PROCESS APPROACH MODEL OF TEACHING GRADE 8 JUNIOR SCHOOL LEARNERS ENGLISH LANGUAGE WRITING SKILLS

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Abstract:

The purpose of this study was to find out the effect of the process approach model of teaching English language writing skills on Grade 8 junior school student performance. The objectives were to determine the students' performance in the writing test before and after instruction using the process approach model and to analyze the effect of the process approach model on grade 8 students' performance in the English language writing test in Eldoret town of Kenya. The study sample comprised 232 students and 4 teachers of English language from 2 public junior schools. The 2 schools were randomly assigned treatment and control conditions as intact groups. A written task and lesson observation of 4 teachers of English were used to collect data, which was analyzed using descriptive and inferential statistics that included a t-test and one-way analysis of variance (ANOVA). Data analysis revealed that the process approach to writing skills had a significant effect on students' performance in the writing test (t = .000, p< 0.05). The experimental groups had a substantial increase in post-test measures as shown by the (F $(3.228) = 43.262$, $p < 0.05$) compared to the control groups that had none. The findings revealed that students significantly performed better using the process approach model of teaching English language writing skills. Based on the findings, it was recommended that teachers of English language should adopt the process approach to writing instruction in their classrooms to drive students towards peak writing performance.

Keywords: process approach model, writing skills, students' performance, effect, Kenya

1. Introduction

English language writing skills are an integral and important skill for those who want to learn the English language. Graham *et al.* (2022) assert that learning and teaching writing skills requires special attention since it is the process of transforming thoughts and ideas into written communication. Therefore, writing proficiency should convey a written message accurately and effectively. Among the four English language skills, writing is

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usually regarded as the most difficult skill both to teach and learn, and scholars always debate on the best approach to teach this skill (Chitravelu, Sithamparam & Teh, 2005). Naibaho (2022) asserts that analyzing the aspects of the language a person is learning is vital and required in the process of learning to write; therefore, equipping learners with knowledge and understanding of the rhetoric and conventions of the target language must be a requisite of writing instruction.

Process-based writing is viewed as the way writers work on their writing tasks from the beginning stage to the end of the written product. O'Brien (2004) defines the concept of this approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. Through the writing process, professional writers or even students hardly follow the fixed sequence of writing stages linearly because they have to move back and forth among different writing steps in order to come up with better ideas. Writing processes may be viewed as the writer's tool kit. In using the tool, the writer is not constrained to use them in a fixed order or in stages. Using any tool may create the need to use another. Generating ideas may require evaluation, as many writing sentences and evaluation may force the writer to think up new ideas. Writing in the process approach can thus be seen as a dynamic and unpredictable process (Tribble, 1990), while writers try to reformulate their ideas and approximate the meaning of what they want to express in their work. Process-based approaches are well-known tools for writing instructors to teach L2 writing since they have a number of benefits. Learners are able to learn how to compose writing in L2 with process-based writing as compared to other writing approaches. They can improve their writing step by step since instructors will guide them through the whole process of their writing tasks by giving them feedback and enough time and opportunity through peer and teacher review to develop a sense of audience (Boughey, 1997), which allows them not only to reflect upon their previous writing but also to consider the possible existence of other viewpoints. In spite of being widely used in ESL/EFL composition, process-based writing still has some limitations. Learners have to spend quite a long time to complete one particular piece of writing in the classroom.

Badger & White (2000) also point out that learners have no clear understanding about the characteristics of writing and are provided insufficient linguistic input to write in L2 successfully in a certain text type. Writing is one of the language skills that enable a learner to think critically and creatively as they respond to academic discipline. It is a lifelong process and part of personal development whose usefulness stretches beyond the classroom (KICD 2006). A good writer should think in a clear and organized manner in order to present ideas logically. Process approach to writing consists of several processes: planning, drafting, revising, editing and publishing. However, in writing, students often hand in the first draft of their writing as their final product (Hoogereen & Van Gelderen, 2013). They do not produce multiple drafts of the essays as required when using the process approach. Writing is a skill that demands students to plan and organize their imagination clearly in sequential order to fulfill the essence of writing.

2. Purpose of the Study

The purpose of the study was to find out the effect of the process approach model of teaching English Language writing skills on Grade 8 junior school learner performance in Eldoret town of Kenya.

2.1 Objectives of the Study
1) 1.To determine the students' performance in the writing test before and after instruction using the process approach model of teaching English language writing skills to grade 8 junior school learners.
2) 2. To analyze the effect of the process approach model of teaching English language writing skills on grade 8 CBC junior school learners.

