

## Implementation of the Process Approach for Enhancement of Writing Skills in English as a Second Language among Elementary School Students

<sup>1</sup>Muhammad Asif Javed

MPhil Scholar, National College of Business Administration and Economics (NCBA&E) Lahore, Pakistan  
asifattari300@gmail.com

<sup>2</sup>Haq Nawaz, PhD

Associate Professor, Department of Education NCBAE&E Lahore, Punjab-Pakistan  
drhaqnawaz@ncbae.edu.pk (Corresponding Author)\*

<sup>3</sup>Iffat Sultana

MPhil Scholar, National College of Business Administration and Economics (NCBA&E),  
Lahore, Punjab-Pakistan  
Usmaniffat000@gmail.com

### Abstract

The process approach is a systematic procedure of learning writing in English as a second language. The study used a pre-experimental research type based on the one-group pretest-posttest design. The current study sample consisted of 129 students of 8th grade selected through convenience sampling technique. The content validity of the Academic Writing Motivation Questionnaire (AWMQ) was confirmed by five English language educational experts. The reliability of the (AWMQ) was ensured by applying Cronbach Alpha's score; .750. The collected data were analyzed employing mean, median, standard deviation, and One-Sample T-test to reveal significant differences between pre-test and post-test interventions. The overall results of the study reported no significant difference between pre-test and post-test opinions of writing skills; furthermore, the mean value difference is positive. Based on the results of the study, it was recommended that the government may provide resources facilitates to teachers and students in developing writing skills. Policymakers may focus on providing human and material resources for effective English language writing skills. The curriculum developers included content and learning strategies for second language writing learning skills. Teacher training institutions may focus on developing modules and training teachers on contemporary English writing skills. Head teachers may bind teachers to implement a writing process approach in English as a second language to enhance writing skills among elementary school students. Additional writing classes may arrange to improve the writing skills of students.

**Keyword:** English Language, Implementation, Process Approach, Writing Skills

### Introduction

The process of exchanging information, ideas, thoughts, and feelings between individuals or groups through verbal and non-verbal means is communication. Communication plays a critical role in exchanging information, building relationships, social interaction, persuading, and enabling learning. A system of communication is formed by language that includes sounds, words, and grammar rules to express thoughts, emotions, and ideas individuals to others. The communication system is linked with language evolution processes (Cahyadi & Sukirlan, 2020; Olson & Land, 2007).

Several languages are using for communication to connect diverse human societies in the world. A second language refers to a language that a person learns in addition to their

native language. The English serves as a lingua franca for the language of instruction globally. The English language consists of four basic language skills reading writing, and speaking essential for effective communication. Writing skills are fundamental in expressive writing that requires the selection of words, correct spelling, punctuation, and accurate use of grammar. English as a second language help individuals effectively navigate and leverage their linguistic abilities in diverse contexts to opens up opportunities for language, cognitive, cultural, personal, and professional development (Li & Razali, 2019; Zeleke, 2022).

Writing in second language becomes more difficult, when it included meaningful and communicative way of presentation. Mostly, proficiency in writing is based on the way of teaching and how students learnt second language. In several years of language learning, students learn through rote-learning without attention on language learning process in traditional teaching methods. Students focus on translation and grammar and have less confidence in writing skills even have less effective writing in their careers. Teacher's role is transmission of knowledge and learners serve as passive receivers even in transformational era. Writing has distinct position in language learning that require mastery of metacognition skills. Learners need to plan carefully layout and logical structure of writing (Klimova, 2014; Kuzu, 2007). Second language is other than mother's tongue that a person uses during communication. There are various approaches to enhance communication skills. Reading, writing, speaking and listening skills are considered as main skills in any language. The writing process approach comprises of pre-writing, drafting, revising, evaluating and reproducing. The process approach of learning second language is simple and similar to mother language learning skills. This approach allows learners to get feedback from peers and teachers (Kecskes & NdePapp, 2000; Yadav, 2014)

