



The Effect of Utilising the Process Approach on Developing Writing Skills Among the Primary School Pupils

Santhini Kasi & Evelyn Jayapalan

*Faculty of Education and Liberal Studies, City University, Malaysia
evelyn.jayapalan@city.edu.my*

Abstract

Introduction: *Writing is a complicated skill that primary school pupils sometimes perceive as tedious to learn. As a result, an effective approach to writing instruction is required to help students develop their writing abilities. Attempts have been made to improve pupils' writing abilities via the use of writing-related approaches. The purpose of this study was to determine the effect of employing a process approach on the development of writing abilities in primary school pupils. The process writing approach views writing as a process rather than an end product.*

Design/methodology/approach: *Through a succession of stages of writing, the method focuses on the pupils in writing lessons. The process writing approach involves stages of writing occurring from the beginning till the final writing piece is produced. A quasi-experimental design was employed in this study. Data was obtained through evaluation of writings produced by 70 primary school pupils from the Petaling through the pre and post-tests. Pupils went through five weeks of treatment*

Result and Discussion: *The results revealed that the writing skills of the pupils developed.*

Based on the findings, the use of process approach is recommended to develop the writing skills among the primary school pupils.

Conclusion and Recommendation: *The results are the writing skills of the pupils developed.*

Based on the findings, the use of process approach is recommended to develop the writing skills among the primary school pupils.

Keywords: *effect, process approach, stages of writing, pupils*

1. Introduction

Malaysia's National Education Policy, enacted in 1970, specifies that the Malay language (Bahasa Malaysia) shall serve as the official and national language, while English will be designated as a second language. The Malaysian Education System teaches kids four primary English language skills: listening, speaking, reading, and writing. Pupils in Malaysia's national education system are required to study English for 11 years; six years in primary schools and five years in secondary schools. According to the Ministry of Education Malaysia, the English language writing paper has the lowest passing percentage of all subjects at the UPSR level, albeit the passing % increased from 2018 to 2019.

English is critical for communication, and the Ministry of Education emphasises the need of improving English language acquisition among pupils enrolled in the country's educational system. In Malaysian government schools, English is taught as a second language. Additionally, several schools have implemented the Dual Language Program (DLP), which began in 2016. This is because English facilitates access to academic, technological, commercial, and professional domains on a national and worldwide level. Thus, proficiency in English enables Malaysians to contribute meaningfully on a global scale (Siti Katijah Hohari, 2004).

As a result, Malaysians are expected to improve their English language skills in order to ensure the country's progress. At the primary school level, the establishment and implementation of the Primary School Curriculum (KSSR) places a premium on the learning of four primary English language skills, namely Listening, Speaking, Reading, and Writing, in addition to Language Arts (DN. Daud, & WA.Din, 2018).



Among the four abilities, writing is widely regarded as the most effective method of communicating and expressing one's ideas, thoughts, feelings, and opinions to others. As a result, a critical component of language development and academic achievement for students is the ability to demonstrate communicative competence in writing.

According to Saed and Al-Omari (2014), writing is a necessary talent for teaching and learning English as a second language (ESL), since it is a comprehensive skill that aids in the development of grammar, critical thinking abilities, planning, editing, and revising.

However, writing has long been regarded as the most difficult skill to master. It requires children to employ a variety of cognitive and linguistic skills and has historically posed a challenge for both pupils and instructors throughout the teaching and learning process. Writing is the most difficult and complex skill, as supported by Harmer (2007), Nunan (1989), Tribble (1997), and Richards & Renandya (2003). Not only it is tough to generate and organise ideas, but also to translate them into understandable text. Firmansyah (2015) on the other hand mentioned that the difficulties that students experience when writing are a lack of ability to produce thoughts based on a topic and difficulty picking proper diction. Additionally, Melor and Chan (2016) mentioned that writing is a difficult task because it is interdependent with the other language abilities. It necessitates a thorough understanding of grammar, the appropriate use of words and phrases, as well as writing mechanics and styles. This is also reinforced by Chellamal (2005) and Suhaimi (2009), who both said that language teachers constantly confront difficulties when it comes to teaching English writing skills. The objective of this study is to determine the effect of a process approach on the development of writing skills among primary school students in Petaling Jaya.

