental design. It is anticipated that the results will influence curriculum design, teacher preparation programs, and instructional strategies, adding to the current conversation about innovative pedagogy and language learning.

1.2 Statements of the Problem

Paragraph writing skills are essential for academic success and effective communication, yet many students struggle with creating well-organized and coherent paragraphs. Product teaching approach, which often focus on rote learning and the final product, may not adequately nurture the necessary critical thinking and creativity in writing. As a result, students frequently encounter difficulties in structuring their ideas, developing coherent paragraphs, and adhering to language conventions. This study explores the impact of the process approach on paragraph writing skills. By emphasizing the stages of writing—planning, drafting, revising, and editing—the process approach may significantly enhance students' writing skill to produce structured and meaningful paragraphs. Investigating the effectiveness of this approach could offer valuable insights for educators aiming to improve writing instruction and support student achievement.

Numerous researchers have conducted various studies on the process-oriented approach in various fields. Asmara, Shafqat, and Ahdi Hassen (2020) found that the approach had a positive and statistically significant effect on the students and reduced the likelihood of producing inadequate documents at the conclusion of the writing class.

Additionally, a quasi-experimental study on the process-based writing approach was carried out by Graham and Sandmel (2011). They found that students' writing achievement is positively impacted by the process-based writing method. None of the aforementioned scholars planned to examine in the manner that I did after taking these issues into consideration.

Writing paragraphs and essays in a meaningful, cohesive way should be the minimum learning capacity of students' writing skills in the preparatory classes, according to the Ministry of Education (MoE, 1994). Despite the fact that the MoE has set a minimum standard, according to Dawit (2023) our students have not met it. They struggle with vocabulary, organization, grammar, mechanics (such as capitalization and punctuation), and writing sentences and paragraphs appropriately for their level.

Aman (2020) suggested that Ethiopian high school students face challenges in developing their writing skills, particularly in government primary and secondary school and explained that the process approach is a better way to address this writing issues in high school classrooms by inspiring the learners', enhancing classroom interactions, and setting up a comfortable writing environment. In addition, he said that by making writing enjoyable at all levels, this method benefits average, low, and learning disabled kids. Furthermore, Amare (2017) investigated how teachers thought about the process approach and how it was applied, and found that students' writing skills increased when teachers concentrated on teaching writing skills using the process writing method.

Despite the theoretical support for process-oriented approach, there is limited research demonstrating its practical benefits in real classroom settings. This study aims to fill this gap by providing data on how the process approach can improve students' writing skill, specifically in organizing their thoughts, developing coherent paragraph, using proper word choice, using appropriate sentence construction and applying language convention rules in their written paragraph. Addressing this gap will help educators understand the potential of the process approach to improve writing instruction and student outcomes.

1.3. Hypotheses

H1.Process approach has a statistically significant effect on grade 11 students' paragraph writing performance.

H0.Process approach doesn't have a statistically significant effect on grade 11 students' paragraph writing performance.

1.4. General Objective

The general objective of the study is to investigate the effect of process approach on the students' paragraph writing skill.

1.5. Specific objectives

Specific objectives of the study are as follows:

- To assess the effect of process approach on the content of the students' written paragraph.
- To examine the effect of a process approach on the organization of the students' written paragraph.
- To describe the effect of a process approach on the word choice of the learners' written paragraph.
- To determine the effect of process approach on the language use of the learners' written paragraph.

- To analyze the effect of process approach on the use of mechanics in their written paragraph.

1.6. Significance of the Study

The results of this study are significant in multiple ways. It would be beneficial for the students to select the right technique to enhance their paragraph writing abilities. Firstly, it informs the pedagogical practice of the process approach to teach grade 11 pupils paragraph writing skills. Second, it demonstrates that using a process-oriented approach rather than a traditional one improves students' ability to write paragraphs in English classes. Lastly, it encourages other researchers to investigate the efficacy of a process-oriented strategy for teaching English paragraph writing in different contexts.

1.7. Scope of the Study

This research was conducted in two sections of grade eleven students at Tulu Dimitu Secondary School. Mastering this skill at the grade 11 level lays a solid foundation for future academic endeavors. In higher education proficiency in paragraph writing is essential, having good writing skill is highly prized and learners writing abilities at grade 11 level will give them a competitive advantage in their academic success. Overall, research on the effectiveness of PWA in teaching grade 11 paragraph writing skills improves students' writing skills while also fostering critical thinking, analysis, and communication skills that are necessary for success in the classroom.

1.8. Limitations and Delimitation of the Study

The study's first limitation is that it only included 54 participants from two sections at Tulu Dimitu High School. This means that there may not have been enough statistical power to draw conclusions from the research, and the individuals may not have been representative of all grade 11 students at other high schools.

Second, narrowing the focus to the social science stream students may affect the study's findings in natural science stream. Consequently, narrowing the attention to just two sections of grade 11 students may limit the application of the other sections. Finally, because it was based on pre and post-writing assessments, the rubrics might not have fully captured the spectrum of skills required to write paragraphs that could be impacted by PWA intervention.

The study's delimitation, which bounded it to Tulu Dimitu secondary school students in Sheger City, may limit the findings' generalization to other locations, regions, or educational institutions. Moreover, the study was conducted in a government school, which may have an impact on the results or yield different results in other settings.

1.9. Structure of the Report

This thesis is divided into five chapters, in addition to an appendix and references. The first chapter covers the introduction and establishes the framework for the research. It begins by giving the background information, then goes on to outline the problem and the study hypothesis. The study's overall goal and its particular goals are described, along

with the importance of the investigation, its parameters, and any restrictions or limits. The section ends with a summary of the thesis format for guidance. In the second chapter, relevant literature is reviewed, with an analysis and synthesis of previous studies and theoretical frameworks. A conceptual framework laying the theoretical groundwork for the investigation is frequently included in this chapter. Subsequently, chapter three describes the research methodologies used, including the selected research methodologies, data collection instruments, sample sizes and methods, and data analysis strategies.

In addition, chapter four provides an interpretation and contextualization of the research results within the study's framework. Chapter five provides a summary of the research findings, conclusions, and suggestions for additional research or real-world applications. The reference section, which concludes the thesis, includes a list of all the sources that were mentioned. Any appendices that include extra information, such as raw data, are included to further contextualize or support the research.

CHAPTER TWO REVIEW OF RELATED LITERATURE

The literature review section addresses approaches, components, and types of paragraph writing with in different theoretical aspects of process writing approach followed by conceptual frame work of the study and also it presents different literature related with process approach.