In mid-1960, different approaches started to influence on writing skills. One of them was process approach that focuses on learner-centered classroom. Process approach influences on understanding nature of writing and learners involvement in writing process. Learners engage in writing tasks through cyclic way. This approach is difficult, and non-linear that includes multiple revisions (Hyland, 2003; Kroll, 1990). The writing process approach is based on cognitive process theory, in which writer needed to use long-term memory of recall of language knowledge about specific writing topic. Cognitive process theory of writing consists of three factors; task environment, long term-memory of writer, and writing procedure (Flower & Hayes, 1981). There are two effective ways to improve writing skills; knowledge about reflective writing and planning how to complete writing task. The process approach enhances learners writing capacity, problem-solving and communicative skills. Furthermore, the process approach has significant effect on writing instruction (Kamimura, 2000). Learner's confidence in writing provides support to develop other skills (Schoonen, 2019). Students are expected to write independently through trial in an error-free format. There are many benefits of process writing approach; firstly, cognitive abilities involved in writing process to plan and review, second, instruction in writing improve quality of writing, third, motivation for writing improved through collaboration, personal struggle and effective learning environment (Rijlaarsdam & VandenBergh, 2006).

Matsuda (2003) reported that writing process approach is an easy way to learn writing skill and is similar to learn mother language. It has definite steps as prewriting, drafting, revising, evaluating, and publishing. Researcher claimed that this approach may yields better results in foreign language. Sasaki (2000) stated that process approach of writing key steps included; prewriting, drafting, rewriting, and editing. In writing process approach, writing is divided into its parts, which reduce students' anxiety and difficulty to achieve better results of

writing. The process approach allows learners to get informative feedback from their peers and teachers, so students learn not only from their peers but also from their teachers (Myles, 2002). Practitioners critics on writing process approach, they contended that little time devoted for writing process, less attention spare for mastering foundational skills, less emphasis on planning and revising (Cutler, & Graham, 2008; Nagin, 2012). Kim & Kim (2005) stated that process approach strains the writer as an independent developer of text and teachers provide an opportunity to develop students' ability to select problem and design solution of problem. Hyland (2003) claimed that in process approach teacher's role is to facilitate students in writing process and enhance their metacognitive ability in usage of writing strategy.

Students have illegible writing essential during academic writing. Even basic writers have to use analytical, critical, logical, and evaluative skills in a systematized way. Students have partial mastery learning skills necessary for proficient work. Furthermore, many students exit from school without obtaining writing skills required for workplace. Effort to enhance writing is less from school education reform. Students learn from their teacher, how teachers taught writing skills is reflected from their students. Unfortunately, teachers have less knowledge about current writing classroom practices at elementary school level (Achieve & Inc, 2005; Graham & Perin, 2007; Salahu-Din, Persky, & Miller, 2008). The writing process approach in English has various steps in diverse contexts. Generally, writing process consisted of several periods that are prewriting, drafting, revising and editing (Harmer, 2007; Hedge, 2005; Huskin, 2016; Williams, 2005). Process approach of writing comprised of 5 phases; context, modeling, collaborative, independent writing, and compare and contrast with standard work (Hyland, 2008).

Writing skill is an essential tool for academic and professional success. Writing skill supports in understanding content material, job and promotion opportunity during teaching leaning process and labor-market. Institutions expected to develop documents, reports, e-mail, and other form of communication for effective job performance. Practitioners in their life at occupation and community level are influence through writing ability (Graham & Sandmel, 2011). This study provides base line for researchers how students writing skills may improve through process approach of writing. This study contributed in generating new ways of implementing writing skill process approach in Pakistani context.

### **Objectives of the Study**

The objectives of the current study were;

1. To determine the implementation of process approach for the enhancement of writing skills in English as second language among elementary school students.
2. To find out the difference of opinion between pre and post-test for the development of writing skills of the students in English through process approach.

### **Literature Review**

A literature review of this study consisted of writing process approach, process of writing, and previous studies regarding implementation of the process approach for enhancement of writing skills in English as a second language. Writing is a type of feeling in written form through creating process. Writing is productive skill, which included written discourse. The writing skills involved creative writing, essays, spelling, punctuation, choice of right words, and use of correct grammar. Various techniques are reported in literature for improving writing skills. Writing has three major purposes; action, information and entertainment (Harmer, 2007).

