

Systematic Review: Writing Approaches in the Teaching of Writing Skills

Venissa anak Ugun

Sekolah Kebangsaan Saint Mark (M), Selangau, Sarawak, Malaysia

Azlina Abdul Aziz

Faculty of Education, Universiti Kebangsaan Malaysia, Selangor

email: vennaveiro@gmail.com, azlina1@ukm.edu.my

Received: 07 October 2020; Accepted: 23 November 2020; Published: 04 Disember 2020

To cite this article (APA): Ugun, V., & Abdul Aziz, A. (2020). Systematic review: Writing approaches in the teaching of writing skills. *AJELP: Asian Journal of English Language and Pedagogy*, 8(2), 69-88. <https://doi.org/10.37134/ajelp.vol8.2.6.2020>

To link to this article: <https://doi.org/10.37134/ajelp.vol8.2.6.2020>

Abstract: This paper presents a systematic review of relevant published studies on teaching of writing strategies in developing ESL learners' writing skills from year 2000 to 2020. This systematic review attempts to address two research questions, i.e what writing strategies should be taught to primary ESL learners to improve their writing skills and how to plan effective writing strategies for developing writing skills. Twenty studies were systematically reviewed and revealed that there are 5 approaches in the teaching of writing strategy namely as product based, process based, post process, genre based and process genre based. Besides that, scaffolding technique along with the usage of visual through picture technique and brainstorming stage are among the activities. The findings of this study also indicates that selecting of approaches should consider the needs and proficiency level of the learners. Teachers are suggested to integrate more than one approach in order to fulfill the learners' learning needs and to accommodate their learning levels proficiency.

Keywords: Systematic Review, Writing Approaches, Writing Skills, ESL Classrooms, Teaching Writing Strategy

INTRODUCTION

Acknowledged as one of the major lingua franca in the world, English language has rapidly gained its followers and speakers over the decades. Many countries have developed interest to educate and equip their citizens with decent English proficiency due to the realization on how influential the English language is across the globe. English is recognized as the bridge of opportunities to the world of commerce, communication, technology and education. It opens doors to technology, science, trade, and diplomacy (Thirusanku & Yunus, 2012). In the

threshold of the evolving globalization, possessing high proficiency in the language provides wider chances to be successful as there is no communication boundaries and less misunderstanding when it comes to conversing in the language. In the teaching and learning process of English, the four skills are usually mentioned based on the order they are presented throughout the process. The four are listening, speaking, reading and writing, where writing is regarded as the final skill in the hierarchy of language skills.

The Significant of Writing Skills

Cole and Feng (2015) state that writing has been recognised as one of the most indispensable skills because the world has become so text-oriented. The importance of writing skills precede beyond the primary and secondary schools necessity as it acts as the required accountability testing for college or higher educational institute entry requirement at the state or federal levels. All policy makers in Malaysia have decided to emphasize the position of writing skills in their mainstream courses (Ghabool et al, 2012).

Poor Writing Skills Among ESL Learners

Writing in one's first language also known as mother tongue, or in a second or foreign language is an arduous skill to master, either by schoolchildren or professionals, because of the intricate cognitive processes involved in the process of writing (Mastan et al, 2017). Need analysis survey conducted by a teacher researcher with a group of Second Language (ESL) undergraduates who possess low proficiency in English language at a local public university in Malaysia had found that the students admitted that writing is an onerous and multifaceted skill to master among the four language skills (David et al, 2015).

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

The purpose of this study is to show a systematic analysis of published studies on the teaching of writing strategies. The objective of this systematic review is to present a synthesis of empirical evidence found in the past-related studies pertaining to the teaching of writing strategies to develop ESL learners' writing skills to researchers and writing teachers so that further intervention development and research in this area can be conducted. This study also attempts to answer two research questions, (a) What writing strategies have been taught to primary ESL learners to improve their writing skills (b) How to plan for effective writing strategies for developing writing skills?

LITERATURE REVIEW

Definitions of Writing Strategies

Writing can be regarded narrowly as a specific kind of oral production skill whereby the text is manufactured to meet a discourse demand, or in general, writing is a complex, integrated

performance that cannot be inferred apart from the cognitive and social purposes it attends to (Deane et al, 2008).