2.1. Understanding Paragraph Composition and the Challenges

Writing skill, according to Nunan (2003), is the cerebral process of generating ideas and deciding how best to structure and convey them into a sentence or paragraph that the reader can easily understand but sometimes children may struggle with it at various levels, which may lead to miscommunications between them and their professors. Since students are taught to concentrate more on essays or paragraphs and grammar norms.

A paragraph functions as the basic building block of a piece of writing, comprising a coherent group of phrases that express a single topic or theme and are intended to clarify, inform, narrate, describe, or introduce points of view to pique readers' interest. A paragraph's structure is determined by how it is structured, usually consisting of a topic sentence, a few supporting elements, and a conclusion.

This pattern of organization which begins with a topic sentence that presents the main idea and is followed by details that support it is emphasized by scholars such as Boardman and Frydenberg (2008). The final phrase restates the main idea in a unique way. Furthermore, among other forms like argumentative and persuasive, Ameri (2008)

notes that narrative, descriptive, and explanatory paragraphs are common formats that serve a variety of communicative functions.

Sawkins (1971) noted that paragraph writing is the most challenging skill with various phases to writing; pupils begin by writing a letter, and then go on to words, paragraphs, and essays. They have challenges with terminology, run-on sentences, improper capitalization, misplaced modifiers, improper parallelism, and topographical depiction of each letter at every level. Writing was also covered by Irawansyah (2016) and Setyowati (2017) they said pupils used shorter sentences to form paragraphs; the supporting elements were inconsistent and did not support the main concept. As a result, students thought that their writing was lacking and they were not competent writers.

Umumamah and Cahyono (2020) stated that paragraph writing is a difficult task and that students struggle with a variety of issues, including inadequate vocabulary, proper grammatical usage, mechanics, content organization, and style. Additionally, according to Regal-Flores and Lopez (2020), one of the challenges students face in L2 writing classes is incorporating source information into their writing compositions. For this reason, teachers must be aware of the most effective ways to teach writing skills to their students.

2.2. Pedagogical Approaches of Paragraph Writing

In educational settings, there are two main approaches to teaching paragraph writing: product-oriented and process-oriented approaches. The method of instruction chosen has a big impact on how students see themselves and how they learn to write (Jabali, 2018).

According to Raimes (1983), the process-oriented approach encourages students to explore a topic that will help them come up with new ideas and language to improve their writing skills rather than writing on a predetermined topic within a set time frame. The teacher is still seen as a facilitator of the writing process. Dewi (2021) proposed that the methodology employed in the classroom has a significant impact on students' writing skills.

Product-oriented approach follows a typical instructional paradigm and is focused on the written assignments' ultimate products (Wahdan & Burogahoin, 2019). On the other hand, the process-oriented approach places more emphasis on student participation throughout the entire writing process, from idealization to completion. Prior studies, as demonstrated by Dewi (2021), highlight the significant influence of teaching methods on students' writing abilities.

According to Wahdan and Bugarahoin (2019), a product approach is a conventional method of teaching writing that concentrates on the task's final result, expecting the student to be a proficient language user. Brown (2001) added, "In a product-oriented approach, a lot of focus was placed on model compositions that students would follow and how well their final product measured up against a list of criteria like vocabulary, grammar usage, content organization, and mechanical consideration. The teacher would then intervene when the product was ready.

2.3.The Process Oriented Paradigm

Writing as a dynamic process involves iterative stages including pre-writing,drafting, revising, editing, and publishing is fundamental to the process oriented approach. Academics such as Graham Stanley (1995) argue for a change in perspective to see writing as a creative process that requires sufficient time and helpful criticism to produce the best results. However, the process approach, as described by Nunan (1991) and Brown (2001), emphasizes the steps writers take to create texts and allows students to take charge of their own writing by providing them with opportunities to reflect as they move through various stages, such as pre-writing, drafting, revising, and editing.

Process writing is an approach that emphasizes the writing process over the final product, which fosters learners' self-awareness and exploration of effective writing strategies catered to their unique learning styles. Brown (2001) goes into further detail to explain the pedagogical philosophy behind process writing. According to Applebee (1986), the process-oriented method has the capacity to significantly alter students' lives by emphasizing their activities and interactions during the writing process instead of concentrating only on the final product.

According to Shin and Crandall (2014), this collaborative and iterative structure enables students to precisely adjust their written language, efficiently use linguistic resources, and convey their thoughts coherently. Hedge (2005) further highlights the process-oriented approach's developmental advantages, which include promoting students' writing efforts' correctness and fluency.

2.4. Sequential Stages of Process Writing Approach

The five phases of the process-oriented method are pre-writing, drafting, revising, editing, and publication. The first stage is pre-writing, which uses strategies like clustering and listing to encourage idea production and brainstorming sessions. While drafting, concepts are combined to create a cohesive story with a focus on simplicity and clarity, while also being open to changes in the future. In order to improve the written text's substance and organization, revising requires a critical analysis of the text and asking peers or teachers for input.

Editing and proofreading are essential steps that guarantee the final draft's grammatical correctness, coherence, and conciseness. The final step is publication, which gives students the chance to show off their polished work to a group of people inside or outside of the classroom. A comprehensive and iterative educational philosophy is essentially embodied by the process-oriented approach to writing instruction, which encourages learners' creativity, self-expression, and ongoing development.

2.5. Researches conducted on process approach

Teaching writing through a process-genre approach, as opposed to a product approach, has been shown to significantly improve students' writing performance and bring about changes in paragraph writing elements such as content, vocabulary, organization, grammar and mechanics. Additionally, it has a positive effect on learners' perceptions of their writing abilities. These findings were reported by Dr. Eskinder Getachew (2018).

Parallel to this, the effects of the process-genre approach on paragraph writing skills and the use of rhetorical devices and steps in students' essays are highlighted by Melese Degu (2019) in his paper, "Effect of Genre Approach on Students Writing Skill." found that students exposed to the process-genre approach demonstrated a significant pre-post intervention improvement in their argumentative paragraph writing skills when compared to students taught using standard approaches. Reiterating the beneficial effects of the process-genre approach on students' awareness and application of rhetorical strategies, his study finds that through collaborative learning experiences, students not only improved their paragraph writing skills but also acquired new strategies and problem-solving abilities.