Numerous Malaysian ESL teachers concur that the difficulties associated with writing stem from conventions and punctuation (Neda Ghabool, 2012). The absence of English language proficiency has an effect on the composition of learners' writing. Pupils often exhibited poor word choice as a result of a limited vocabulary, incorrect grammar usage, spelling errors, poor mechanics, and a lack of coherence in their writing (Musa, Lie, & Azman, 2012).

This study investigates the writing processes used to solve the difficulties encountered by primary school pupils while writing essays in English as a second language (L2). The writing difficulties of these pupils include a restricted and inappropriate vocabulary, mother tongue-style grammar, and incorrectly formed sentences.

The research's specific objective is to determine the most effective approach for teaching essay writing skills to primary school pupils in order to improve their writing abilities, while also examining the challenges and problems that pupils face when learning essay writing skills in the English language in primary schools in Selangor's Petaling District. Also, it is to explain the strategies that students should employ when honing their essay writing talents. This research is based on Steele's (2004) theoretical paradigm for teaching writing skills, the process method. As a result, the following research objectives have been established:

1. to determine the difference between the pupils in the process approach and the product approach in their sentence structure in writing skills.
2. to assess the difference between the pupils in the process approach and the product approach in their usage of grammar in writing skills.
3. to assess the difference between the pupils in the process approach and the product approach in their mechanics in writing skills.



2. Literature Review

For L2 learners, writing has traditionally been regarded as the most difficult of the four essential competencies in English. Learners must have a basic understanding of vocabulary, syntax, and language usage in order to convey their thoughts, feelings, viewpoints, or points. Fikrins, Forey, and Sengupta (2007). Pupils, on the other hand, must learn to write in order to present their ideas in an appropriate and accurate manner. Despite its importance, pupils regard learning to write as a tedious and monotonous task. Pupils face a range of writing issues even after learning to write, which must be addressed. Watcharapunyawong & Usaha (2013).

Flower and Hayes referred to the mental processes as the writer's tool kit, which may be accessed at any stage of the process. Flower and Hayes describe goal-directed thinking as "the definition of objectives, the formulation of plans to accomplish those objectives, and the evaluation of those plans' accomplishment." The goal-oriented method is hierarchical in nature, and authors repeatedly return to their objectives.

2.1 Social Cognitive Theory of Writing

Flower and Hayes' cognitive process theory of writing was consistent, fertile, complex, and middle-of-the-road in scope, and was accepted by Brown & Dudley (1997). Due to its omission of the context effect on writing, the idea was out of step with the twenty-first century. It was, nevertheless, well-organized and included concise, logically connected phrases and concepts; it was also consistent. Their theory is seen as fruitful since it revealed fresh phenomena, advanced hypotheses, identified possible research routes, and addressed important conceptual challenges.

The complicated structure of the theory indicates an in-depth analysis of the writing process on a hierarchical level. Writing was shown as a hierarchical structure comprised of several sub processes, concepts, and connections. According to Creswell (1994) and McEwen & Wills (2014), Flower and Hayes' cognitive process theory of writing was a middle-range theory since it is a testable model. It was more detailed and gave a more comprehensive explanation of the phenomena.

However, the theory fell short of the sociocultural utility standard owing to its lack of transferability, social relevance, and integration of community activities and their impact on the writing process. While the cognitive process theory of writing has been used to support a variety of writing models, it fails to take into account the influence of society on the writing process. This concept may be strengthened by incorporating social context. Clark (2017) stated that knowledge of how to create meaning in written communication is shared with a group of people. Existing in the midst of a never-ending stream of possibilities nourishes, shapes, and expands meaning Blooming (1994).

The notion was critical for writing studies since it emphasised the importance of society and community in writing as well as cognitive processes. Despite the fact that research has demonstrated that social and cognitive processes impact writing and writing development, until Flower's 1994 discovery, theorists had failed to discern a relationship.

2.2 Sociocultural Theory of Writing

Paul Prior founded the Sociocultural Theory of Writing in 2006. Since early writing studies focused on cognitive processes rather than the intricate details of writing, academics began to study the "social, historical, and political settings of writing" Prior (2006). As previously



stated, more empirical studies have been done utilising the sociocultural theory method as a result of this paradigm change in research writing.