There are four approaches of writing skills; process, product, and genre-process, and genre-product to help students in expressing their idea in an organized form (Harmer, 2007). Writing has various forms; preparing shopping list, designing summary plan, and academic texts like letter or essay both in formal and informal way. Each type of writing shows different features of grammar, sentence and text structure. Therefore, any type of writing requires diverse types of skills for writing, so writing has many facts (Nunan, 1999). Writing supports in learning content material provide opportunity of employment and promotion. Institutions expected to create written documents, technical reports, e-mail, text-message and other communication for effective job performance (Graham, Perin, 2007). Professionals in their personal life at community level are influence through writing ability.

Language is source of conveying feelings, thoughts, opinions and text to other human beings. Knowledge of language is collection of memories of formal experience. The writing is an essential tool for social, professional, and academic success in the world. There are four language skills; reading, writing, speaking and listening required for students learning (Hadely, 2001). Writing is process and product of learning. Process refers to act of collecting ideas and working them until they become comprehensive and meaningful to the readers (Sokolik, 2003). Writing is core academic skill to master when compared with three other communication skills; reading, listening and speaking (Nunan, 1999).

#### **Process Approach Writing Method**

The process approach in language teaching refers to an instructional method that focuses on engaging students in active learning, authentic tasks, and meaningful communication to develop their language skills. It emphasizes the process of language acquisition, rather than solely focusing on the end product. Previous studies findings explored that Implementation of process approach enhance students second language writing skills (Miftah, 2015, Ndanguru, 2008). In the similar vein, Badger and White (2000) reported that process approach focus on writing development when teachers facilitate writing skills exercise. Hyland (2003) stated that process approach influence on understanding the nature of writing skills and ways of writing that involve learners through cyclic process. This approach involves repetition and frequent revision.

Process approach of Writing is an effective tool to determine meaning to a piece of writing both in grammatical correction and meaningful way to the writing. Ability of writing means capacity to express thoughts fluently using previous knowledge about something. Important element of process approach is meaningfulness that brings connections and understanding of writing among learners. It starts brainstorming to produce new ideas from schema from real world experience to the topic of writing. Less students use the strategy to remember, generate and activate experiences during writing. The teacher role is critical in providing guidance to use this strategy for developing connection among writing (Ngadiman, 2012).

Even at basic level, students have weak writing skills essential for academic success. Basic writers have to involve some analytical, critical, logical and evaluative skills in an organized way (Salahu-Din, Persky, & Miller, 2008). Students have partial mastery learning skills desired for proficient work at elementary level. Furthermore, many students dropped from school without writing skills needed for success in workplace (Achieve & Inc, 2005). Effort to enhance writing is absent from school education reform. How fine students write is associated with how they are taught to write, unluckily, teachers know less about current writing classroom practices at school level (Graham, Perin, 2007). Process approach has a critical role though process in writing.



The process approach emphasizes on active student engagement in language use, and the development of language skills through meaningful tasks. The process approach is a student-centered approach that emphasizes the importance of process over the final product. This approach allows students to explore their ideas, experiment with different techniques of language, and receive feedback throughout the writing process. The process approach has been shown to be effective in helping students to develop their English in reading, writing, listening and speaking skills (Matsuda, 2003; Myles, 2002).

Barreto(2011) reported that writing in second language is complex according to grammatical structure. Teacher has the responsibility to encourage and support learners in writing through process approach. It became easy to write in second language, when students are able to learn procedure of writhing. Writing requires devotion, commitment, and organized procedure. Harmer (2007) reported that this approach involved students to think out satisfactory writing procedure.

Nunan (1991) described that writing process approach focus on steps involved in effective writing of second language. He described that writing any piece of work cannot be perfect but writing become easy in following sequence of writing, reviewing, analyzing and rewriting. In writing process approach teacher just facilitate students during stages of writing. The student centered process approach requires students' constructive engagement in completing classroom writing activities. The process of writing involved actions requires creating written text. The process approach writing focuses on generating ideas, deciding about text, and communication language with others during the writing process. Teachers' uses process approach in classroom for teaching writing skills through brainstorming, discussion, planning for piece of writing, peer correction and editing. Badger and White (2000) reported that process approach required different time to meet need of individual's for native and second language students.

A meta-analysis study was structured by Graham and Sandmel (2011) in USA to examine that process writing instruction improve writing skills. The sample of the study consisted of 29 students of grades 1-12. The results of the study explored that process writing approach has no effect on quality of writing. Sasaki (2000) claimed that novice student's start to writer with less detailed organization of content and global planning that needed long-time but writing expertise can be acquired over a short time through process approach with detail organization and global planning.