Additionally, in their study, Johnson and Smith (2018) looked at how process-oriented paragraph writing teaching affected high school students' paragraph writing performances. When compared to the control group, the experimental group, which was taught the process approach, showed notable gains in writing fluency, coherence, and grammatical accuracy. The study results highlighted the effectiveness of the process approach in improving learners' paragraph writing performance. Equivalently, a process approach paragraph writing instruction group and a traditional instruction group was assigned to college-level ESL students in Lee and Chen's (2020) quasi-experimental study. As a result of enhanced compositional order, clarity, and lexical diversity, students who received process-based training had gain higher paragraph writing competence.

Again, Martinez (2019) employed a quasi-experimental method to examine the effects of process-oriented writing training on the writing abilities of primary school pupils. He concluded that as compared to the control group, the intervention group—which was taught the process approach showed considerable gains in writing complexity and fluency.

In addition, the qualitative analysis demonstrated that students enrolled in the process method exhibited improved levels of self-regulation and meta-cognitive awareness. The study further underscored the possibility for process-oriented training to support the development of holistic paragraph writing early on and also it helps students work together, improves average and poor scorers, and improves writing mechanics and structure on meaningful sentence construction and well-organized paragraph writing.

Moreover, effectiveness of using a process genre-based strategy to teach English language learners paragraph writing techniques was investigated by Dawit (2023) in his study “Improving Students' Writing Skills through the Process strategy.” He highlighted the noteworthy progress students have made in writing that are rhetorically sound and they indicated better understanding of paragraph development after receiving treatment of process approach. His study although also underlined the ongoing need for creative paragraph teaching methods in Ethiopian high schools context and emphasized how important it is to teach pupils a process oriented paragraph writing development strategies which has the potential to lessen language-related obstacles that Ethiopian EFL students encounter in this domain.

Furthermore, the process-based approach to teach paragraph writing skills has been shown to have a positive impact on students’ paragraph writing achievement and reduce anxiety, according to scholars like Dentisak Dokchandrain (2020) and Bayat (2014). The method has also been shown to help pre-service teachers improve their paragraph writing abilities and lessen their writing anxiety. As a bonus, kids who attend elementary, middle, and high schools can also benefit from the method in higher education settings.

In parallel, paragraph writing performance and anxiety are correlated, as demonstrated by Bayat (2014). High anxiety levels make it difficult for students to express themselves clearly. Writing anxiety can be reduced by giving students opportunities for feedback and structured support during the writing process. According to Khuder & Hardwood (2015), the WPA can also assist reduce anxiety and increase students' confidence in their paragraph writing skills by providing a supportive writing environment and emphasizing incremental development.

It is also well known that the PWA is effective for enhancing paragraph writing performance and students who write paragraph using a process approach are more proficient in a number of paragraph writing skills, such as coherence, organization, and clarity (De Miliano, 2012). By the same token, Worden (2009) mentioned that because the PWA is iterative it emphasizes steps such as brainstorming, drafting, revising, and editing students can enhance their paragraph writing skills over time.

According to Fareed, Ashraf, and Bilal (2016), students' negative attitudes about teaching paragraph writing skills are shifted by the paragraph writing cycle that is a fundamental component of the process approach, which promotes a positive perspective on learning. Likewise, scholars like Flower and Hayes (1980) added on, with an emphasis on the writing process rather than the finished product, encouraging students to use recursive and reflective paragraph writing techniques to advance their paragraph writing abilities is the goal of the process approach, which divides the paragraph writing process into small parts and offers opportunity for correction and feedback.

Furthermore, paragraph writing using a process approach improves paragraph writing skills and promotes a better comprehension of language use and communication that help students to find writing exercises simpler to participate in, which suggests that the process method is useful for promoting language learning and helps students enhance their practical language abilities and effectively communicate information by implementing activities including brainstorming, peer review, and self-assessment (Fareed et al., 2016).