Writing Processes

Graves (1983) as cited in Johnson (2008) listed out several processes as follows:

- i. Pre-writing
The first process is to generate ideas. Pre writing includes listing, brainstorming, outlining, silent thinking, or conversing with another party.
- ii. Drafting
Drafting process refers to the writer's initial attempt to express ideas on paper. At this stage, the number of ideas expressed is valued over the quality.
- iii. Revising
Revising of the ideas is the core in this process. All writing is revised and reshaped for several times by shaping, adding parts, deleting parts, and continually molding and altering by considering the flow and structure of the writing.
- iv. Editing
Editing involves process to correct the errors in grammar use, spelling, and punctuation.
- v. Publishing and sharing
The final process in writing is to disseminate the end product of writing to the audience through publishing. It can involve activities such as putting together class books or newspaper, any collections of writing or class magazines, or displaying short samples of writing.

Classification of Writing Approaches

a) Product Based Approach

A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analysed at an early stage” (Gabrielatos, 2002). Product Approach Model comprises of four stages based on Steele's (2004) suggestion which are;

- i. Stage one: Learners study model texts and then highlight the features of the genre.
- ii. Stage two: This stage contains the practice of the highlighted features and usually done in controlled manner and in isolation.
- iii. Stage three: This is the core stage which is the organisation of ideas.
- iv. Stage four: This is the final product of the learning process where learners choose from the comparable writing tasks.

b) Process Based Approach

As its name suggests, writing is seen as a multipart activity according to the process approach to writing which begins with the development and organization of ideas, followed by the

production of the first draft. Martínez et al (2020) describe writing as a process of revising and editing in the attempt to improve the text before the final version.

Steele (2004) stated that there are eight stages in the Process Approach Model. The stages are;

1. Brainstorming: The ideas are generated through discussion.
2. Planning or structuring: Students exchange ideas into note form and then they evaluate the quality whether it is usefulness or not.
3. Mind mapping: Students organize their ideas into a mind map in various forms.
4. Writing the first draft: Students write the first draft and done in the class as pairs or group works.
5. Peer feedback: Students exchange their drafts and become the readers for each others.
6. Editing: Students return and improve the ideas based on the peer feedback.
7. Final draft: Students write the final draft.
8. Evaluation and teachers' feedback: Teacher evaluate students' writings and give them feedback.

c) Post Process Based Approach

Atkinson (2003) defines post processes as including everything that follows, generally speaking, the time of L2 writing instruction and study that focused primarily on writing as a cognitive or internal, multi-stage process and in which by far the key aspect of learning was through doing, with the instructor taking a background role.

d) Genre Based Approach

A genre-based approach includes a class of communicative activities, with participants communicating those communicative intentions and writing concerning the intended discourse culture. The expert members of the parent discourse culture understand these aims, and therefore constitute the basis for the genre. Swales (1990) agrees that this rationale outlines the discourse schematic structure and influences the choice of content and style. Henceforth, the discourse and linguistic features used in the text are based on the particular context in which the text used.

e) Process Genre Based Approach

The process genre approach divides the whole process into six steps (Badger & White, 2000). Bewuket and Matebie (2019) also listed out the steps which begin with preparation, modeling, planning, join constructing, independent constructing and lastly revising the writing.

Teaching Writing Strategies to Less Skilled Writers

ESL learners do not possess the same background knowledge as native English speakers as they are not brought up with the same first language as the native speakers. Their vocabulary is often small, and while they can communicate orally and be understood by gestures and so on, writing

proves frustrating to them when they seek to express their ideas without the luxury of using their hands (Cole & Feng, 2015).

