PROCESS GENRE BASED APPROACH MODEL IN LEARNING ACADEMIC WRITING SKILLS

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Abstract: Academic writing is one of the skills that need to be developed among students. As a skill, writing is a process that requires continuous and systematic training. The writing process starts from pre-writing, writing, and post-writing. Some studies suggest that such writing processes need to be developed by strategies involving student activity. The activity can be done by text modeling. Students are asked to observe and construct text. The aim is to help students understanding text structure and its language. The construction of the text can be done both through collaborative and independent. Through discussion activities, students enable to construct text together. The aim is for interaction between text and fellow readers. Learning model that combines writing process and approach to text is known as the Process Genre Based Approach Model.
Key words: academic writing, process genre based approach

Writing skill is one of the skills that must be owned by the students. In writing, the students have to develop an idea and use correct language. Writing skill may sharpen their way of thinking and their creativity. It also gives them more knowledge.

Writing skill review is the most complicated review. It is always more difficult to handle than reading, listening, and speaking skill. Since writing skills needs logical and linguistic ability.

There are some reviews about students' low writing skills. Wiedarti (2005) explained that the lectures of Indonesian subject cannot develop the students' writing skills optimally. Even in some faculties this subject was considered a failure. Maslakhah in Wiedarti (2005) described from his observation in Indonesian Language and Literature Major of Yogyakarta State University hat the students were difficult to build an essay. The problem faced by the students were finding ideas, making good sentences, constructing a paragraph and lacking of knowledge about systematic scientific text.

Listiyorini in Wiedarti (2005) claimed that the problems were writing difficulties, "scientific publications are hard to do" mindset. Not only by students, was this mindset also complained by teachers or lecturers.

There were some factors affecting low level of writing skills by the students. Lack of support from the teachers could also cause the low level. Conventional teaching could affect the writing skills development. Using unsuitable learning model will dictate all students writing skills (Ismail & Osman, 2014; Ramli, 2014).

Therefore, an alternative and innovative learning model is needed. One of learning model that can increase writing skills is Process Genre Based Approach Model (PGBA model). This model is a combination between writing process and genre.

Academic Writing

In simple terms, the definition of academic writing is difficult. This is due to reference to writing. Academic writing is used in a set of forms and genres. Usually it is impersonal and objective. In addition, the target audience is more specific. Oshima and Hogue (1998) stated that academic writing, as the name implies, is the type of writing needed at the university. Academic writing is different from the types of writing such as personal, literary, journalistic or business. The difference can be explained in the special audience, tone and purpose.

Academic writing in terms of genre studies consists of narrative, procedure, hortatoric, expository, descriptive, observation, and implantation (Djuharie, 2008; Maksum, 2014). In addition, there are also those who divided academic writing into several forms: books and reports

on books, translations, essays, research articles, conference papers, academic journals, dissertations and theses, abstracts (http://grammar.yourdictionary, com/word). In this paper, academic writing is focused on essays.

An essay is an article of several long paragraphs. Essays are written about one topic as well as a paragraph. However, essay topics are more complex. The topic is separated in several paragraphs. Writing an essay is no more difficult than writing a paragraph. Only longer essays. Both organizational principles are the same. If you can write a good paragraph, of course you can get a good essay too.

According to James (2008), the essay structure consists of recognition, body, and conclusions. In the introduction, there are elements of general statements and thesis statements. The general statement contains the contents of the introduction to the topic of the essay and background information on the topic. The thesis statement states the main topic, introduces the order of the sub-subtopics, indicates the organizational method of the essay, and is usually contained in the end of sentence at the end of the paragraph introduction (Oshima & Hogue, 1998).

In addition, the development of introductory paragraphs can also be done through several questions, an excerpt from someone's work, some interesting facts or information, and definition of important terms related to the topic of writing (James, 2008).

Essay body is part of the contents of the essay. This section is the main part of the essay. Paragraphs must be clearly written and arranged in a logical, systematic, chronological order or order of importance. Each initial sentence connects the previous and next paragraph. In each paragraph, sentences need to flow and refers to the topic. Cohesion is achieved by repeating important words, using synonyms for the main subject, and using transitional words such as: however, like, therefore, and for example (Oshima & Hogue, 1998).

The final part of the essay is a conclusion. The conclusion contains a re-statement. It reemphasizes thesis statement. The conclusion is a summary of all the main points. In addition, conclusions usually consists of one paragraph.

Model Process-Genre Based Approach

Learning model is a pattern or plan, which can be a curriculum or subject series of lessons to select teaching materials and help a teacher's activities (Joyce & Weil, 2011). A learning model is a design used to determine a series of learning from a subject, to compile teaching materials and to guide learning (Pateliya, 2013). Thus, the learning model is a teaching design model containing teaching materials and activities carried out in learning. Shrum and Glisan cited by (Richards and Renandya, 2003) assumed that the basic components of a learning plan, namely (1) perspective (pre-activities) begins with various questions, (2) stimulation, (3) learning activities, (4) cover learning, and (5) follow-up.

Writing learning research has begun since the 1960s and many efforts have been made in teaching writing techniques (Sophia Kim, 2005). Process approach efforts that help students work through the stages of the writing process. These stages are pre-writing, writing, correcting and improving before reaching the final product. This stage is the same as stated by Oshima and Hogue (1999).

In the process approach to the pre-writing phase, ideas are collected, such as choosing a topic. Draft writing is the process of writing what basic framework will be written. Then give students the opportunity to read the draft of the writing made, correct for feedback through the work of the partner or teacher, revise or elaborate the first draft of placing items of correction. Editing and correcting mechanical writing such as punctuation and writing errors. Many process approach pioneers argue that the process of writing processes helps students more effectively ways of meaning and understand the content they write. The pioneers believe that students can find what they want to say and write successfully through a process model rather than a genre approach as the process approach is seen as author-centered (Walsh in Kim, 2005).