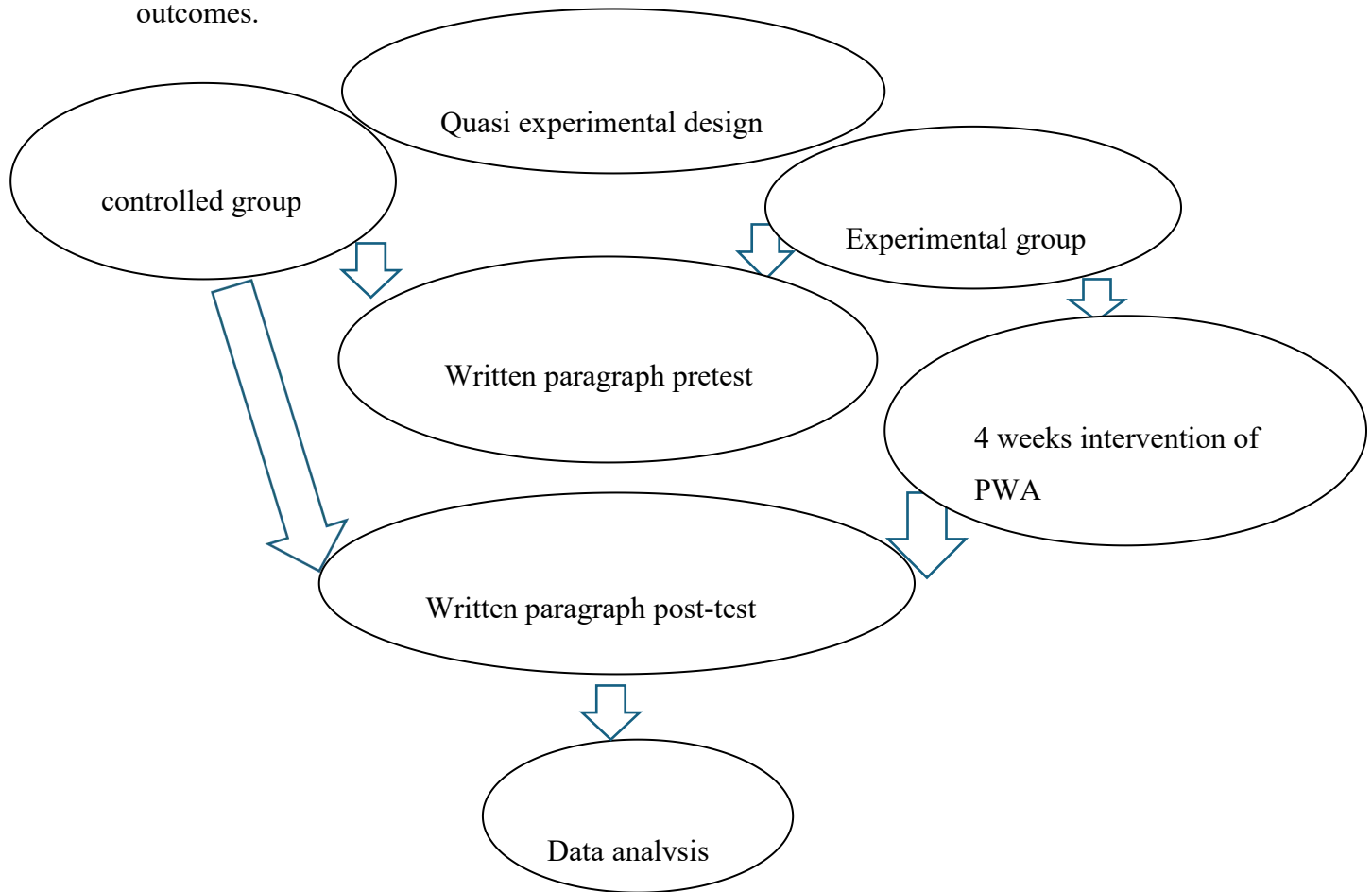
2.6. Theoretical framework

With its foundation in sociocultural and cognitive-developmental writing theories, the process writing approach offers a strong framework for improving students' paragraph-writing abilities. As stated by Graves (1983), the process writing model places more emphasis on the value of the writing process than it does on the written work itself. This includes the stages of planning, drafting, rewriting, editing, and publishing. This method is consistent with the sociocultural theory of Vygotsky (1978), which emphasizes the importance of social contact and the internalization of writing techniques in the growth of writing proficiency.

In addition, the process writing technique fosters meta cognitive awareness since it requires students to reflect on and control their work at different points throughout the writing process (Flower & Hayes, 1981). Through the integration of these theoretical foundations, this study aims to examine the ways in which the application of the process writing approach can enhance students' capacity to generate orderly and cohesive paragraphs, exhibiting their advancement in rhetorical awareness and writing proficiency.

2.7. Conceptual Frameworks

This conceptual framework, which also provides an overview of the experimental groups, data collection strategies, and data analysis techniques used. The quasi-experimental design of the study is integrated within the context of instructional practices and student outcomes.



Process-oriented methods to teach writing have their theoretical and scientific roots in this study's conceptual framework. Compared to more conventional, product-focused approaches, the fundamental concept was that getting students involved in the many stages of the writing process such as planning, drafting, revising, and editing can result in better writing outcomes.

The researchers sought to investigate the effects of this instructional approach on participants' paragraph writing skill by offering students a four weeks, 30 minutes for each period intervention activities in the experimental group, the aim of the intervention was to introduce students the concept of process writing and its stages, the controlled group, which did not receive the intervention, serves as a comparison to determine whether the experimental group showed improvements in their writing skill after the intervention. The pre-test and post-test design allowed the researcher to determine the impact of the process writing intervention through the t-test data analysis techniques.

CHAPTER THREE RESEARCH METHODOLOGY

This unit describes the research design, the data collection tools, samples & sampling techniques, and analysis methods. In general, the methodology section offers a synopsis of the research process and allows other researchers to assess and discuss the methodological and procedural validity of the study.

3.1. Research Design

The purpose of the study was to determine the effects of teaching grade 11 students at Tulu Dimitu Secondary School a process-oriented writing instruction that is specifically geared toward improving their paragraph writing skills. The principal aim of the study was to determine if the experimental group's proficiency in writing paragraphs would alter noticeably as a consequence of using this teaching approach, which was labeled as the independent variable. In order to look for any appreciable differences or improvements in writing performance as compared to a control group, the researcher isolated the experimental group for treatment with the process approach in paragraph writing lessons.

This method made it possible to conduct a focused analysis of how well the process-oriented approach improved the students' skill to write paragraphs, which gave important information about how well writing instructional approaches work in the school's educational setting.

3.2. Tools of Data Collection

Pre and post-tests with the same writing title were used as the data collection tool for both groups. Prior to the intervention, a pretest was arranged for both groups to ensure that their proficiency in composing paragraphs was similar. Then, following an intervention lasting four weeks for the experimental group alone, a post-test was given to the control group as well as the experimental group to see if the intervention had caused a statistically significant difference between the two groups

3.3. Subjects, Sampling and Sampling Techniques

There are 440 grade 11 students in 8 sections at Tulu Dimitu Secondary School, out of them two sections with 108 pupils were the target populations. A systematic sampling procedure was used, in which only even-numbered students were chosen from the target populations to provide a representative sample.

Utilizing a systematic sampling procedure, a representative sample was guaranteed. The chosen samples were 27 in the control group and 27 in the experimental group. In order to provide a more accurate assessment of the impact of the process-oriented approach to paragraph writing skill, this sampling technique aimed to maintain the balance of participants between the experimental and control groups while also ensuring that the selected participants were diverse enough to offer meaningful insights into its effects.

3.4. Demographic characteristics of participants

A total of 54 samples, 27 participants in each of the two group ,the experiment and the controlled were involved in the study. The controlled group had more female participants (18) than male participants (9), while the experimental group had slightly more male participants (14) than female participants (13). With an average age range of 15 to 17, both groups' members are grade 11 students, who are studying social sciences.

3.5. Techniques of Data Analysis

The written paragraphs from both groups were assessed both before and after a PWA intervention as part of the data processing .The intervention was carried out by the researcher which focuses on the key stages of the writing process: assessment, goal setting, pre-writing, drafting, revising, editing, and publishing.The intervention began with an initial assessment phase,during the first two days of the first week, students completed a pre-test writing task to identify their current writing skill.

In the second week, the focus shifted to pre-writing and drafting, during this week students were taught various brainstorming techniques such as mind mapping, free writing, and listing, followed by outlining strategies to organize their ideas coherently and involved drafting workshops, where students were encouraged to write their first drafts without worrying about mistakes then students exchange drafts and provide constructive feedback to each other, fostering a collaborative learning environment.

The third week concentrated on revising and editing. The first two days were devoted to revising strategies, focusing on improving content, clarity, coherence, and style. Students learned to enhance their sentence variety, word choice, and overall voice. The latter part of the week included mini-lessons on common grammar and punctuation errors, identified from their drafts. Students then practiced editing their drafts both individually and in pairs, allowing them to refine their writing with a focus on accuracy and precision.