METHOD

Systemic reviews (or overviews) of reviews are a reasonable and acceptable next step, making it possible to compare and contrast the results of different reports, providing clinical decision-makers with the information they need (Smith et al, 2011). I adopted MacMillan et. al (2018) as my method of carrying out this review. The ten stages construct the research question, conduct scoping searches, develop protocols, conduct comprehensive and systematic searches, select studies against eligibility criteria, extract data, evaluate studies using a quality checklist, analyze results, interpret findings and disseminate results (MacMillan et al, 2018). The first stage is constructing the research question and this is to be done before beginning a systematic review as a guidance on searching the terms, the databases, and types of research studies. A PICO structure that stands for population or participants, interventions, comparison and outcomes is referred to in order to formulate unambiguous and structured questions. The second stage is conducting scoping search, leading to brief search of another related past studies or existing literature. From there, I was able to finalise my research questions, identify search terms related to my research topic and develop inclusion or exclusion criteria for my systematic review. To ensure the validity and quality of the articles, I chose resources published between years 2000 to 2020 from well-known and trusted databases such as Google Scholar, Scientific Research Publishing, Springer e- Journals, JURN, ERIC, SAGE, and Science Direct. At each platform, I applied the correct use of truncation, wildcard features and Boolean operators in order to yield the most appropriate searching results. Then, I developed a systematic review protocol to avoid me making arbitrary decision in selecting studies to be reviewed. The fourth and the fifth stage are conducting comprehensive and systematic formal search based on my topic and ensuring the searched materials are in accordance to the eligibility criteria as following:

1. The studies should be focusing on approaches in teaching writing skills.
2. The studies include participants from primary, secondary, or tertiary levels.
3. The context of the studies should be related to the teaching of English as the second language (ESL) or foreign language (EFL).
4. The research design of the studies may employ qualitative, quantitative, or mixed-method.

As for the data extraction, I created a form to select only relevant data in a consistent manner across the selected research articles. I focused on four aspects which are the data related to the publication details, participants, research method, and the outcomes of the research. Another important step in reviewing studies is appraising studies to avoid bias. At this stage, I revise my research questions and objectives to ensure all the selected articles are relevant to my topic. From the articles, I analysed the data based on the four aspects of my data extraction and then tabulated into a table form. Next stage is to interpret the findings based on the data organised in the table form. The final stage is the dissemination of the synthesized review.

RESULTS AND DISCUSSION

After going through the stages of carrying out systematic review as suggested by MacMillan et al (2018), 20 past related studies had been shortlisted ranging between years 2007 to 2020. All these 20 studies revolving around the approaches in the teaching of writing skills namely as product, process, post process, and genre based approach. Out of the twenty published articles, seven were published between years 2007 and 2014; with two publications in year 2012 and 2014 respectively and one publication in year 2007 and 2010. Another thirteen published articles were between years 2015 to 2020; with four in year 2015 and 2019 respectively, three in year 2017, and one in year 2018 and 2020 respectively. All the extracted data for the purpose of this study are organised as Table 1 and 2 as follows:

Table 1 Summary of Comparative Analysis of Writing Approaches

No	Article/Study	Research design	Results (Writing approaches which are found effective)
1.	(Palpanadan et al, 2014)	Comparative Review	<ul style="list-style-type: none"> • Teachers tend to use product approach because of its ease of use and avoid method approach because of its time consuming design. • Teachers should blend and use both approaches according to the learners' situation and nature demands and their learning styles.
2.	(Rusinovci, 2015)	Comparative Analysis	<ul style="list-style-type: none"> • Suggests four main positions for teachers who teach writing through a process-generic approach: student, assistants, evaluators and reviewers. • Implementing an integrated process-genre approach in English writing classes ensures that the utility and influence of method writing pedagogy (pre-writing, drafting, input and revision) is not completely replaced by the use of genre-based approach only.
3.	(Mohammad, 2017)	Comparative Analysis	<ul style="list-style-type: none"> • Suggests an eclectic approach to writing teaching by synthesizing the strength of the classroom implementation process and genre approaches.

Table 2 Summary of the past related studies which focused on only one approach of teaching writing skills

No	Article /Study	No of participants/ studies	Research design	Type of Intervention	Type of Approach	Total Hour Intervention	Results
1.	(Ahn, 2012)	Year 5 and 6 L2 primary school students in a culturally and linguistically diverse ESL class in a South Australian public metropolitan primary school	Action research	Implementation of a genre strategy in developing main school students ' writing skills through scaffolding.	Genre based	10-week term with two lessons per week	<ul style="list-style-type: none"> • The active processes of teacher scaffolding at the early stage of the cycle supported students by making them aware of the various ways in which texts are arranged for specific communicative purposes.. • The amount of confidence amongst students increased and the approach encouraged a positive attitude to writing.
2.	(Alodwan & Khalaf, 2014)	90 non-English major students from World Islamic Sciences and Education University.	Quasi experiment research design (Control group and experimental group)	Implementation of process approach to writing on developing university students' essay writing skills.	Process based	Summer semester 2011- 2012 one semester, ten meetings, 50 minutes each	<ul style="list-style-type: none"> • Writing process approach had a positive effect on the students' essay writing skills in EFL. • The experimental group performed much better on the post- essay writing test compared to the control group. • Different points in the writing cycle (pre-writing, drafting, revising, editing , and publishing) offered a chance for students to develop their writing in terms of concepts and writing mechanics.