2.2 Hypothesis
H_{01}. There is no significant difference in students' performance in the writing test in the English language between the process approach model control and experimental groups.

3. Review of Related Literature

The notion of writing as a process was introduced to L2 studies by Zamel (1982). It emphasizes the steps involved in drafting and redrafting a text (Nunan, 1991). The process-based approach is seen by several scholars (Sutikno, 2008; Sarhadi, 2015) to be more effective than the product-based approach, inasmuch as it allows learners to explore and develop a personal approach to writing. Nonetheless, opponents of the approach often refer to the lack of a good model as a key drawback. According to Torghabeh *et al.* (2010), the model can lighten the burden of devising content on learners to some degree. Additionally, a number of practitioners (Rollinson, 2005) wonder how such a time-consuming approach demanding the employment of various pre-writing, writing, and post-writing activities can be suited to the time constraints experienced in the real setting. However, in the case of Malaysian ESL writing instruction, according to Chow (2007), most of the ESL teachers in Malaysian schools today learn to write using the product-based approach, which highlights the linguistic features but downplays the importance of language skills. Regardless of the evolution in the teaching of writing methodology for the past three decades, particularly the growth and use of a process-based approach to writing, Malaysian ESL students are still imposed with conventional writing instructions that are derived from the product-based approach to meet the needs of producing results in school-based assessments and public examination (Singh, 2013). This has caused undue negligence in the writing process. Palpanadan, Ismail, & Salam (2015) argued that by focusing on the end product at the cost of disregarding the writing process will not aid the students to become effective writers. Palpanadan, Ismail, & Salam (2015) report that teachers feel comfortable with the way they are trained and decide to adopt and

adapt writing lessons according to the way they learnt writing in school, university, or teacher education institutions. This leads to the challenge of teaching writing, which has been largely based on a product-based approach that produces undesirable results for Malaysian students, especially in their declining ESL writing performance.

On the other hand, Graham & Sandmel (2011) assert that a process-based approach to writing conforms to five underlying principles:

1) students engage in cycles of planning (setting goals, generating ideas, and organizing ideas), translating (putting a writing plan into action) and reviewing (evaluating, editing, and revising),

2) students write over an extended duration to deliver their expressions and thoughts to the audience,

3) students' ownership, self-reflection, and evaluation of their writing are stressed,

4) students write collaboratively with their peers, and the teacher facilitates the writing process in a supportive and conducive writing environment, and

5) Personalized and individualized writing instruction is provided through writing conferences and teachable moments.

A process-based approach to writing helps language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the writing process, learners come to understand themselves more and find how to work through the writing (Brown, 2001). They may explore what strategies conform to their style of learning because it is a thinking process where a writer produces a final written product based on their thinking after going through the process. Writing should be thought of as an organic developmental process, not as a way to transmit a message but as a way to grow and look at a message. The process approach provides a way to think about writing in terms of what the writer does instead of what the product looks like.

In the process approach, learners are looked upon as central to learning so that learner's needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities, such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and, at each step, seek assistance from outside resources like the instructor. One of the significant developments in the field of teaching English as a second language in the past few decades is the increasing attention given to the development of students writing competence and the emergence of ESL writing research as a field of serious inquiry (Zeng, 2005). Although writing is one of the 'four skills' commonly accepted goals of language teaching, it has long been the most neglected skill partially because writing was not considered the most important skill in ESL learning, but just a sub-skill until the 1980s. The focus of ESL writing was mainly accuracy (Reid, 1993). During the audio-lingual method, which emphasized practice,

punctuation, and grammatical structure, learners had to copy sentence structures provided by the teacher until they acquired them. Writing classes still focused on grammar and accuracy, which stemmed from the audio-lingual method, but they would copy the provided sentences and change them where necessary or fill in the blanks. This is called controlled writing. According to Silva (1990), the controlled composition seems to have originated in the oral approach based on the notions that language is speech (from structural linguistics), and that learning is habit formation (from behaviorist psychology). This trend continued into the early 1980s, with value placed on grammatical structure or with language-based writing. Then, some ESL teachers and researchers started with a pattern-product approach to a writing-based approach, which focuses on creative composition and the organizational conventions used in the US academic prose (Reid, 1993). This approach is still applicable in the current academic setting because of its practicality in the 1980s when ESL writing moved from a language-based approach to a process approach.