Sociocultural theory is a well-established concept. It is intimately related to other fields and covers a diverse vocabulary, concepts, and circumstances. Sociocultural theory asserts that activity is located in tangible encounters that are both spontaneous and contemplated through prefabricated, historically defined tools and practises. This idea, mediated activity is composed of three components: externalisation via verbal and written communication, co-action via contact with people and things, and internalisation by observation and learning about reality.

Prior's sociocultural theory is consistent, productive, straightforward, and widely accepted, in addition to being socio culturally applicable. It took context and research into account but left cognitive processes and textual communication out. As a result, the notion is incompatible with the writing paradigm of today. On the other hand, this theory is consistent owing to its coherence and connectedness, as well as its use of consistent words, concepts, and procedures. The sociocultural theory of writing was advantageous because it exhibited the ability to formulate hypotheses, analyse the literature that inspired its creation, settle conflicts, and propose more study subjects. Additionally, the sociocultural theory of writing was a simple-to-understand premise since it provided a framework for solitary, individualistic study. This theory has influenced research and educational research writing, demonstrating its importance to practise, education, and research paradigms.

2.3 Writing Approaches

The product approach to writing is more concerned with the outcome than with the process. Nunan (1989) asserts that the product approach to writing is concerned with the text, essay narrative, and overall composition. The teacher is concerned with legibility, grammatical accuracy, and the use of discourse conventions such as key ideas and supporting material in the final product. Grammar, spelling, and vocabulary are all given a high priority. The product approach is a method of instruction that places an emphasis on the learners' end result. Getnet (1994) added that this strategy is defined as "a traditional technique in which learners progress through four phases." To begin, pupils must read sample essays and take notice of the essays' distinguishing characteristics, such as the organisation of ideas, the language utilised, and writing mechanics. The second part involves pupils isolating the features of the exemplar essays. Then, pupils attempt to duplicate the example essays by structuring their thoughts in a manner consistent with the model. The organisation of ideas takes precedence over the ideas themselves at this phase. The last step requires pupils to produce essays using appropriate abilities, sentence structures, and vocabulary.

Typically, learners are given sentences to copy and alter with little room for error. This technique teaches students how to write narrative, descriptive, and persuasive essays by utilising specific pattern-product approaches. Pupils will also have a greater knowledge of grammar and the ability to correct terminology and sentence structures (Tangpermpoon, 2008). This approach is not widely used since it emphasises grammar and syntax above the writing process. Kroll, (2001) pioneered the process method. Writing, he asserted, is a cyclical process. Pupils will go through many stages before completing a writing project. They may always revise their work. This procedure is divided into four stages: planning,