In writing activities with a process approach model, students go through these stages which are centered on the author, the writer corrects and corrects his own writing. Whereas, in genre approach, language knowledge is attached to social goals centered on the reader. Writing is seen as a reproduction of the text based on the genre offered by the teacher. It is assumed that learning places imitation and exploration. The learner will easily understand if he is exposed to the

example of the writing he will make. In genre approach, it is more focused on the readers than the writer.

There are experts who reject the process approach more effectively in writing skills. According to Kay and Dudley-Evans (1998), approach genres are more effective for students to improve writing skills in a second language rather than a process approach.

Genre based approach is an approach to teaching text structures parallel to the Mohan approach developed in Australia. This approach theory for academic discourse texts that developed the genre structure which is available in the discourse of writing and it can be used to raise awareness of teachers and students from genre organizations in reading and writing activities (Grabe, 1997). In other words, approach genre can be used in writing and reading skills.

Reppen (2002) described various steps in writing learning using a based approach genre, such as exploration, reading and writing activities, which can be done by individuals or groups, and mapping the work that has been written. In a genre based approach, students are introduced to the type of text (narration, description, exposition, and argumentation), read, discuss the contents of the text together, and construct a text framework.

Dirgeyasa (2016) explained that the step of writing learning based on approach includes (1) text modeling, (2) joint construction, and (3) independent text construction. In text modeling, the step taken is that the teacher chooses a writing text genre that will be developed in learning activities; teachers and students discuss the genre of text through modeling and deconstruction or manipulation of text; students are directed and conditioned to know and understand the text function, communicative function of the text; students use vocabulary from text, sentence structure. The step taken in joint construction activities is that students reconstruct the given text (can be done through pre-phase); the teacher continuously guides students to discuss and remind students so that they understand the text given; and review previous activities. The procedures done in the construction of text independently is to instruct students to write a genre of text independently.

The study of Process Genre Based Approach (PGBA) was conducted by Rusinovci (2015). He developed PGBA using theory (Badger & White, 2000). PGBA developed by Badger & White covers the writing process (pre-writing, writing, and after writing and modeling a text. PBGA developed by Badger & White is incomplete, does not contain detailed procedures for steps taken by teachers and students, text teaching materials , media, and evaluation. Therefore, the development of this research combines the theory of Badger & White (2000) and Sophia Kim (2005). Hedge (2000) explains that in the writing process there are benefits that students compile / organize writing tasks through planning, writing draft and revision, also collaborate writing provides students with readers and critiques of their work in class and computer space. It means that Hedge wants writing to be collaborated with the text as an example of an illustration. The following diagram shows the *Process-*
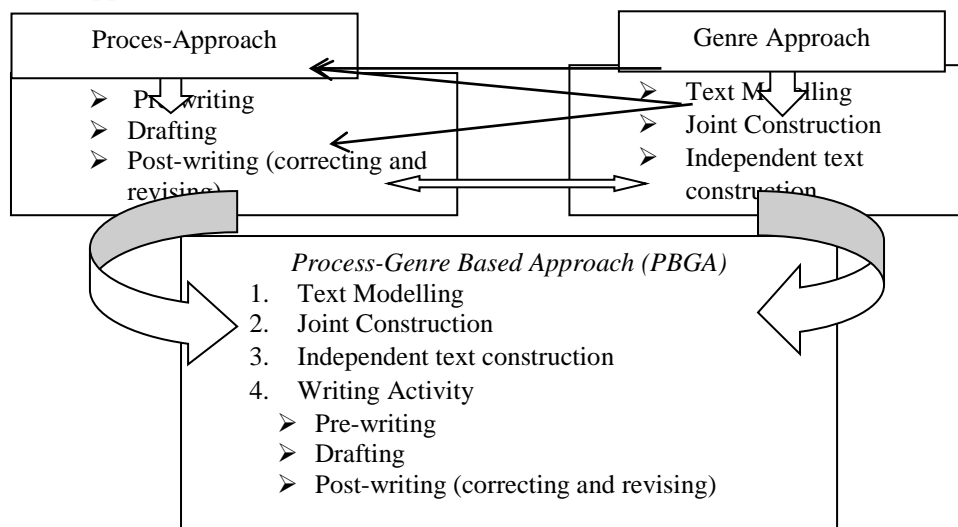
Genre Based Approach.

Diagram 1. PBG Model

Based on diagram 1 above the learning steps of the PGBA Model are (1) providing text modeling to be studied, (2) constructing text read through discussion, (3) constructing text individually through independent assignments, (4) conducting essay writing activities which consists of pre-writing, writing, and correction and improvement. In pre-writing activities students are asked to choose topics, organize ideas, and generalize ideas. In writing activities students are asked to write an essay draft in accordance with the essay framework that has been made. The next step is to correct the essay with colleagues. The things that are corrected are the structure and use of spelling. Then rewrite the corrected essay

Conclusion

Students' writing skills need to be fostered. Therefore, a teacher needs to create a pleasant learning atmosphere so the learning motivation, especially writing, can grow. The selection of innovative learning models is very important.

The Process-Genre Based Approach model is just one of the learning models that can be used in academic writing. Combining the writing process and genre is expected to improve student writing skills. Through the provision of a text model, followed by tasks and exercises that are done together and individually and followed by the writing process (pre-writing, writing, and post-writing), students can be trained to write skillfully.

The study of the Process-Genre Based Approach model in this study is only conceptual study. The Process-Genre Based Approach model still needs to be studied in depth. The Process-Genre Based Approach model needs to be developed through advanced researc h, such as development research methods.

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