It is not clear what brought the process approach to ESL. Reid (2001) claims it arose for two reasons: researchers' recognition of the newly developing field of Native English speakers (NES) composition and teacher's realization of the need for English L2 students in the academic environment. During the 1980's NES composition research conducted prior to ESL became accessible. For example, Reid (2001) introduces the most remarkable approach at that time in Native English speakers the 'expressive approach.' He regards this approach as the basis for the process approach in ESL, in which writing was taught as a process of self-discovery; writers express their feelings in a climate of encouragement. Kroll (1990), on the other hand, points out that the introduction of the process approach to ESL composition seems to have been motivated by dissatisfaction with controlled composition and the current traditional approach. He goes on to say that neither approach fosters thought or its expression nor encourages creative thinking and writing. For those possible reasons, the process writing approach began to be embraced by various ESL researchers and teachers. More recently, some researchers have presented the post-process approach for L2 writing (Atkinson, 2003; Matsuda, 2003), which adds more social dimensions to writers. However, the process approach seemed to remain the preferred and approved approach (Fujieda, 2006).

The process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. It stresses the process that writers go through in composing texts, unlike the product approach, where a great deal of attention was placed on 'model' composition that students would emulate and how well a student's final product measured up against a list of criteria. These criteria included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Nunan, 1991; Brown, 2001). The process approach on the other hand, lets students manage their own writing by giving students a chance to think as they write (Brown, 2001). That is, students convey their messages to the readers in written form through the complex writing process, prewriting, drafting, revising and editing. Language writing skills are best learned when learners have their own intrinsic motives.

Reimes (1983) indicates that in the process approach, students do not write on a given topic in a restricted time and hand in the composition. Rather, they explore a topic through writing. Through the process approach, teachers find that the writing process is a discovery for the students of new ideas and language forms to express those ideas. The approach also focuses more on classroom activities which promote the development of skilled language use. A number of interesting classroom techniques, including 'conferencing' have emerged from the process approach to writing (Nunan, 1991). It also encourages collaborative group work between learners as a way of enhancing motivation and developing a positive attitude towards writing. The main concern with the process approach is that it pays less attention to grammar and structure and puts little importance on the final products (Reid, 2001). In a process-based approach, teachers encourage students to use their internal resources and neglect accuracy in favour of fluency. In reality, most L2 students were being taught process writing strategies to achieve effective written communication (products), with differences occurring in emphasis. The process approach has been generally accepted and widely used, even though many researchers still doubt its effectiveness.

The process-based approach is seen by several scholars (Sutikno, 2008; Sarhadi, 2015) to be more effective, inasmuch as it allows learners to explore and develop a personal approach to writing. Nonetheless, opponents of the approach often refer to the lack of a good model as a key drawback. According to Torghaben *et al.* (2010), a model can lighten the burden of devising content on learners to some degree. According to Coutts (2015), process writing involves five stages: pre-writing, drafting, revising, editing and publishing. Pre-writing is the planning and idea-gathering stage. Drafting refers to time spent composing a rough draft. Revising is a process of improving the draft by re-reading and changing the writing according to feedback given. Editing involves correcting mechanical errors, and publishing is the final stage of the product. The process approach model of teaching writing skills is diagrammatically represented below as developed from the literature reviewed. Therefore, based on the findings of the study, the researcher came up with a conceptual model to explain how the process approach to teaching writing skills could be adopted to improve students' English language writing skills in Kenyan secondary schools context. The fact that the process approach is a recursive endeavor, students can take many directions; backwards, forwards, up and down until they reach their final version. The writing process can be in the form of a wheel where the teacher is the hub or the central part that supports the spokes of the wheel. The writer can take different directions throughout the writing to help focus on the process of creating texts through various stages, as shown in the model below:

Figure 1.1: Conceptual Model for Process Approach to Writing Skills
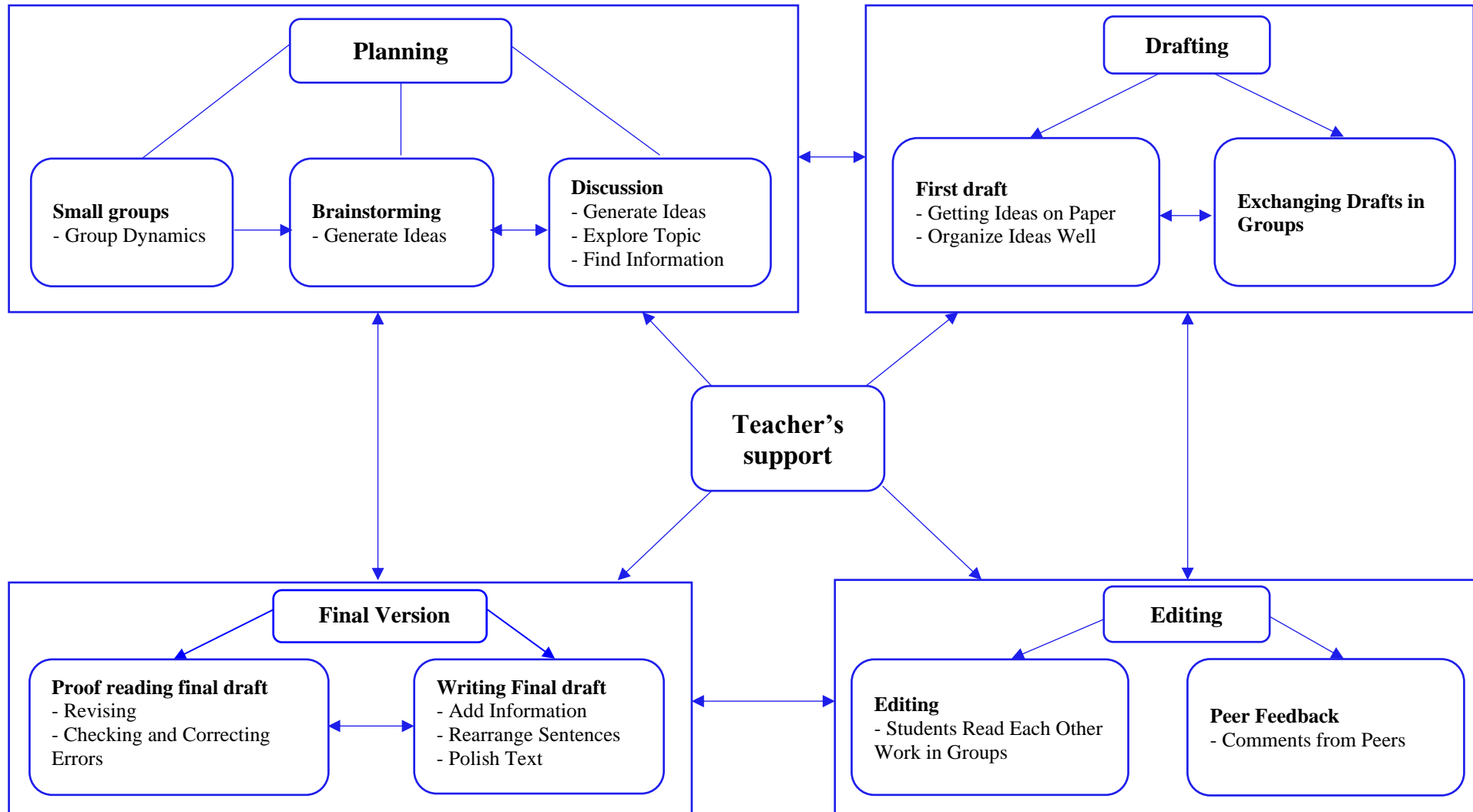
Source: Developed by the researcher from the literature reviewed.

In the process approach to writing from the diagram above, students are planners, writers, feedback providers and editors. Before they begin writing, the students must first think about and organize their ideas. They check and evaluate their own and classmates' drafts, suggesting modifications and correcting faults, and thereby taking responsibility for their own writing progress. This assertion is supported by Harmer (2007), who contends that teachers should create a friendly environment for the generation of ideas to persuade the students about the usefulness of the activity by encouraging them to make an effort for maximum benefit. When attempting to uncover a topic and determine its purpose, students should engage in particular tasks. Focusing and structuring should be used as techniques to look for main ideas and purpose. Brainstorming of clue words and related topics is done in small groups as a technique for planning writing efficiently. Students generate ideas and have a specific focus, as supported by Serravallo (2017), who notes that planning involves making students concentrate on purpose, audience, ideas, and strategies to be used to discuss and explore a topic, generate new ideas and find information about the topic. At this stage, the teacher assists students in drawing on their previous experiences and personal interests. Drafting involves getting ideas on paper with little attention to spelling, grammar and word choice.

Ideas should be organized well, as supported by Shin & Crandall (2014), who say that while drafting, fluency is the goal and not worrying about spelling, grammar and word choice. It involves free writing so that ideas will be polished during the revising stage. The next stage is evaluation, which is done by exchanging of drafts in groups and reading peer work. This strategy is more efficient when done as a peer assessment. It consists of re-drafting the text in terms of content, organization and mechanics of writing. It encourages students to value what they know while speaking with classmates and the teacher, who is responsible for activating students' responses to their writing. This stage helps the learners to understand how their audience looks at their written work. After receiving formative feedback from peers and the teacher, the students make changes by modifying the text, checking for meaning, content and coherence to include clear language, well-maintained reasoning, length of text, organization and mechanics of writing. In the end, the product will look different since it has gone through an editing process.