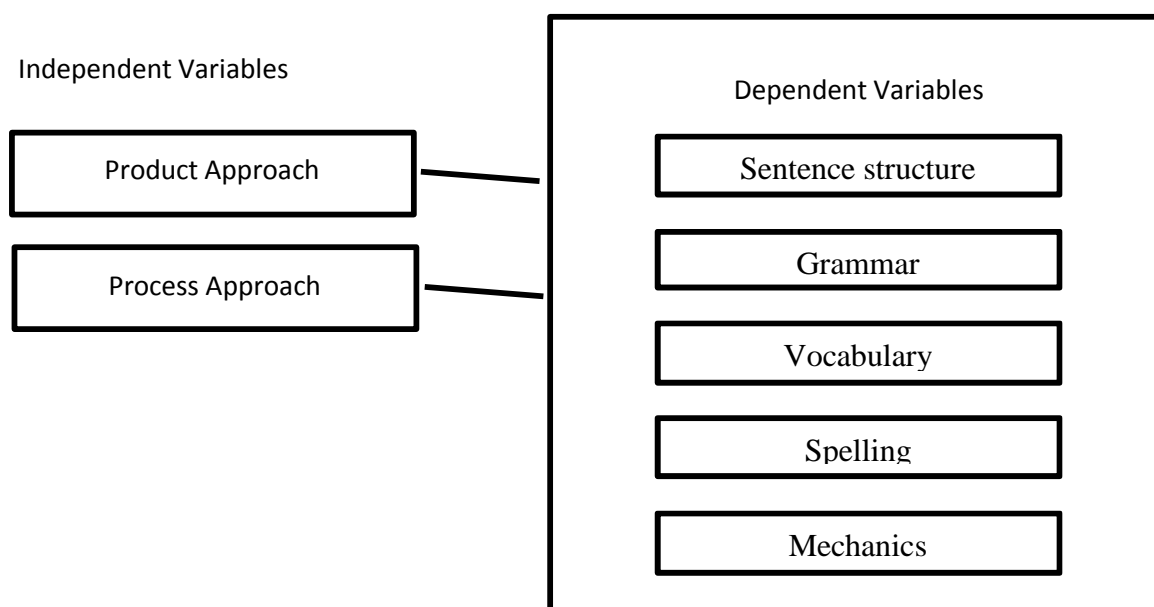


writing, revising, and editing. This technique places a higher focus on various classroom activities like as brainstorming, rewriting, and group discussions.

Steele, (2004) developed a new branch of process methodology. Steele defines the process approach as an emphasis on the variety of classroom activities that enhance language development via the use of several stages of writing.

2.4 Conceptual Framework of the Study

Figure 1: Conceptual Framework of the study



3. Methods

The quantitative method is used to gather measurable data for statistical analysis of numerical data. Two groups of year 5 pupils from two separate primary schools in the Petaling district will be chosen for this study. The descriptive approach has been used in conjunction with a

quasi-experimental design to ascertain the cause-effect connection between the variables. The descriptive method of research is used to characterise a population, circumstance, or phenomena under investigation. The descriptive comparative method was employed in this study. The factors and a formal process are created to determine which is superior. The experimental group was exposed to the treatment variable is examined and compared to the control group; process and product methods are used.

3.1 Data collection, sampling and procedures

Respondents were from the year 5 pupils who are selected from 2 different national schools in the Petaling District. The samples consisted of 70 pupils from the upper primary which is Year 5 (*Pupils are at the age of 11*). The pre and post-tests which are used in this study are taken from the past year question 2018 Ujian Pencapaian Sekolah Rendah (UPSR) Bahasa Inggeris Penulisan. It was published by Malaysia Examinations Syndicate (MES) and Ministry of Education Malaysia (MOE) in 2018. The paper consists of 3 sections; Section A, Section B and Section C. Marks are allocated to each sections accordingly. This study focused on Section C; Question 2. The pupils wrote an essay based on the given pictures and guide words. The essay should be between 80 and 100 words. The question contains a series of three or four pictures with guided words given below each picture. Pupils may use the words given to write their essay or they can use their own words. They are to write the essay in four paragraphs. The time allocated for this question is 35 minutes. The question tested the pupils' ability in language application skills. The stipulated score for this section is 25 marks. The format of the question is as stated in Figure 2.



Figure 2: Format of the UPSR English Language Examination Paper

LANGUAGE EXAMINATION PAPER FORMAT				
NO.	SUBJECT	WRITING		
1	Type of Instrument	Subjective		
2	Type of Item	Open Response		
3	Number of Questions	Section A 1	Section B 1	Section C 2 (Answer 1 of the 2 questions)
4	Total Marks	Section A 10	Section B 15	Section C 25
		Total : 50		
5	Duration of Examination	1 hour 15 minutes		
6	Construct	<ul style="list-style-type: none"> Language Application Skills Information Application Skills Language Appreciation and Creativity Skills 		
7	Scoring Method	Holistic		

The rubrics used during the treatment were also taken from the rubrics set by MES and MOE. The pupils are evaluated on sentence structure, spelling, vocabulary, grammar and mechanics of writing. The rubrics for marking the pre-test and post-test are as stated in Figure 3.