The final week was dedicated to finalizing and submission of the students' work. final feedback were given on revised drafts, and students were taught techniques for polishing their work and then submitted their final written paragraph and the researcher handed to the co-researcher, who has MA in ELT and works as an English teacher in other government school, to carried out the post test analysis and assigned scores to the paragraphs based on the criteria established by Jacob et al. (1981) to evaluate a paragraph, which included five aspects.

The first aspect is content evaluation which measured how students' developed their paragraph align with the topic, students who developed their paragraph thoroughly scored between 26 and 22, while those who have limited development scored between 30 and 27. On the other hand, those who showed inadequate development of topic received ratings between 16 and 13, while those who were not pertinent received scores between 21 and 17.

Second, the writing of the students were evaluated for organizational coherence. Paragraphs which are well-organized and clearly stated ideas scored from 20 to 18, while somewhat choppy and loosely organized paragraphs scored between 17 and 14. then,

paragraphs which lacks logical sequence scored in between 13&10 and finally the paragraphs with no organization scored 9 to 7. The next aspect is vocabulary, students' who had effective word choice scored 20-18 while learners who made occasional errors of word choice received scores between 17 and 14. Students with frequent errors of word choice scored between 13 and 10 finally, those with little knowledge of English vocabulary scored between 9 and 7.

The Fourth aspect dealt with sentence structure and grammar were used to assess language use. Students who could construct effective complex sentences to express their ideas scored from 25 to 22, whereas those who could construct effective but simple sentence scored from 22 to 18. On the other hand, participants who had significant difficulty to form simple or complex sentences to scored between 17 and 11. Finally, students who have virtually no mastery of sentence construction rule fall between 10 and 5.

The last dimension, mechanics, dealt with capitalization, punctuation, and spelling. Students with few mistakes of applying proper capitalization put the punctuation mark in appropriate place and use the correct spelling of words scored five, whereas those with a few errors occasionally scored four. Three points were awarded for frequent errors, and two points were awarded for widespread errors in the use of capitalization, punctuation and spelling of words . Furthermore, test scores from the pretest and post- test for two groups were compared using paired sample t-tests and independent sample t-tests.

3.6. Ethical Consideration

For the course of the research, the following ethical standards were implemented.

- At all times, pupils' well-being and dignity were respected.
- Throughout the study, the research data was kept private.
- The teachers' and students' consent was sought before using code names in the study.

CHAPTER FOUR RESULTS

Using tables, graphs, or descriptive statistics, the results section of the study provides a detailed description and analysis of the data gathered during the investigation. It also presents the Summarized Results without commentary or interpretation, explaining the results of statistical analyses performed during the investigation, such as p-values, effect sizes, and confidence intervals, and offers empirical support for the study conclusions. All things considered, the reader is primarily informed about the study's results by the results section, which offers a solid foundation for understanding the importance and ramifications of the research findings.

To determine whether there was a statistically significant difference between the pre and post test scores of the controlled and experimental groups independently, the EG and CG groups' rubric results are analyzed first, followed by a comparison of the means of two related groups using a paired sample t-test. Next, an independent sample t-test was used to compare the means of the two separate groups in order to ascertain whether the process approach treatment had resulted in a statistically significant difference between them. The outcomes are shown in the several tables below.

Table 4.1: Pretest Rubric Score Results of Controlled & Experimental Groups

variables	Calculated t-value	Critical t-value (df=52, α =0.05)	Result
Content	1.973	± 2.011	Not statistically significant
organization	0.0028	± 2.011	Not statistically significant
Vocabulary	0.048	± 2.011	Not statistically significant
Language use	1.760	± 2.011	Not statistically significant
Mechanics	-0.302	± 2.011	Not statistically significant

There was no statistically significant difference in the rubric scores between the control and experimental groups, as can be shown in Table 4.1, according to the t-test. The t-values that were calculated for each rubric = 1.973 for content, $t = 0.0028$ for organization, $t = 0.048$ for vocabulary, $t = 1.760$ for language use, and $t = -0.302$ for mechanics support this result. With 52 degrees of freedom, these values were calculated. Also, prior to the intervention, all of the p-values ($+ 2.009$) connected to these t-values were higher than 0.05. We therefore maintain the null hypothesis prior to the intervention, implying that any observed differences in rubric scores between the groups might be explained by random variability or chance.

Table 4.2: Post-Test Rubric Results of Controlled and Experimental Groups

variables	Calculated t-value	Critical t-value (df=52,α=0.05)	Result
Content	7.12	± 2.009	statistically significant
organization	3.84	± 2.009	statistically significant
Vocabulary	7.65	± 2.009	statistically significant
Language use	9.74	± 2.009	statistically significant
Mechanics	3.69	± 2.009	statistically significant

Table 4.2 displayed the noteworthy t-values for each of the component parts: 7.12 for content, 3.84 for organization, 7.65 for vocabulary, and 9.74 for language use, which is the highest. Mechanics received a p-value higher than 2.009, a t-value of 3.69, and 52 degrees of freedom. These high t-values, which range from 7.12 to 9.74, indicate post-treatment substantial differences between the two groups. As a result, for these components, the alternative hypothesis is accepted and the null hypothesis is rejected, showing that the therapy had a significant effect on the experimental group's ability to write paragraphs more effectively than the control group. This thorough analysis provides compelling evidence for the treatment intervention's ability to improve grade 11 students' paragraph-writing skills across a range of domains.

Table 4.3: Paired Sample t-Test for Pre and Post Test Scores of CG

Mean difference	Standard Deviation difference	Degree of freedom	p-value	t-value
0.19	0	26	Not applicable	Not applicable

Based on the data presented in Table 4.3, which shows a lack of variability in the differences between the controlled group's pretest and post-test measurements and a degree of freedom of 26 and a standard deviation of 0, it can be concluded that there is no statistically significant difference between the two tests administered to the controlled group of grade 11 students. This shows that, most likely as a result of not receiving any instruction in the process writing technique, the students' performance in the controlled group stays unchanged.

Table 4.4: Paired Sample T-Test for Pre & Post Test Scores of EG

Mean difference	Standard Deviation difference	Degree of freedom N-1	p-value	t-value
8.7777	10.6898	26	>0.0002	4.2694

According to the data in the above table, there was an average increase in scores from the pretest to the post test, with the experimental group's mean difference between pretest and post test scores being roughly 8.7777. The spread of the differences between the

pretest and post test scores is measured by the standard deviation of the differences, which is around 10.6898. Furthermore, there appears to be significant evidence against the null hypothesis based on the computed t-value, which is roughly 4.2694 with 26 degrees of freedom and a p-value of 0.0002, which is less than the conventional p-value of 0.05.