4. Methodology

The study adopted a Quasi-Experimental research design in which Solomon's four-group design (Creswell & Creswell, 2018) was used. The quasi-experimental research design involved taking advantage of natural settings or groups with experimental and control groups. Solomon's four-group design allowed the random assignment of participants to four groups that controlled for both the effect of the pretest and the intervention on posttest scores (Leavy, 2017). A sample size of 232 students from public junior schools (121 for the experimental group and also 111 for the control group) and 4 teachers of English were selected to participate in the study. There were four groups (C1, C2, C3 and

C4); C 1 represented the experimental group, which received the pre-test, the treatment and the post-test. C 2 was the control group, which received a pre-test, the control condition and a post-test. C 3 received treatment and post-test only, and C 4 received post-test only. The process approach strategies that teachers used were categorized into ten: learners were put into small groups, brainstorming, discussion, teacher supporting learners, writing of first draft, exchanging of drafts in groups, reading of peer work, peer feedback, writing of final drafts and finally proofreading of final drafts. After four weeks of teaching (treatment) writing using the process approach, the writing test was administered as a posttest to investigate the effectiveness of the approach in developing students' writing skills. The comparison was possible because of naturally occurring treatment groups. Though the experimental treatment was not controlled by the researcher, the researcher had control over when to measure outcome variables in relation to exposure to the independent variables. Since classes were not separated for research purposes, the schools that were selected were randomly assigned treatment and control conditions as intact groups and pretests and treatments varied for the four groups. Students were subjected to an English language composition test. The teachers were observed during writing lessons for a period of four weeks. Data collected was analyzed with the help of SPSS version 20, and results obtained were presented using both descriptive and inferential statistics as shown below:

5. Results

Table 1 captures the frequencies and percentages of the process approach techniques observed on a five-point Likert scale.

Table 1: Descriptive Statistics Showing Frequencies and
Percentages of Techniques Used in Process Approach

Activities	Frequency and Percentage				
	Always	Often	Sometimes	Rarely	Never
Learners are put in small groups	9 (56.3%)	6 (37.5%)	1 (6.2%)	0 (0%)	0 (0%)
Brainstorming learners' ideas	6 (37.5%)	10 (62.5%)	0 (0%)	0 (0%)	0 (0%)
Discussion	7 (43.8%)	8 (50%)	1 (6.2%)	0 (0%)	0 (0%)
Instructor supports learners	8 (50%)	7 (43.8%)	1 (6.2%)	0 (0%)	0 (0%)
Writing 1st draft in groups	2 (12.5%)	10 (62.5%)	4 (25%)	0 (0%)	0 (0%)
Exchanging drafts within groups	1 (6.2%)	10 (62.5%)	5 (31.3%)	0 (0%)	0 (0%)
Reading each other's work	1 (6.2%)	11 (68.8%)	42 (5%)	0 (0%)	0 (0%)
Peer feedback and modifying the draft	1 (6.2%	9 (56.3%)	6 (37.5%)	0 (0%)	0 (0%)

Writing final drafts	3 (18.8%)	10 (62.5%)	3 (18.8%)	0 (0%)	0 (0%)
Proof reading the final draft in groups and making comments	2 (12.5%)	10 (62.5%)	4 (25%)	0 (0%)	0 (0%)

Source: Field Data (2024).

From classroom observations carried out, results in Table 1 show that the teachers 15(94%) either often or always put learners in small groups when using the process approach. Also, the teachers brainstormed learners' ideas 16(100% and used discussion techniques 15(94%). They either often or always supported learners 15(94%) in generating vocabulary and grammatical structures. In addition, teachers often or always made learners write their first draft in groups 12 (75%), and in about 11 (19%) of the observations, teachers made learners exchange their drafts in groups after writing for peer correction: most of the time teachers who used the process approach made learners read each other's work 12 (75%) often or always. The teachers either often or always used peer feedback or modified learners' drafts in their various groups 10 (72%). They also made learners write either the final draft often or always 13 (81%), and finally, the learners proofread their final drafts in groups and made comments about learners writing often or always 12 (75%). These specific events were used for confirmatory purposes during classroom observations to ascertain the use of a process approach to writing skills.