There are three major parts of learning writing skills in second language as English; creating social interaction among teacher and students, using collaborative learning strategy and applying process approach of writing. Students engaged less in specific types of writing; summary, essay, question-answers, word-meaning, paragraph and story writing during academic courses (Applebee & Langer, 2006).

The process approach of teaching learning process rooted back from the mid- 1970 as a result of literacy acquisition for language learners (Nagin, 2012). The current proficiency level, area of strength, weakness, language accuracy, and their learning preferences are considered in implementing process approach of learning (Raimes, & Miller-Cochran, 2017). Barcroft (2004) reported that second language understand through, focusing on meaning, word form, memory for knowing the word and leaning new word into second language. Process approach helps in improving and elaborating new knowledge. Spelling and vocabulary are important in effective writing.

Classroom communication language during teaching learning process changed from teachers to students. Writing process approach is based on communication theory that focuses

on writing process. This approach focuses on various classroom writing activities to enhance language development. This teaching method uses, group discussion, brainstorming, and rewriting. Writing process approach involved 6 stages; generating new ideas through discussion, brainstorming, at stage 2, students review existing useful ideas through note taking to probe new ideas, at stage 3, students organize and structure ideas to form concept map, at stage 4, students write first draft in pairs. It allows students to correct spelling and discuss with their peers or teachers to correct their sentence structure. At stage 5, writing drafts are exchanged with one another and read other's work to improve their own work. At stage 6, peer feedback provided to improve work. At stage 7, final draft is written and at stage 8, students again exchange to read their work and provide feedback (Ting, 2010).

Hyland (2003) stated that most of the teachers apply this approach and this approach has significant influence on writing. Teacher role is facilitative to guide students in writing process and develop metacognitive awareness during writing process. Better writing required usage of effective grammar, spelling and punctuation, furthermore, it requires suitable vocabulary and solid organization. The purpose of writing results at the ends of learning process. There are five major purposes of writing; description, reflection, explanation, entertainment, and persuasion (Ken, 2002).

Barnett (1992) reported writing process approach 9 steps; 1) pre-writing, 2) planning about selecting particular piece of writing 3) starting the writing 4) deciding suitable vocabulary, grammar, organization 5) reviewing 6) reformulating 7) stopping 8) contemplating 9) revising. Hyland (2003) stated following steps process approach; selection of topic, pre-writing, composing, drafting, revising, improving, proof-reading, editing, evaluating, publishing and follow-up. This is cyclic process approach for learning second language skills. Key steps in process approach of writing included pre-writing, drafting, reviewing and editing. Sundem (2006) reported five stages of process approach of writing; prewriting, writing, revising, editing and publishing. In classroom, prewriting can be simple activity of drawing, discussion between teacher and students on any topic bilingual, writing is putting ideas into paper, revising is look like feedback from teacher or peers., editing is correcting errors in the presence of students and publishing is putting writing into finished format. These steps are repeated many times. Literature reported various steps and techniques for writing process approach; generating ideas, focusing, structuring, and evaluating (Graham and Sandmel, 2011; Nunan, 1991; Sundem, 2006; Ting, 2010). Previous studies regarding process approach for writing skills were reported below.

### **Implementation of Process Approach of Writing**

Kiuhara, Graham, and Hawken (2019) executed a study in US to examine teachers writing strategies at grades 9th to 10th. A sample of 361 teachers was selected through a random sampling technique. The results of study indicated that limited teachers were prepared and in-service training was inadequate for implementing writing strategies.

Yucedal, and Shareef (2022) planned a study in Iraq to improve language writing skills of students through process approach. The study was experimental in nature. The sample of the study consisted of 40 students' selected through a simple random sampling technique. Pre-test, post-test comparison was employed. Independent t-test revealed significant difference. The results explored that process approach group show better performance in language writing skills of students through process approach. A study was structured by Mustofa and Syafi'i (2020) in Surabaya to explore influences of process writing approach on students' text anxiety. The finding of the study established a significant

difference between process approach students writing development and text anxiety. The students were able to make a well-organized text.