Figure 3: Rubrics of the Marking Scheme

Bands	Super Excellent Band	Excellent Band	Good Band	Satisfactory Band	Weak Band
Section B(ii) (12 marks)	11 & 12 marks	8, 9 & 10 marks	5, 6 & 7 marks	3 & 4 marks	0, 1 & 2 marks
Section C (25 marks)	23-25 marks	18-22 marks	12-17 marks	5-11 marks	0-4 marks
Descriptors	<ul style="list-style-type: none"> All ideas are very relevant and well-organized in well-plotted paragraphs. Very excellent and proficient use of the language throughout with hardly any error in grammar and structures. Almost perfect in punctuation and spelling with a high command of vocabulary. 	<ul style="list-style-type: none"> Most ideas are relevant and well-organized in sequenced paragraphs. Excellent use of the language throughout with a few errors in grammar and structures. A few errors in punctuation and spelling and correct use of vocabulary. 	<ul style="list-style-type: none"> Some ideas are relevant and organized in paragraph(s). Proficient use of the language with some errors in both grammar and structures. Some errors in spelling and punctuation. Vocabulary is just sufficient. 	<ul style="list-style-type: none"> Ideas are in paragraph(s). Use of language is just sufficient with frequent errors in grammar and structures. Frequent errors in spelling and punctuation. Vocabulary is barely sufficient. 	<ul style="list-style-type: none"> Most ideas are in chunks and almost disorganized. Poor use of the language with too many multiple errors in grammar and structures. Spelling and punctuation errors are found throughout. Vocabulary can hardly convey any meaning.

The process writing approach was executed for the experimental group for a period of 5 weeks progressing from word to phrases and finally, sentence level together with grammar, spelling

and the mechanics of writing. This group was guided during the brainstorming, planning, mind mapping, first draft, feedback, editing and final draft. Simultaneously, the control group was taught using the product method. After the duration of 5 weeks the same descriptive writing test was given as post-test to both the groups. The test was marked and evaluated. The treatment was given to the experimental group. The mixed ability group technique by (Lyle, 2010) was applied for the experimental and the control groups. As for the control group, the teacher went on teaching using the product method while the experimental group went to the treatment, Kamal & Faraj (2015). The stages during the treatment were based on Steele's Process Approach.

Figure 4: Treatment procedure

Experimental Group (Process Approach)		Control Group (Product Approach)
Pupils were divided into mixed ability groups		Pupils were divided into mixed ability groups
Pre test		
TREATMENT	Stage 1: Brainstorming 1. Pupils brainstormed to generate ideas. 2. Pupils listed the ideas to develop into sentences.	
	Stage 2 : Planning 1. Pupils gathered and organized the ideas. 2. Pupils listed down related vocabulary. 3. Pupils decided on the tenses to be used	
	Stage 3: Mind mapping 1 Pupils used diagrams to list the ideas using the I-THINK maps. 2. Sequenced the ideas according to main ideas and supporting details.	



	<p>Stage 4 : First Draft</p> <ol style="list-style-type: none"> 1. Pupils wrote an outline of the essay. 2. Pupils expanded notes based on the picture and guided words. 3. Pupils used the vocabulary listed at the planning stage. 	
	<p>Stage 5 : Peer Feedback</p> <ol style="list-style-type: none"> 1. Pupils proofread peers or their own writings. 2. Pupils identified and commented on the errors. 	

	Experimental Group	Control Group
	<p>Stage 6 : Editing</p> <ol style="list-style-type: none"> 1. Pupils corrected the errors identified. 2. Pupils proofread their own writings. 	
	<p>Stage 7 : Final Draft</p> <ol style="list-style-type: none"> 1. Pupils made final copy of their writings. 2. Pupils either added or removed, rearranged sentences and sequenced them into paragraphs. 3. Pupils corrected the sentence structure, vocabulary, spelling, grammar and mechanics of writing. 4. Pupils wrote the final product of their writings. 5. Pupils submitted the final product to the teacher. 	
	<p>Stage 8 : Evaluation / Teacher's feedback</p> <ol style="list-style-type: none"> 1. Teacher evaluated pupils' final product according to the rubric score. 2. Teacher gave feedback. 	
Post test		