3.	(Gutierrez et al, 2015)	20 participants from the ninth grade at Institución Educativa Simón Araujo in Sincelejo, Colombia	Action Research	Picture series technique to develop EFL narrative writing	Process based	Sixteen weeks of instruction	<ul style="list-style-type: none"> • Descriptive statistics (Mean) suggested that the disparity between the experiment and the control group was important. • Experience with Picture series methodology has improved the overall development of writing abilities, unique to transition or logical sequence areas and presentation ideas.
4.	(Amogne, 2015)	24 English students who were in their second year of study in Bahir Dar University	Action Research	Teaching of argumentative essay writing using a genre approach to English language students' writing development	Genre based	-	<ul style="list-style-type: none"> • Results showed that during their study, even after exposure to genre-based argumentative essay writing , students had significant difficulties in opposing or dismissing alternative views and creating stronger refutations. • Improvement in the definition of lexico-grammatic features and overall rhetorical (genre) structure of argumentative essays and the participants showed positive reaction toward the approach. • Students could take control of the linguistic characteristics of text types with specific communicative purposes, and develop their writing skills at ease.

5.	(Dokchandra, 2018)	55 third-year students of English at Kasetsart University, Sakon Nakhon province Campus, in the northeast of Thailand purposively selected for the study	Quasi-experimental study	Implementation of process writing approach (PWA) on the essay writing performance	Process based	10 weeks	<ul style="list-style-type: none"> • The process writing approach had a significant effect ($p < .05$) on the writing performance of the students in an overly large class, and the students expressed very positive opinions towards the PWA. • PWA is effective in improving the writing performance of EFL writing students in an overcrowded class reinforced by cooperative learning among student-writers.
6.	(Cahyadi, 2019)	<ul style="list-style-type: none"> • 42 students at the tenth grade of SMAN 1 Pekalongan, East Lampung which were divided into two classes namely 21 students of X MIA 1 as experimental class and 21 students of X MIA 2 as the control. 	True experimental research	Implementation of developed Roundtable Technique based on process approach to enhance students' writing skill and learning motivation	Process based	-	<ul style="list-style-type: none"> • Developed process-based roundtable methodology develops student writing skills better than traditional roundtables. • t-observed is higher than t-table ($3.103 > 2.021$). • Students in experimental class who are taught by using developed roundtable have a better improvement in the aspect of organization and language use than control class with the significance level less than 0.05 ($0.004 < 0.05$). • Students' learning motivations showed significant improvement on the t-observed as it is higher than t-table ($10.507 > 2.086$) with the significance level less than 0.05 ($0.000 < 0.05$).

7.	(Martinez et al, 2020)	A group of low intermediate class (-B1) of 25 young adults ranging from 19 to 34 years old.	Action research	Implementation of process writing as a tool for developing students' writing skills in the context of paragraph writing	Process based	4-month reinforcement English program	<ul style="list-style-type: none"> • 85% of the students responded that the brainstorming process is strongly essential. • Significant increase in the grades of the students and the published writings demonstrates how essential Process Writing is to develop their writing skills. • Process writing promotes stronger writing skills resulting in more organized and structured paragraphs.
----	------------------------	---	-----------------	---	---------------	---------------------------------------	--

Table 3 Summary of the past related studies which focused on two approaches of teaching writing skills