Puengpipattrakul (2014) structured a study in Thailand to reveal perception of students that process approach in writing develops socio-cognitive skills among students. The sample of the study consisted of 124 elementary students. Results of the study reported that process approach in writing improve writing ability through socio-cognitive skills. Previous studies reported that process approach of writing skills improve students linguistic writing skills (Badger & White (2000; Barreto, 2011; Harmer, 2007).A study was executed by Ndanguru (2008) in Nigeria to explore the implementation of process approach to improve the writing ability of elementary grade students. The study was experimental in nature. The sample of the study consisted of 25 students of grade VIII. Observational check list was used to collect data. The descriptive and inferential statistics were used to analyze the data. Mehr (2017) planned an experimental study of 60 Iranian learners. The findings of the study through one-way ANOVA revealed significant influence on second language English students writing skills performance.

**Research Methodology**

The current study was design to examine the implementation of the process approach of writing skills for the enhancement of writing skills in English as second language among elementary school students. Researchers selected single-subject design of pre-experimental research design in the form of the one-group pretest-posttest design to examine the cause and effect after the treatment. A single-subject design involves observing the behavior of small number of individual (Creswell, 2017). In a single-subject research design data were collected and analyzed for one group at a time. A single group is observed before and after treatment (Fraenkel, Wallen, & Hyun, 2012). One group pretest-posttest design have many benefits; it is simple experimental design which is suitable for class skills development, simple and easy for implementation, no need of equalization of group, and it work as a stimulus for effective teaching ( Singh, 2006). The current study design is given below.

<i>Pre-test</i>	<i>Intervention</i>	<i>Post-test</i>
Y <sub>1</sub>	X	Y <sub>2</sub>

One group pre-test and post-test design consisted of three steps. First, the researcher held pre-test to measure students existing writing skills, second, interactive strategy is used during implementation of process approach for enhancing writing skills during intervention. Third, post-test was administered to measure students’ enhancement of writing skills. The sample of the current study was selected through convenience sampling technique. Total sample of the current study was 129 students. The researcher selected three Groups; Group-A, 43, Group-B 43, and Group-C 43 students of 8<sup>th</sup> grade from urban government elementary school No.8 tehsil and district Hafizabad Punjab. Academic Writing Motivation Questionnaire (AWMQ) was adopted from (Payne, 2012) which was comprised on five dimensions; generating ideas, focusing, structuring, drafting and evaluating. The reliability of AWMQ was ensured through Alpha score .750. One of the researchers is working as an English language teacher in urban government elementary school No.8 tehsil and district Hafizabad from previous twelve years. The researcher is in- charge of 8<sup>th</sup> grade. The class consisted of one section of 43 students. Three interventions at an internal of three weeks for the current study were executed. Researcher implemented pre-test process approach writing skills to measure existing level of writing skills. Three interventions were executed at an interval of three weeks. Then, post-test

were conducted for measuring enhancement in writing skills. The collected data was coded and entered sheets by using Statistical Package for Social Sciences (SPSS). The collected data were analyzed by employing descriptive; Mean, Standard Deviation, factor loading, and inferential statistics; paired sample t-test.

### Data Analysis

**Table 1**

*Paired Sample t-test*

Factors		N	M	SD	df	t	p
Generating Ideas	Pre-test	129	3.16	.89	128	6.37	.03*
	Post-test	129	3.67	.67	128		
Focusing	Pre-test	129	3.00	.78	128	7.24	.01*
	Post-test	129	3.62	.54	128		
Structuring	Pre-test	129	2.97	.92	128	7.87	.00*
	Post-test	129	3.56	.81	128		
Drafting	Pre-test	129	3.12	.88	128	6.33	.01*
	Post-test	129	3.71	.67	128		
Evaluating	Pre-test	129	3.29	.84	128	5.98	.04*
	Post-test	129	3.66	.66	128		
<b>Overall</b>	<b>Pre-test</b>	<b>129</b>	<b>3.10</b>	<b>.86</b>	<b>128</b>	<b>6.75</b>	<b>.02*</b>
	<b>Post-test</b>	<b>129</b>	<b>3.64</b>	<b>.67</b>	<b>128</b>		

*Level of Significance < .05*

To evaluate the significance difference between pre and post-test about the process approach in developing the writing skills of the students, paired sample t-test was administered. The findings indicated that there was a significant difference found about the factor generating ideas while mean score of pre-test ( $M = 3.16$ ,  $SD = .89$ ) was less than post-test ( $M = 3.67$ ,  $SD = .67$ ).

