



The Role of Process Approach in Developing EFL Students' Writing Composition

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ABSTRACT

This study aims at investigating the role of process approach in developing writing composition of 3rd year secondary schools students at Al Fashir. The researcher will use test and questionnaire as tools of data collection. The population of the study are 3rd year secondary schools students at Al Fashir. The study examined (150) students and (80) teachers from different schools. The descriptive and analytical method used in analyzing the data. The collected data analyze statistically by means of the Statistical Package for Social Science (SPSS). The result reveled that students have problems in how to start good beginning of the sentences, clear ending the composition, logical sequence of the subject, organizing idea, lack of vocabulary, grammatical problems and unable to us punctuation marks in proper place. Moreover, teachers neglect the importance of using process approach in teaching writing composition, student's textbooks did not provide process approach information for teaching write composition. Finally, the researcher found that the process approach played a great role in developing students writing composition. The study recommended that: To the students, always think how to increase your own lexicon of vocabulary and their usage. To the teacher, involve your students in planning for any instructional work, especially writing. To the stockholders, Supervisors should visit the teachers and see the students' writings and their drafts.

Keywords: EFL Students, Writing Composition.



1. Introduction

Writing is one of the four important skills that learners should master in any language in same time; it is the most difficult skills to acquire. Therefore, when one wants to learn how to write perfectly he/she should follow many steps and procedures. There are many reasons why students might need to improve writing skills in English. Perhaps they need to reply to emails at work in English or take an English language exam, or maybe need to write essays in university, letters to friends or relatives or might want to start writing a blog in English. Whatever the reason is for improving English writing skills, they need to work hard. However, in order to develop writing skills, there are many approaches teachers should follow to enhance learner's skill of writing. The most common approaches are communicative approach, controlled to free approach, product approach, grammar syntax- organization approach and process approach. Therefore, teacher may use one or more approaches to develop learners' writing composition; to apply one of the above styles it is depending on the learner's attitude, cognitive skills, condition and individualities among students. Thus, according to researcher's observations through teaching English and correcting learner's exercises, learners suffer a lot in writing composition. Therefore, to solve this problem researcher believe that adopting the process approach in teaching composition may help students to overcome this problem. To do so, there are many approaches, which teachers should follow to develop students' writing. One of these approaches is the process approach.

1.2 Statement of the problem

Students need English writing skills that range from simple paragraph and summary skills to the ability to write essay and professional articles. However, during my teaching career, I observed that when teaching students and giving them assignments in writing a composition, some students write things that could not understood. They encountered a number of challenges when composing and transcribing text across some of the literary forms ordered. Some of them present texts with loose content,



lack originality basing on the given topic. Their texts also lack of proper sequence and organized flow of ideas. Furthermore, paragraphs badly formulated, with ideas haphazardly arranged. It is common to find different ideas placed in one paragraph. Therefore, the researcher belief that using process approach in teaching writing composition, will enhance students writing skill and help them to be good writers.

1.3 Objectives of the study

The study aims to achieve the following objectives:

1. To find out teacher's attitudes toward using process approach in developing writing composition of 3rd year secondary schools students at Al Fashir.
2. To investigate the causes of learner's weakness in writing composition that encountered by the target of the study.
3. To find out whether the teachers are using process approach in teaching writing composition for not.

2. Literature review

When learners learn foreign language, they subjugated to learn the four skills (listening, speaking, reading, and writing). Alice & Ann (2008) claimed that writing is not an easy thing. It takes study and practice to develop it, for both native speakers and new learners of English.

2.1 The process approach

It is important to note that writing is a process, not a "product." This means that it is a piece of writing; whether it is a composition for your English class or a lab report for your chemistry class; is never complete for that it is always possible to review and revise, and review and revise again. Tony & Maggie (1998) reported that the process approach began as a reaction to the simplistic model-based approach, which focused only on the product. The process approach has emphasized the idea of writing as problem solving, with focus on thinking and process. It is most closely associated with work of Flower 1985 whose textbooks shows students how to identify the



theoretical problem, plan solution or series of solutions to the problem and finally reaches to appropriate conclusion.