4. Data analysis and Results

The data were examined to determine, characterise, and investigate the link between the process method and the development of writing abilities in primary school pupils. It will be analysed in light of writing assessment theories as well as the standards for writing rubrics and scoring profiles. The data collection instrument was a writing test administered to both the experimental and control groups. The pre- and post-test scores were analysed using descriptive statistics for the mean, median, and mode. The findings are given through a comparison of the pupils' essays according to the dependent variables of sentence structure, vocabulary, spelling, grammar, and writing mechanics. The data analysis revealed the influence of utilising a process approach on the development of writing abilities in 70 Year 5 pupils from two primary schools in Petaling district. The pupils were separated into two groups of 35 each: the experimental group and the control group. They underwent two sorts of testing: pre- and post-testing. The exams were administered to ascertain pupils' growth in their writing abilities. The researcher acquired the following data to determine the efficacy of the process approach in teaching writing: pre- and post-test scores. These values were then computed and evaluated. The pupil had virtual English lessons everyday from Monday to Friday for 5 weeks. Out of the one hour lesson each day, 30 minutes were allocated for this research. The pupils worked either in groups, pairs or individually at times, during the treatment. For group work, pupils were divided into mixed ability group so that they can help each other during the treatment. It is also to help those who are not proficient in the language as it would reduce their anxiety in accomplishing a task; produce a writing piece.



The maximum score of the test was 25 while the lowest score was 0. The result of the pre-test and post-test of the experimental group and control group is stated in Table 5.

Figure 5: The Pupils' Scores for Pre-test and Post Test

EXPERIMENTAL GROUP			CONTROL GROUP		
NO.	PRE-TEST	POST-TEST	NO.	PRE-TEST	POST-TEST
Pupil 1	9/25	15/25	Pupil 1	9/25	11/25
Pupil 2	9/25	14/25	Pupil 2	9/25	11/25
Pupil 3	9/25	14/25	Pupil 3	9/25	13/25
Pupil 4	10/25	15/25	Pupil 4	10/25	12/25
Pupil 5	10/25	15/25	Pupil 5	10/25	11/25
Pupil 6	10/25	14/25	Pupil 6	11/25	11/25
Pupil 7	12/25	15/25	Pupil 7	11/25	12/25
Pupil 8	12/25	16/25	Pupil 8	11/25	12/25
Pupil 9	12/25	17/25	Pupil 9	12/25	14/25
Pupil 10	13/25	17/25	Pupil 10	12/25	13/25
Pupil 11	13/25	18/25	Pupil 11	12/25	12/25
Pupil 12	13/25	19/25	Pupil 12	13/25	15/25
Pupil 13	14/25	18/25	Pupil 13	13/25	14/25
Pupil 14	14/25	17/25	Pupil 14	13/25	15/25
Pupil 15	14/25	18/25	Pupil 15	13/25	15/25
Pupil 16	14/25	19/25	Pupil 16	14/25	14/25
Pupil 17	14/25	18/25	Pupil 17	14/25	15/25
Pupil 18	14/25	17/25	Pupil 18	14/25	16/25
Pupil 19	14/25	20/25	Pupil 19	14/25	15/25
Pupil 20	15/25	19/25	Pupil 20	14/25	16/25
Pupil 21	15/25	19/25	Pupil 21	15/25	18/25
Pupil 22	15/25	20/25	Pupil 22	15/25	16/26
Pupil 23	16/25	20/25	Pupil 23	15/25	17/25
Pupil 24	16/25	20/25	Pupil 24	15/25	16/25
Pupil 25	16/25	20/25	Pupil 25	16/25	17/25
Pupil 26	16/25	21/25	Pupil 26	16/25	17/25
Pupil 27	17/25	20/25	Pupil 27	16/25	17/25
Pupil 28	17/25	21/25	Pupil 28	16/25	19/25
Pupil 29	17/25	22/25	Pupil 29	16/25	17/25
Pupil 30	17/25	22/25	Pupil 30	17/25	19/25
Pupil 31	18/25	22/25	Pupil 31	17/25	19/25
Pupil 32	18/25	23/25	Pupil 32	19/25	20/25
Pupil 33	19/25	22/25	Pupil 33	19/25	20/25
Pupil 34	19/25	23/25	Pupil 34	20/25	22/25
Pupil 35	20/25	24/25	Pupil 35	20/25	22/25

The experimental group's results indicated that the maximum score for the pre-test was 9 and the maximum score for the post-test was 20. Three pupils received the lowest possible score, while one pupil received the highest mark. In comparison to the control group, three pupils earned the minimum score and two earned the highest score. The experimental group received a minimum of 14 and a maximum of 24 on the post-test, whereas the control group received a minimum of 11 and a maximum of 22. Three pupils in the experimental group received the least score and one pupil received the maximum score on the post-test. During the post-test, four pupils in the control group received the minimum score, while two pupils received the highest score.