This suggested that there was a statistically significant difference between the experimental group's pretest and post test results, so validating the alternative hypothesis. The results of the experimental group's paragraph writing instruction appeared to have benefited from the intervention or treatment process-oriented approach, as indicated by the significant difference and positive mean difference.

Table 4.5: Independent Sample t-Test for Comparing the Pretest Scores Between EG and CG

Group	Mean	Standard Deviation	Degree of freedom (n-1) +(n-1)	p-value	Calculated t-value	Critical t-value
EG	62.963	6.154	52	0.466	0.735	<u>+ 1.961</u>
CG	61.741	6.066				

To compare the mean pretest scores between the Experimental Group (EG) and the Control Group (CG), an independent samples t-test was used as it is described in table 4.5. The pretest mean scores for the EG and CG were 62.963 and 61.741, respectively, with a standard deviation of 6.066 and 6.154, respectively. 52 degrees of freedom with a

computed t-value of 0.735 were found to yield a p-value of 0.466. At a significance level of 0.05, the obtained t-value is not more than the critical threshold, with a critical t-value of ± 1.961 . Since there is no discernible difference in the mean pretest scores between the EG and the CG, we are unable to reject the null hypothesis. These findings imply that there was no statistically significant difference in pretest scores between the EG and CG as a result of the intervention that was used there.

Table 4.6: Independent Sample t-Test to Compare the Post-test Scores between the EG and CG

Group	Mean	Standard Deviation	Degree of freedom (n-1)+(n-1)	p- value	Calculated t-value	Critical t-value
EG	70.1481	3.2057	52	<0.001	6.1673	+ 2.009
CG	61.56	6.49				

The results of the study in the above table showed a substantial difference between the control group (CG) and the experimental group (EG), who received the process writing method intervention, participants in the EG attained a mean score of 70.1481 with a reasonably narrow standard deviation of 3.2057. In addition, with 52 degree of freedom, the significant statistical distinction between the EG and CG is highlighted by the p-value < 0.05 . This shows how successful the process writing intervention was. Then, a closer look at the computed t-value revealed a statistically significant difference of 6.16773 between the EG and CG averages in relation to the variability within each group. Furthermore, the detected differences' significance is assessed using the critical t-value, which is understood to be +2.009. In contrast, the CG had a greater standard deviation of

6.49 and a lower mean score of 61.56 in comparison to the group that did not receive the process writing intervention. This suggested the student writing in the control group might not have been as methodical without the process writing approach's controlled direction, leading to less developed and unified compositions.

4.1. Discussion of the Result

The results of the examined data analysis will be used to address the study's hypotheses in this section. The findings are presented in a manner that is consistent with other research and is as follows.

In order to see the effect of process writing approach in grade 11 students' paragraph writing skills, the students in the experimental group (EG) were given systematic instruction at every step of the paragraph writing process, from pre-writing exercises to drafting, revising, and editing, as well as sharing or their work. The goal of this strategy was to give learners a methodical framework for efficiently developing their paragraph writing abilities. Instead of receiving this intervention, the controlled group (CG) continued with traditional writing teaching approaches, which usually entail less explicit or structured coaching throughout the writing process. Then, a t-test analysis was performed on the controlled and experimental groups' paragraph outcomes before and after the intervention.

The first findings are from t-test results of the experimental and controlled groups' rubric scores before and after an intervention in their written paragraphs. Prior to the intervention, the study did not find a statistically significant difference in the two groups'

rubric scores with calculated t-value; 1.973 for content, 0.0028 for organization, 0.048 for vocabulary, 1.760 for language use, and -0.302 for mechanics. But after the intervention, there were noticeable changes, with t-value of 7.12 for content, 3.84 for organization, 7.65 for vocabulary, 9.74 for language use, and 3.69 for mechanics with a p-value higher than 0.05. These results show that, in comparison to the control group, the intervention significantly improved the experimental group's ability to write paragraphs and support the alternative hypotheses.

These findings align with the existed research by academics like Graham and Perin (2007), who stress the value of explicit writing instruction and interventions in enhancing the students' paragraph writing abilities across multiple components. Additionally, studies by Troia (2006) and Bangert-Drowns, Hurley, and Wilkinson (2004) also support the usefulness of process oriented focused interventions in improving students' writing proficiency, especially in areas like organization, vocabulary, content, language use, and mechanics. These scholars emphasized the value of process writing based methods in paragraph writing instructional interventions meant to enhance writing abilities, which is in line with the findings shown in the t-test analysis of this study.

The second findings are from an independent sample t-test of the two groups' holistic score of the written paragraphs after the intervention. The analysis showed that the experimental and controlled groups' paragraph writing performances differed significantly. Students in the experimental group specifically showed a higher mean score(70.1481) than those in the controlled group(61.56), indicated more successful paragraph writing outcomes. It may be inferred from this that students who were given the process writing technique produced compositions that were more proficient, coherent, and organized.

Moreover, less standard deviation in the experimental group(3.2057) showed that each participant performed at a constant level, indicating that the process writing strategy helped produce writing outcomes that were more consistent and coherent. However, the controlled group's larger standard deviation (6.49) suggested more variation in their writing abilities, maybe as a result of not receiving organized support during the writing process.

Additionally, the significant statistical distinction between the EG and CG is highlighted by the p-value, which is less than 0.05. This shows how successful the process writing intervention was. Then, a closer look at the computed t-value revealed a statistically significant difference of 6.16773 between the EG and CG averages in relation to the variability within each group and the detected differences' significance is assessed using the critical t-value of +2.009 which showed a statistically significant difference in mean scores between the experimental and control groups so that we reject the null hypothesis and support the alternative hypothesis which said there is a statistically significant difference between the two groups.

A low p-value (< 0.05) indicates significant statistical significance, which provides further evidence of the findings' robustness according to statistical analysis. Furthermore, supporting the effectiveness of the process writing intervention in improving students' paragraph writing skill is the computed t-value, which showed a statistically significant difference in mean scores between the experimental and control groups so that we reject the null hypothesis and support the alternative hypothesis which said there is a statistically significant difference between the two groups.