2.2 Stages of the process approach

The process approach stage involves translating the plan into paragraphs and sentences, reviewing the first draft and then revising the text to produce a number of subsequent drafts. Asriati & Maharida (2017) claimed that writing process approach is a method in learning English where the students create their ideas, experience on the paper by doing process, and pretend their self as a good writer without worrying about mistakes. According to Perego & Boyle (2005), the process writing approach is a potential method to provide students' phase in learning not only applying grammatical rules but also communicating their ideas in written. Grossmann (2009) argued that the process approach, as its name suggests, focuses on the process one goes through when writing including generating ideas, deciding which ideas are relevant to the message and then using the language available to communicate that message in a process that evolves as it develops. In the classroom, this translates into group brainstorming exercises, general discussions, and group planning activities to decide on the content of the piece of writing. Peer correction and group evaluation are also encouraged in this process. The process approach stages outlined by several authors in different descriptions; although they have agreed that writers go through several stages while writing as displayed in above section. However, they have not reached an agreement on labeling the stages; some of them viewed that these stages consist of various steps while other summarized into smaller units, but these different aspects shared the same elements and concepts. Thus, in this section researcher will explain more about these elements namely (planning, drafting, revising, editing and Publishing. Prewriting is essential step in any kind of writing because it is basic without it a piece of writing seems to be haphazard. According to Coffin et al (2003), prewriting stage is first as brainstorming (in brainstorm students spark ideas off each other after a discussion or reading). Second, free-writing (in free-writing an author



writes literally without ceasing within a set time limit of, for example, ten minutes, starting with a particular topic related to the subject under study. The second stage, which is writing, involves drafting or composing the product or its means start to write, once the writer has planned his/her ideas, the next stage is to start drafting, or writing to develop what his/her planed. Coffin et al (2003) claimed that in draft, the writer focus on developing meaning, using ideas gathered in prewriting strategies. Topic development may involve narrowing down a broad focus, or removing or adding information where appropriate. Moreover, Jennifer (2013) stated that in draft, the main student's emphasis is on content not grammar. Revising stage where the learners review or revise what he/she wrote in the drafting stage. As Taylor & Francis (2009) reported that revising is an important part of the writing process is, looking back over what has been written. This is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors. The final stages of writing consist of editing, proofreading, and polishing a text. Here as Taylor & Francis (2009) reported that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. After editing the drafts and making the changes that needed to be done, writers are now ready to make the final version of their piece of writing to be sent to the intended audience. Annab (2016) added, "The final stage of writing process includes sharing, reflection, and assessment of the students' writing" (p.14).

2.3 Composition

Composition is a piece of writing that consists of several paragraphs long instead of just one or two paragraphs. According Sihombing & Hutauruk (2016) (cited in River 1971, p: 252) composition involves individual selection of vocabulary and structure for the expression of personal meaning. There are tow methods for teaching correct language form in writing. One is free composition, where the student writes whatever comes to his main. The other is controlled composition, where by certain control



similar to those in pattern drills the student helped to produce a correct composition. For more details are in following points: There are many types of composition that learners meet them during their studies. These types are narrative, descriptive, exposition, comparative composition, and argumentation composition. The process approach plays a great role in writing them.

5. Materials and methods

To accomplish the objectives of the study, for collecting data various tools used. Questionnaire used to collect data from teachers and test used to collect data from 3rd year second schools students. The study was conducted in Al Fashir secondary schools during 2019-2020. Study sample were 60 English language teachers with long careers in secondary schools in Al Fashir town and 150 students. Descriptive statistic was used for data analysis and results presentation. Study was an investigation the role of process approach in developing EFL students' writing composition.