There is a substantial difference in the pupils' sentence structures between the two groups of pupils. Pupils in the experimental group produced fewer sentence structure errors during the post-test than they did during the pre-test.

Figure 6: The Sentences Written by Pupils in the Experimental Group

EXPERIMENTAL GROUP (PROCESS APPROACH)			
No.	Pre Test	Post Test	Type of Errors
1	The boy <u>like bicycle</u> every evening.	He likes cycling every day.	wrong word choice
2	The tyre <u>is punctured in</u> a nail.	The bicycle tyre was punctured by a nail.	word order
3	The boy <u>takes baisikle to</u> bicycle shop.	Rohan / He took the bicycle to the bicycle shop.	spelling
4	The <u>baisikal repaired the man.</u>	The man repaired the bicycle.	spelling, literal translation
5	The <u>shopkeeper repaired the bicycle.</u>		
6	The <u>man changed and pumped the bicycle.</u>	The man changed and pumped the tyre of the bicycle.	literal translation
7	The boy <u>is thirsty and waiting for bicycle.</u>	Rohan / He was thirsty while waiting for the bicycle to be repaired.	omission or incomplete sentence
8	The <u>bicycle shop repaired the thirsty.</u>	The bicycle was repaired at a bicycle shop.	collocation
9	He cycling wearing a <u>topi.</u>		collocation
10	The <u>tyre paid the man and thanked.</u>	Rohan / He paid and thanked the man.	collocation
11	Ali <u>paid the tyre and thanked.</u>	Rohan / He paid the man and thanked him.	collocation



The type of sentence structure errors made by the pupils in the experimental group during the pre-test were in wrong word choice, word order, literal translation, omission or incomplete sentences and collocation. After the treatment, the pupils still made sentence structure errors in the post-test. However, the mistakes made were lesser compared to the errors they made during the pre-test. These pupils also made less sentence structure mistakes compared to the pupils in the control group.

The pupils from both groups produced grammatical mistakes in their use of appropriate determiners, prepositions, pronouns, subject-verb agreement, verb tenses, and spelling. The findings indicated that there is a substantial difference between pupils who take the process approach and those who take the product approach in terms of their grammar and writing abilities, despite the fact that there was no difference between the two groups on the pre-test. However, there was an improvement in the experimental group's performance compared to the control group during the post-test. In addition, the pupils in the experimental group demonstrated improvement in their spelling mistakes. The pupils in the experimental group made less grammatical and spelling errors as they conducted the peer and self-evaluation during the treatment. This enabled them to identify their mistakes and correct them. Along the time of treatment, they have acquired the ability to use grammar in writing with minimal errors as these grammatical items were repeatedly used in the class.

Figure 7: The Grammatical Errors Made during the Pre-test

EXPERIMENTAL GROUP (PROCESS APPROACH)		
No.	Pre Test	Type of Errors
1	Hassan loved <u>to cycling</u> in the evenings.	preposition
2	The boy <u>like</u> cycling every day.	subject-verb agreement
3	The boy cycling in the evening.	subject-verb agreement
4	The bicycle shop <u>are</u> nearby.	subject-verb agreement

5	He cycling wearing a topi.	subject-verb agreement
6	The tyre is punctured in a nail.	verb tenses,
7	The boy is thirsty and waiting for bicycle.	verb tense
8	The boy takes baisikle to bicycle shop.	verb tense, spelling
9	The baisikal repaired the man.	spelling,
10	He paved a man the money.	spelling, determiners
11	Azlan has the bicycle.	determiners
12	She took the bicycle to a shop	pronouns

Hence, there is a substantial difference in the mechanics of writing abilities between learners who use a process-oriented approach and those who take a product-oriented approach. Capitalization and punctuation were used to assess writing mechanics. Initially, there was not much difference in the pre-test between both the groups. During the post-test there was better improvement among the pupils in the experimental group compared to the control group. The pupils in the experimental group made less errors in mechanics of writing because they were guided by the teacher during the treatment and also because they conducted the peer and self-evaluation during the treatment. This not only enabled them to identify the errors but also to prevent themselves from repeating the errors.