As a whole, these research findings showed that the application of a process writing method as an intervention greatly enhanced students' paragraph writing organization, coherence, and competency. These results highlighted the value of structured writing instruction in fostering students' growth as competent writers and described the advantages of integrating systematic process writing approach into paragraph teaching methods. In addition, the study's findings supported the cognitive process hypothesis of writing, which was put out by researchers like Flower and Hayes (1981) and demonstrate writing is an intricate cognitive process that goes through several phases, such as organizing, outlining, rewriting, and editing, which is equivalent with the process writing approach used in this study that offers systematic help through these stages.

Furthermore, in order to enhance students' paragraph writing performance, studies conducted by Bereiter and Scardamalia (1987) stated the significance of specific training in writing processes and methods have similar with the process-oriented methodology employed in the study which showed a significant effect by improving the students' paragraph writing skill in the experimental group. Moreover, Graham and Harris (2000) supported the findings of this study as they suggest the application of process-based writing instruction, which includes teaching writing processes and strategies explicitly to improve the learners' paragraph writing skills. As it is stated above the existed studies supports the findings of this study by demonstrating the efficacy of process-focused approaches in improving students' paragraph writing skills.

CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the findings display the results in a structured manner, commonly by classifying the hypotheses subjected to the test. The conclusions addressed the hypotheses that were set proposed at the very beginning of the study and the recommendations highlighted the issues that need to be addressed in the future.

5.1 Summary of Findings

The research findings of the study showed that the application of a process writing approach as an intervention greatly enhanced students' paragraph writing skill in terms of content, organization, vocabulary, language use and mechanics. These results highlighted the value of structured writing instruction in fostering students' growth as competent writers and described the advantages of integrating systematic process writing approach into paragraph teaching methods.

In addition, the study's findings supported the cognitive process hypothesis of writing, which was put out by researchers like Flower and Hayes (1981) and demonstrate writing is an intricate cognitive process that goes through several phases, such as organizing, outlining, rewriting, and editing, which is equivalent with the process writing approach used in this study that offers systematic help through these stages.

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processes and approaches have similar with the process-oriented approach employed in the study which showed a significant effect by improving the students' paragraph writing skill in the experimental group. Moreover, Graham and Harris (2000) supported the findings of this study as they suggest the application of process-based writing instruction, which includes teaching writing processes approach explicitly to improve the learners paragraph writing skills. As it is stated above the existed studies supports the findings of this study by demonstrating the efficacy of process-focused approaches in improving students' paragraph writing skills.

To sum up, findings obtained from a paired sample t-test and from the independent sample t-test indicated that, in contrast to product approach, the use of a process writing approach as an intervention greatly enhanced paragraph writing performance of grade 11 students at Tulu Dimitu high school. The paragraph writing proficiency, coherence, and organization of the students who got coaching through the stages of writing were superior. According to these results, improving student paragraph writing outcomes requires integrating organized writing processes into instructional approaches.

5.2. Conclusions

Students' writing skill such as content, organization, vocabulary, language use and mechanics are much improved by organized writing education, especially when process-oriented approaches are used. This conclusion is based on the combined findings from the studies analyses that have been described. When process writing approach used as an intervention, Tulu Dimitu high school grade 11 students' paragraph writing performance showed significant improvements which is indicated by higher mean scores, smaller

standard deviations, and statistically significant differences between pretest and post- test measurements.

Furthermore, this study demonstrated the importance of incorporating a process-oriented approach, which prioritizes iterative writing procedures like drafting revising, and editing into methodical paragraph writing instruction as well as teaching approaches in order to assist students' development into proficient paragraph writers at the grade 11 level.

Lastly, the study's alternative hypothesis was supported by the comparison of the experimental and controlled groups, which revealed that the process-oriented approach treatment resulted in a statistically significant difference between the two groups after the intervention. It also illustrated how well the process writing intervention helped grade 11 students at Tulu Dimitu Secondary School become more proficient paragraph writers.

5.3 Recommendations

Based on the finding of a statistically significant difference in writing performance between the control and experimental groups, with the process writing intervention group outperforming the control group, the researcher makes the following important recommendations.

First, the researcher suggest the adoption and implementation of process writing approach interventions in schools. The robust empirical evidence from the study provides a compelling case for high schools to integrate these approaches into their writing instruction curriculum and practices. To facilitate the successful implementation of

process writing interventions, the researcher should also recommend targeted professional development programs to equip teachers with the necessary knowledge, skills, and strategies to effectively implement process writing approaches in their classrooms.

Additionally, by presenting the empirical evidence on the effectiveness of these interventions, the researcher recommends educational expertise to consider incorporating process writing approaches into different educational settings. Finally, the researcher suggests further research to validate the findings and expand the understanding of the effectiveness of process writing interventions in diverse educational contexts, further strengthening the case for their widespread adoption.

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APPENDIXES

Appendix-A Sample Students' Writing form Controlled Group

deforestation
or deforestation is the plant cut or damage
by human purpose like :- agricul-
ture, home working and other purpose.
deforestation influence animals and hu-
man beings. animals: deforestation cut or de-
stroy animals home less animals is not
habitas in their another country human
beings influence climate change
in the country ~~deforestation~~
~~of deforestation~~ soil erosion and
other effect animals and human life.

Deforestation
- Deforestation is the ^{cut} ~~planting~~ of trees & human beings for
many purposes to practice deforestation for example
for use to construction, for that land is for Agriculture,
for make a paper, make homes, and etc. & deforestation
has so many impacts or disadvantages. for example
animals to go another place, & ~~soon~~ etc.

Deforestation

- Deforestation is cutting down or cut forests that has many effects for example the environment change in to desert, people can't breathe with out trees or forests and animals live their lives especially indenic animals
- people cut trees or forests for many purposes for example to make fire or charcoal to build hoes to hoes water ^{for example} fields and cover their hoes e.t.c we can't live with out trees or forests so we have to conserve trees or forests.

dis advantage of deforestation

deforestation has world wide dis advantage deforestation an impact on human life, on animals also in the world for example:- some of dis advantage of deforestation is soil erosion, animals dead and ^{migrate of animal} ~~from~~ from their home the worlds hotness increase e.t.c like we said it have ably impact in worlds life, human life and animal life with out trees anything that has life can't leave. deforestation dis advantages are so many but the main ones are those found in line 3 and 4 are the main dis-advantages of deforestation.

Appendix-B Sample Students' Writing from Experimental Group

Deforestation
Deforestation means cutting down trees & destroying the plants like trees, shrubs & vegetation parts. Deforestation have alot of effects on the landforms & on the environment. It makes the surface dry. It affects the environment by so many things like not having pure air, not having a balanced condition of cat or climate. The cause of deforestation are peoples who cut the trees for dth purpose. & Deforestation isn't good for environment.