Table 2: Descriptive Statistics Showing Means and
Standard Deviation of Techniques Used in Process Approach

Techniques N= 16	Mean		Standard Deviation
Learners put in groups	4.500		.63246
Brainstorming	4.3750		.50000
Discussion	4.3750		.61914
Instructor's support	4.4375		.62915
Writing 1st draft	3.8750		.61914
Exchanging drafts	3.7500		.57735
Read peer work	3.8125		.54391
Peer feedback	3.6875		.60208
Final draft	4.0000		.63246
Proof read	3.8750		.61914
Grand mean	**4.069**		
Mean	**Variance**	**Deviation**	**No. of items**
40.6875	16.763	4.09420	10

Source: Field Data (2024).

From Table 2, putting learners into groups was the most commonly used technique (mean = 5.50, SD = .63), and the use of peer feedback was the least techniques used (mean = 3.69, SD = .60). The minimum score on the Likert scale was ten, and the maximum score was 50. The mean score of 40.68, SD = 4.09 suggests that the teachers always and often used the process approach to teaching writing skills.

The students were divided into 4 groups for the process approach. Those who received treatment and participated in the pretest were 59 (25%). Those who were in the control group and participated in the pretest were 55 (24%), those who did not participate in the pretest but were given treatment were 62 (27%), and those who were in the control group and were not given pretest were 56 (24%). All four groups received the post-test.

The objective was to find out if there was any effect on students' performance in the writing test when taught using the process approach to writing skills. In the first level, students were tested on writing a complete piece of writing. An analytic scale of skills was used together with the Cognitive Level and Quality Writing Assessment (CLAQWA) rubric evaluated on a 5-point continuum to make writing assessment clear because the instrument enables instructors to tailor the rubric to their writing tasks (Flateby, 2007).

The two levels of performance were measured when experimental students were subjected to treatment and later to a post-test after being taught using the process approach (treatment). 121 (52%) of the students were in the treatment group (C_1 and C_3), where C_1 received a pretest, treatment and posttest, but for C_3, there was no pretest, but received treatment and posttest. 111(48%) of the students were in the control group (C_2 and C_4), where C_2 received a pretest and posttest while C_4 received only a posttest. The following Table 3 shows an independent samples t-test on students' scores in the process approach pretest.

Table 3: Independent Samples t-test on Students' Process Approach Pre-test scores

	Process	N	Mean	Std Deviation	Std Error Mean
Pretest	Treatment	59	11.4576	1.64340	.21395
	No treatment	55	11.9091	1.81835	.24519

Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig	t	df	Sig (2-tailed)	Mean difference	Std difference
Pretest	Equal Variances Assumed	.315	.576	-1.392	112	.167	-.45146	.3242
	Equal variances Not Assumed			-.387	108.809	.168	-.45146	.3254

The results in Table 3 show that those who participated in the treatment scored higher (M=11.45, SD= 1.64) in the pretest than those in the control group who did not participate in the treatment (M=11.90, SD = 1.81) df = 112. However, the difference was not significant p = .167, suggesting that students who were in the control and experimental groups did not differ in their pretest scores. Table 4 below shows the independent samples t-test on students' post-test scores in the process approach.

Table 4: Independent Samples t-test on Students' Process Approach Post-test

	Process	N	Mean	Std Deviation	Std Error Mean
Posttest	Treatment	121	14.5785	1.97801	.17982
	No treatment	111	11.7027	1.84634	.17529

Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	**Sig**	**t**	**df**	**Sig (2-tailed)**	**Mean Difference**
Posttest	Equal Variances Assumed	.170	.681	11.418	230	.000	.2.87581
	Equal variances Not Assumed			11.452	229.925	.000	2.87581

The results indicate that there was a significant difference in post-test scores between the students whose teachers used the process approach (treatment) and those who had no treatment. Those who participated in the treatment scored higher (M = 14.58, SD = 1.98) than those who were in the control group (M = 11.70, SD = 1.84) df = 230, p= 0.000 < 0.05. This implies that the two groups were similar in terms of performance before the administration of treatment because they did not differ in their pretest scores but differed in their post-test scores. The following table shows the analysis of variance of the post-test scores:

Table 5: Analysis of Variance of Post-Test in Process Approach

	Sum of Squares	df	Mean Square	F	Sig
Between groups	480.089	3	160.030	43.262	.000
Within groups	843.389	228	3.699		
Total	**1323.478**	**231**			

The results in Table 5 indicate a significant difference in the four means, as shown by a higher F value (3.228) = 43.262 (p = 0.00 < 0.05). The F-ratio is statistically significant between and within the 4 groups (C1, C2, C3 and C4). It indicates that the post-test scores obtained by the subjects in the four groups are statistically different. Post-hoc tests of multiple comparisons using Tukey HSD (honestly significant difference) were performed to point out the source of the observed significant differences among the group means because it is commonly used (Kobus, 2016) to find out where the differences lie. The Tukey HSD was used with alpha (α) = 0.05, shown in Table 6, meaning that the probability of any false rejection among all the comparisons made was not greater than 0.05, which is much stronger than controlling the probability of a false rejection.