Table 8: The Mechanical Errors Made by Pupils in the Experimental Group

EXPERIMENTAL GROUP (PROCESS APPROACH)		
NO.	ERROR	TYPE OF ERROR
1	my bicycle tyre punctured a nail.	capitalization
2	azlan cycled to the field.	capitalization
3	sundenly the tyre punctured.	capitalization
4	The man returned it to rahimi.	capitalization
5	while waiting he was drinking.	capitalization
6	sundenly the tyre punctured.	punctuation
7	suddenly the boy fell down!	punctuation
8	At last rahimi went home.	punctuation
9	The boy was very upset__	punctuation
10	while waiting __ he was drinking.	punctuation

This is proven that there is a substantial difference in the mechanics of writing abilities between learners who use a process-oriented approach and those who take a product-oriented approach. Capitalization and punctuation were used to assess writing mechanics. Initially, there was not



much difference in the pre-test between both the groups. During the post- test the there was better improvement among the pupils in the experimental group compared to the control group. The pupils in the experimental group made less errors in mechanics of writing because they were guided by the teacher during the treatment and also because they conducted the peer and self-evaluation during the treatment. This not only enabled them to identify the errors but also to prevent themselves from repeating the errors.

The data presented showed that there is a significant difference in sentence structure, grammar, spelling, and writing mechanics between both the experimental and control groups of pupils. This study clearly demonstrates that the process method is one of the most significant approaches for developing writing skills in primary school pupils. It is clearly a beneficial way to teaching writing to pupils who are not fluent in the language since it takes them through a number of phases that make writing easier for them.

This research also supports previous studies verifying that pupils writing ability improved as a result of collaborative learning which occurs during the brainstorming, mind mapping, planning and peer-feedback. This reduces the anxiety amongst the pupils who are less proficient. The results demonstrated that the process approach to essay writing was helpful in developing pupils' writing skills Arici & Kaldirin (2015) and reducing writing anxiety Timothy Kolade (2012).

5. Discussions

Prior to treatment, both the experimental and control groups were given a pre-test to determine the pupils' achievement level. The pupils in the experimental group then received a five-week treatment. There is a difference in the overall score of pupils in both groups. The data analysis revealed that there is a significant difference in the sentence structure of writing between pupils

treated utilising the process method and those who were not. After treatment, pupils' writing performance improved considerably. The process approach has been shown to be an effective method for developing pupils' writing skills since it incorporates all stages of the writing process. Secondly, there is significant difference in the grammar in writing between the pupils of the two groups. Process approach focuses on the process. It gives ample time for pupils to acquire and master the grammar and utilise it correctly in writing in order to produce quality writings. This supports Ghaith's (2002) statement that process approach provides pupils time to organize ideas and discover new language forms to express them.

Finally, there is a significant difference in the mechanics of writing between the pupils of the two groups. As the process approach centre of attention is on the process of the writing numerous aspects of writing have been investigated in the studies where process approach was applied by Grabe and Kaplan (1996). Pupils are exposed to different stages of writing enabling them to enhance their writing performance by improving their knowledge in writing mechanics. Although the process approach has the potential to greatly improve pupils' writing achievement, it is impractical to use in a big class.

6. Conclusions, Implications and Recommendations

It can be concluded that the result of the research shows that the utilising the process approach in writing lessons can develop the writing skills among the primary school pupils. The implementation of the stages of the process approach in teaching writing was found it contributed to the development of writing skills among the primary school pupils who were treated compared to the pupils who were not treated with the process approach. To get the maximum result and effect on pupils' writing skills the teachers must adapt and adopt suitable approaches according to the



pupils' needs. Integrating approaches can be an alternative in getting better effect and result in teaching writing as mentioned by Melaine & Aziz (2018).

In accordance with pupils' writing issues, teachers play an important role. They are the ones who identify and carry out the most suitable teaching and learning methods. Therefore, future studies can be carried out on process approach to identify how it could be utilized to benefit the pupils in acquiring the art of writing.

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