Deforestation
Deforestation is the process of cutting trees. It has advantages and disadvantages the advantages of deforestation the woods are used to make houses, and its used for making fire, charcoal etc... the disadvantages of deforestation are global warming, Extinction of ^{wild} animals and etc so Deforestation have advantages & disadvantages.

Deforestation

Deforestation is illegal action is process of cutting trees for the purpose of making house, for fuel production, for paper production etc...

Deforestation has its own effect on living organisms & human being, those effects are - denudation, sinking & uplifting of land mass, pollution of climate & loss of productivity.

~~Now~~ There is consequence on the habit of animals. b/c the home of animals is forest. when forest was deforested by human beings and they go to other country to get a good habit. we can prevent this habit in the way of reforestation or afforestation. b/c plants give for us oxygen and remove carbon dioxide. If there is ~~more~~ less of plant there is ozone depletion.

deforestation

deforestation is one of bad things it is the activity of cut down trees. Peoples do deforestation, they cut down trees for so many purposes. For example to make a house or make a wood properties and this activity is harm full. People may be don't know this action is bad but deforestation is one of harm full things. there is so many effects when people do deforestation for example the world's hotness will increase animals will go away from their home the rain may come with out its time and others this is why deforestation is one of harm full practice in the world. deforestation has no advantage but it has a world wide disadvantage that why people around world is now in a great problem so we have to make sure that deforestation is stopped in the world. and do people start ~~the~~ planting trees in this why we can decrease the disadvantage of deforestation.

Appendix-C Jacob's Rubric to Evaluate a Paragraph

ESL COMPOSITION PROFILE				
	STUDENT	DATE	TOPIC	
	SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
	TOTAL SCORE	READER	COMMENTS	

Appendix –D Rubric Score of Pretest for Controlled Group

No	Content 30	Organization 20	Vocabulary 20	Language use 25	Mechanics 5	Total 100
S1	16	11	12	14	2	55
S2	18	12	13	14	3	60
S3	21	15	15	18	3	72
S4	20	16	13	14	3	66
S5	16	15	12	10	2	55
S6	20	16	14	17	2	69
S7	16	15	10	12	2	55
S8	20	14	14	17	3	65
S9	16	14	12	10	2	54
S10	21	16	14	18	2	72
S11	18	12	14	14	3	61
S12	19	17	12	10	2	55
S13	20	16	13	17	2	68
S14	18	16	16	16	2	70
S15	17	14	14	15	3	63
S16	16	11	11	13	3	54
S17	18	14	14	17	2	65

S18	16	12	13	13	3	57
S19	20	15	15	15	3	68
S20	16	11	11	14	2	54
S21	20	15	15	18	2	70
S22	19	13	13	14	2	61
S23	18	12	13	15	3	61
S24	17	13	13	15	3	61
S25	19	13	13	15	2	62
S26	15	13	11	11	2	52
S27	20	16	15	16	3	70

Appendix –E Rubric Score of Pretest for Experimental Group

No	Content 30	Organization 20	Vocabulary 20	Language use 25	Mechanics 5	Total 100
S1	16	14	12	12	2	56
S2	27	15	13	13	2	60
S3	20	17	17	17	2	73
S4	20	14	13	15	3	65
S5	16	12	12	12	2	54
S6	20	15	16	16	3	70
S7	16	13	12	12	2	55
S8	20	16	14	14	2	66
S9	16	13	12	10	2	53
S10	20	16	15	18	3	72
S11	18	14	13	14	2	61
S12	17	13	12	11	2	55
S13	19	15	16	16	2	68
S14	20	16	16	16	2	70
S15	20	14	14	12	3	63
S16	16	13	10	10	2	51
S17	17	15	14	16	3	65

S18	18	13	11	12	2	56
S19	19	15	16	16	3	69
S20	16	14	10	10	2	52
S21	20	16	15	16	3	70
S22	16	15	13	13	3	60
S23	18	15	12	12	2	59
S24	16	14	14	14	2	60
S25	20	16	13	14	2	65
S26	15	13	10	10	2	50
S27	20	15	16	16	3	70

Appendix –F Rubric Score of Post-Test for Controlled Group

No	Content 30	Organization 20	Vocabulary 20	Language use 25	Mechanics 5	Total 100
S1	16	13	11	10	2	52
S2	15	13	10	10	2	50
S3	18	15	13	13	3	62
S4	20	17	14	14	2	68
S5	17	14	11	11	2	55
S6	18	14	13	13	2	60
S7	18	14	12	11	2	57
S8	20	16	17	17	3	72
S9	19	15	13	15	2	65
S10	20	15	13	13	2	63
S11	19	15	13	13	2	62
S12	18	14	13	13	2	60
S13	17	14	11	10	3	55
S14	16	14	11	11	2	54
S15	20	14	16	17	3	70
S16	21	16	17	17	3	74
S17	20	17	16	16	3	72

S18	21	13	17	16	3	70
S19	20	15	13	15	3	66
S20	20	15	13	13	2	63
S21	19	14	12	11	2	58
S22	18	14	13	13	2	60
S23	18	14	12	13	2	59
S24	20	16	16	17	2	71
S25	15	12	11	10	2	50
S26	17	13	11	11	2	54
S27	17	15	13	12	3	60

Appendix–G Rubric Score of Post-Test for Experimental Group

No	Content 30	Organization 20	Vocabulary 20	Language use 25	Mechanics 5	Total 100
S1	20	17	15	14	2	68
S2	22	17	17	18	2	76
S3	20	16	16	16	3	71
S4	20	14	13	13	2	62
S5	22	17	17	20	2	78
S6	20	12	13	15	2	64
S7	21	16	16	17	3	73
S8	19	14	15	16	2	66
S9	21	17	17	17	3	75
S10	20	14	16	17	3	70
S11	20	14	12	15	2	63
S12	21	15	16	17	3	72
S13	20	13	13	16	3	65
S14	21	17	17	20	2	77
S15	20	14	15	18	2	69
S16	18	14	13	14	2	61
S17	22	17	17	21	2	79

S18	20	13	14	17	3	67
S19	20	16	15	20	3	74
S20	18	14	13	14	2	61
S21	19	15	16	17	3	70
S22	21	17	16	20	3	77
S23	19	14	13	14	2	62
S24	20	14	14	17	3	68
S25	20	16	17	19	3	75
S26	20	14	12	15	2	63
S27	19	15	16	18	3	71