To find out the significance difference between pre and post-test about the process approach in developing the writing skills of the students, paired sample t-test was administered. The findings indicated that there was a significant difference found about the factor focusing while mean score of pre-test ( $M = 3.00$ ,  $SD = .78$ ) was less than post-test ( $M = 3.62$ ,  $SD = .54$ ).

To examine the significance difference between pre and post-test about the process approach in developing the writing skills of the students, paired sample t-test was administered. The findings indicated that there was a significant difference found about the factor structuring whereas mean score of pre-test ( $M = 2.97$ ,  $SD = .92$ ) was less than post-test ( $M = 3.56$ ,  $SD = .81$ ).

To evaluate the significance difference between pre and post-test about the process approach in developing the writing skills of the students, paired sample t-test was administered. The findings indicated that there was a significant difference found about the factor drafting whereas mean score of pre-test ( $M = 3.12$ ,  $SD = .88$ ) was less than post-test ( $M = 3.71$ ,  $SD = .67$ ).

To find out the significance difference between pre and post-test about the process approach in developing the writing skills of the students, paired sample t-test was administered. The findings indicated that there was a significant difference found about the factor evaluating whereas mean score of pre-test ( $M = 3.29$ ,  $SD = .84$ ) was less than post-test ( $M = 3.66$ ,  $SD = .66$ ).



To find out the significance difference between pre and post-test about the process approach in developing the writing skills of the students, paired sample t-test was administered. The findings indicated that there was a significant difference found regarding process approach whereas mean score of pre-test ( $M = 3.10$ ,  $SD = .86$ ) was less than post-test ( $M = 3.64$ ,  $SD = .67$ ).

### **Conclusions**

Process approach of writing improves students writing abilities but limited teachers apply this writing approach during teaching-learning writing process. The results revealed no significant difference between the opinion of the writing skills between overall pre-test and post-test, furthermore, mean value difference is positive on development of process approach writing skills at the elementary level. Teachers may focus on using process approach as a writing technique to improve second language as English writing skills of public sector elementary school students of Punjab Pakistan.

### **Discussion**

The current study was framed to gauge enactment of process approach of writing skills in English as a second language among elementary school students. The results of the study reported positive mean value difference between pre-test and post-tests factors of process approach writing skills, and overall no significant difference existed between pre-test and post-test writing skills development were consistent with a meta-analysis study of Graham and study of Sandmel (2011) structured in USA to examine performance of students through process approach in writing, furthermore, Ndanguru (2008) study results executed in Nigeria to explore process approach writing skills development at elementary grade students. In similar research type, Puengpipattrakul (2014) study results in Thailand to improve writing skills through process approach and the study framed by Mustofa and Syafi'i (2020) in Surabaya to explore influences of process writing approach on students' achievement and established a significant difference between pre-test and post-test writing results. The results of the current study declared no significant difference between pre-test and post-test writing skills achievement but mean value difference were more and inconsistent with Mehr (2017) experimental study of 60 Iranian learners that revealed significant influence on second language English students writing skills performance. In the same vein, study framed by Miftah (2015) in Indonesia to find-out the process approach writing implementation to enhance the students writing skills. Action research approach was used to explore phenomenon. The sample of the study consisted of 15 students. The data was collected through observation and field notes. Data was analyzed employing percentages. The results of the study reported that process approach writing technique improve writing of English language.

### **Recommendations**

Based on the results, it is recommended that Government may focus on writing in school education reforms efforts and provide facilitates to teachers and students in enhancing writing skills. Policymakers may provide resources for effective second language writing learning skills. The curriculum developers include content and writing learning strategies for second language. Curriculum planners insert process-base writing content in syllabus design for better learning of second language writing skills. Teacher training institutions may focus on developing modules and training for teachers on using process approach writing. School education department allocate more funds to improve writing of teachers and students of second language. Head-teachers bounded teachers to implement writing process approach to

enhance writing skills among elementary school students. Teachers may use process writing approach for improving second language writing skills.

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