From Table 6, it was observed that the difference between the mean scores of experimental and control groups is statistically significant. Results showed that there were significant differences between group pairs C_1 & C_2 (P = .000), C_1 & C_4 (P = .000), C_2 & C_1 (P = .000), C_2 & C_3 (p = .000), C_3 & C_2 (p = .000), C_3 & C_4 (p =.000), C_4 & C_1 (p =.000) and C_4 & C_3 (p =.000). However, there was no significant difference between the mean scores of C_1 & C_3 (p = .993), C_2 & C_4 (p = .952), C_3 & C_1 (p = .993) and C_4 & C_2 (p = .952) at 0.05 level.

Table 6: Tukey HSD Post–Hoc Multiple Comparisons Test Results of Process Post-test

(1) Group	(J) Group	Mean Difference (1-J)	Sig
CI	C2	2.82712*	.000
	C3	.09486	.993
	C4	3.01998*	.000
C2	CI	-2.82712*	.000
	C3	-2.73226*	.000
	C4	.19286	.952
C3	C1	-.09486	.993
	C2	2.73226*	.000
	C4	2.92512*	.000
C4	C1	-3.01998*	.000
	C2	-.19286	.952
	C3	-2.92512*	.000

*The mean difference is significant at $p < 0.05$ level.

These results indicated that:
1) There were significant differences in posttest scores between treatment and control groups that participated in pretest (Group C_1 and C_2)
2) There were significant differences in the posttest scores of students in the treatment group who participated in the pretest and the control group who did not participate in the pretest (Group C_1 and C_4).
3) There was no significant difference in posttest mean scores between groups of students of treatment groups that participated in the pretest and those that did not participate in the pretest (Group C_1 and C_3). This difference in performance in the writing test can be attributed to the intervention of the process approach to teaching writing skills because it led to higher student scores in the experimental groups (C_1 and C_3) than scores in the control groups (C_2 and C_4), it is because groups C_1 and C_3 (experimental groups) obtained scores that were significantly higher than those of groups C_2 and C_4 (control groups).

6. Discussion

From the study findings, students engage in planning by setting goals, generating ideas and organizing them. They translate the ideas into a written plan of action and review the plan by evaluating, editing and revising in their groups to deliver their expressions to the audience. By doing this, students own their work, self-reflect and evaluate their writing with peers as the teacher supports them through personalized and individualized writing. Systemic Functional Linguistic Theory advocates for the intensive study of language, where trained practitioners are enthusiastic about selecting what makes teaching effective by focusing more on varied classroom activities that promote the development of language. Students should be able to judge the quality and usefulness of ideas by organizing them into a hierarchical relationship, which helps structure texts. Data from this study support the potency of the process approach to writing skills in

meaningful learning of writing skills. The students in the experimental group in the process approach scored higher than their counterparts in the control group in the post-test writing test. The experimental group, therefore, achieved significantly better than the control group. However, the difference between the experimental and control groups was not significant in their pretest scores.

The findings are consistent with those of Odima (2015), who investigated the use of a process approach in teaching writing skills in secondary schools in Busia. The findings revealed that students taught writing skills using the process approach performed better in writing because it is an effective method. Annamalai (2015) notes that the focus on ESL writing instruction has shifted to a process-based approach as language specialists began paying attention to individual learning and the writing process itself.