6. Results and discussion

Table (1) show that half of teacher's opinions are neutral in which represent (35.0) percent from total of the responds, followed by (26.7) percent disagree, (21.7) percent agreed, (10.0) percent strongly agree and (6.7) percent only are strongly disagree. The result of this table indicate that teachers have negative attitudes toward using process approach in teaching writing composition among 3rd year secondary schools students, because most of their responds were around neutral and disagree.

Table (1) teacher's opinions about using process approach in teaching writing composition

Answer	Frequency	Percent
Strongly Disagree	4	6.7
Disagree	16	26.7
Neutral	21	35.0
Agree	13	21.7
Strongly Agree	6	10.0
Total	60	100.0



Table (2) show that most teachers, which represent (35.0) percent agreed about using process approach in teaching motivate students in writing composition, followed by strongly agree which represent (25.0) percent. Those whom their responds disagree were (20.0) percent, (15.0) percent were neutral (i.e. neither agree nor disagree) and only (5.0) percent were responded with strongly disagree.

Table (2) teacher's opinions about the process approach motivates students in writing composition

Answer	Frequency	Percent
Strongly Disagree	3	5.0
Disagree	12	20.0
Neutral	9	15.0
Agree	21	35.0
Strongly Agree	15	25.0
Total	60	100.0

According to the table (3) the results showed that participants made a larger amount of mistakes in experimental group (mean= 2.5267) in good beginning of the sentences in comparison with (3.1933) in control group. A repeated-measures t-test found that the p-value of Sig. (2-tailed) = (.000) its less than value of Alfa ($\alpha \leq 0.05$) which means that there is highly significant and there is statistical differences between two group and therefore it can reject the null hypothesis that the correlation is zero and it is likely true.

Table (3): T-test between the control and the experimental groups in writing good beginning of the sentences

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Good beginning of the sentences	Experimental Group	150	2.5267	-5.800	149	.000
	Control Group	150	3.1933			



Table (4) show that the results of articles used by students in both groups (experimental and control group. It is seen from above table, the value of (t. test) calculated is (5.648), the degree of freedom is (149) and the value of probability (.000) which mean that there is statistical significance of the statistical reality conclusion of the term that says students face difficulty in using articles in writing composition. Moreover, from the mean of the control group and experimental group it is clear that there are differences between two groups (mean of experimental group (2.5200) mean of control group (3.1400)) which state the process approach played a great role in enhancing students in writing composition.

Table (46): T-test between the control and the experimental groups in using preposition

Domain	Group	N	Mean	t- value	df	Sig. (2-tailed)
Preposition	Experimental Group	150	2.6733	-3.866	149	.000
	Control Group	150	3.1067			

7. Conclusion

According to the results study has arrived at, no one could deny that the process approach has a great role in developing EFL writing composition. Thus, the result showed that there are many drawbacks which hinder students from writing composition, the drawbacks as which means that they did not use this process while teaching compositions, teachers neglect the importance of using process approach in teaching writing composition, student's textbooks did not provide process approach information for teaching write composition. Moreover, students have problems in how to start good beginning of the sentences, clear ending the composition, logical sequence of the subject , organizing idea, lack of vocabulary, grammatical problems and unable to us punctuation marks in proper place. In addition to that, the benefit of the process approach showed that stages of the process approach engorge students in writing good composition and encouraging students to like writing composition



8. Recommendations

In the light of the study results, the researcher addresses recommendations to the students, the teachers and stakeholders:

To the students:

- 1- Do not hesitate to tell your teacher about your drawbacks in writing skill.
- 2- When you write, think of your audience, your message and how you want to convey it.
- 3- Always think how to increase your own lexicon of vocabulary and their usage.

To the teachers:

- 1- Always try to find out your students needs.
- 2- Involve your students in planning for any instructional work, especially writing.
- 3- Try to get your students to write about topics as close as possible to their interests.

The stakeholders:

- 4- Assign certain lesson periods for teaching writing.
- 5- According to the results of the study and the proved utility of the writing process approach, the Ministry of Education should ask all teachers of English language to use it.
- 6- The program used in this study can be applied in the field of Sudanese education.

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