Magut (2000) findings were in tandem with this study that the process approach was a more effective approach in teaching composition writing. Researchers agree that writing is a process that involves planning, translating and reviewing the text (Bogard & Mackin, 2015; Escobar & Evand, 2014; Gallagher, 2011; Kare, 2012; Pytash & Morgan, 2014). Murray (1980) noted that students have extensively opened the door for researchers to create effective models for the writing process. According to Murray, writing is a process of rehearsing, drafting and revising. Through writing multiple drafts, the writer moves from exploration of ideas both to the writer and the reader and, therefore, becomes a proficient writer. The process approach to writing allows language learners to focus on the process by which they produce their written products rather than on the products themselves. The writing process itself is stressed more by focusing on the writing process where learners come to understand themselves more and find how to work through the writing as stated by (Brown, 2001; Onazawa, 2010; Graham & Sandmel, 2011). Learners may explore what strategies conform to their style of learning. Writing is a thinking process; a writer produces a final written product based on their thinking after going through the process. It should be thought of as an organic developmental process, not as a way to transmit a message but as a way to grow and look at a message. The process approach provides a way to think about writing in terms of what the writer does instead of what the product looks like. In the process approach, learners are looked upon as central to learning so that learner's needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities, such as knowledge and skills, by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and, at each step, seek assistance from outside resources like the instructor.

From the findings, this study agrees with Fujieda (2006), who says that the process approach seems to remain preferred and an approved approach and that it has been accepted and applied to EFL and ESL writing classes because of its effectiveness. Unlike the product approach, whose focus is on the end result of the learning process and the learner is expected to perform as a fluent and competent user of the language, the process

approach, in contrast, stresses the process that writers go through in composing texts and lets students manage their own writing by giving students a chance to think as they write (Brown, 2001). That is, students convey their messages to the readers in written form through the complex writing process, prewriting, drafting, revising and editing. Writing as a language skill is best learned when learners have their own intrinsic motives. This study is in agreement with Onazawa (2010). who says that in the process approach, students do not write on a given topic in a restricted time and hand in the composition. Rather, they explore a topic through writing. Through the process approach, teachers find that the writing process is a process of discovery for the students: discovery of new ideas and new language forms to express those ideas.

The findings of this study also show that the process approach focuses more on classroom activities which promote the development of skilled language use and a number of interesting classroom techniques, including 'conferencing' that emerge from the process approach to writing (Shin & Crandall, 2014). It also encourages collaborative group work between learners as a way of enhancing motivation and developing a positive attitude towards writing. Process approach teachers encourage students to use their internal resources and individuality; they neglect accuracy in favour of fluency. In contrast, product teachers focus solely on accuracy, appropriate rhetorical discourse and linguistic patterns to the exclusions of writing processes. It considers writing as a combination of different actions, and it places more emphasis on the stages in which students perform these actions while constructing meaning in their writing. By focusing on the writing process, learners come to understand themselves more and find how to work through the writing. They may explore what strategies conform to their style of learning.

This study agrees with Shin & Grandall (2014), who state that the process-based approach to writing helps learners to express their ideas, construct meaning and explore their linguistic resources through a series of steps to structure and communicate their ideas, focusing on expression in the early stages, and only being concerned with accurate grammar or mechanics in the final stages. This study supports researchers such as Hedge (2005), who asserts that through a series of stages, the process approach helps learners become more fluent and accurate writers. Sapkota (2012) who states that not only does the writing process help learners to reconstruct their thinking into written form, but it also supplies important clues for improving the coherence of their texts. Writing strategies deal with how students understand their own writing processes and how they adapt their processes to evolving demands. Serravallo (2017) asserts that monitoring involves controlling the writing process in general aspects of writing, such as content and organization, and in terms of specific aspects, such as grammar and mechanics and that using a checklist is important at this stage to help learners to guide their thinking and self-assess their own writing. The results of this study have implications for language teachers, especially in identifying and adopting effective methods of tackling writing skills problems. The language teachers need to be aware of the value of the process-based approach to writing skills. Teaching and learning language writing skills using the

process approach should be built into training programs for pre-service language teachers, and more research should be done to continuously review the process approach and improve its effectiveness.

7. Conclusion

The study found out that the process approach had a significant effect on students writing performance in the English language. A process approach to teaching writing skills led to higher scores on the writing test.

7.1 Recommendations

The process approach has positive effects on the improvement of writing skills; therefore, teachers of the English language should use it to teach writing skills as a means to make classroom writing tasks more meaningful, enjoyable, and relevant in order to improve students' writing skills. English language curriculum developers for secondary schools should allocate more time to teaching the English language so that teachers can teach writing skills using the process approach.

Conflict of Interest Statement

I, Dr. Beatrice Nasambu Wasike, hereby declare that I have no known financial, personal or professional conflicts that could inappropriately influence my responsibilities in publication.

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Beatrice Nasambu Wasike has a PhD (English Language Education) and is a Lecturer. Her research interest is in Language Education. She has authored and co-authored scholarly journal articles on Language Education. She has also collaborated with pre-schoolers and new school students in New York, USA, on developing interventions for Kenyan Context – Centre for Attachment Research (https://center-forattachment.com)

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