	Article /Study	No of participants/ studies	Research design	Type of Intervention	Type of Approach	Total Hour Intervention	Results
1.	(Rao, 2007)	118 sophomore students from 2 complete classes in the foreign languages college at Jiangxi Normal University (People's Republic of China)	Experiment research design (Control group and experimental group)	Training in brainstorming strategy on learners' performance and perceptions about writing	Process and product based	-	<ul style="list-style-type: none"> • Clear brainstorming approach guidance had a tangible impact on the success of writing. • The attitudinal test indicated that the students found the brainstorming approach beneficial. • It is suggested that EFL teachers in universities or colleges should move from a product-based approach to a process-focused approach in their writing teaching, as the latter can contribute to the

							activation of student thinking and the creation of ideas for writing.
2.	(Hasan & Akhand, 2010)	60 students from two ESL classes of United International University in Bangladesh	Experiment research design (Control group and experimental group)	Implementation of product and process approach to writing on learners' performance.	Product and process based		<ul style="list-style-type: none"> • Product and process combination outperformed learner presentation. Corroborating evidence existed to support the view that mixing of both methods appears to make it easier for the learners to undertake a task of writing to be created.
3.	(Hashemnezhad & Hashemnezhad, 2012)	60 EFL sophomores who were non-randomly selected out of 100 students at Azad University	Experiment research design (Control group and experimental group)	Implementation of product, process, and post-process approaches on students' writing Skill	Product, process, and post-process based	Sixteen sessions in an academic term	<ul style="list-style-type: none"> • Priority of approach to processes over approach to products. • Post process approach no preference over process approach.
4.	(Rohmatika, 2014)	Two samples taken by clusters random sampling, from the total 124 populations of Junior High School in Indonesia.	Experimental study	Implementation of teaching recount text by process approach and product approach. viewed from the students' creativity.	Process and product based	7 months (June until December 2011)	<ul style="list-style-type: none"> • Process approach results better than the product approach, difference is not significant.
5.	(Sarhady, 2015)	44 male and female junior university students majoring in English	Experimental research	Implementation of product and process oriented approach of teaching writing on university	Process and product based	One term	<ul style="list-style-type: none"> • The process-oriented approach to writing instruction is more successful than the product-oriented approach. • Process-oriented community outperformed the product-oriented

		language and literature at University of Kurdistan.		student performances.			community by a substantial margin, showing the significant influence of process-oriented teaching approach to writing.
6.	(Mehr, 2017)	60 Iranian learners, 42 females and 18 males with age range of 20-32	Quasi experimental research	Implementation of product and process approach on Iranian EFL learners' writing ability and their attitudes toward writing skill	Process and product based	12 sessions	<ul style="list-style-type: none"> • System approach which has a major impact on the writing output of EFL learners. • Process approach positively impacted the attitude of EFL learners towards writing skills.
7.	(Foo, 2017)	60 students from four lower Form Six classes in a secondary school in Penang.	Experimental study	Implementation of process-genre writing knowledge and strategies in helping students to develop the strategies that will help them to write better essays (expository essays).	Process genre and product based	Sixteen sessions of eighty-minute instruction which added to an effective total of twenty one hours of instruction.	<ul style="list-style-type: none"> • Students receiving process-oriented writing instruction were able to more efficiently convey their ideas to the reader in writing and generated more specific ideas to support the purpose of their writing assignment compared to students receiving product-centered instruction. • Process-genre technique teaching encouraged the students' knowledge of conceptual writing strategies and their ability to use realistic writing strategies to write them.
8.	(Alabere & Shapii, 2019)	80-year one degree students	Experimental research	Implementation of Process-genre Approach (PGA) on academic	Process genre and product based	6 weeks of training	<ul style="list-style-type: none"> • The control group was supervised by the experimental group to show that PGA is successful in teaching academic writing in tertiary institutions.

				writing in English as a second language Students' essay writing			<ul style="list-style-type: none"> • The PGA group scored higher than the PA group showing that the students' success in academic essay writing of the PGA group of students is remarkable. • Where properly applied, PGA is an effective approach to teaching academic writing.
9.	(Rashtchi et al, 2019)	72 students in the fifth semester of their study	Explanatory sequential mixed methods study	Implementation of product based, process based, and genre-based instructions in expository writing focusing on EFL learners' performance and strategy use.	Product, process and genre based	12 sessions	<ul style="list-style-type: none"> • Results supported scaffolded genre-based writing instruction. • Participants of the genre-based group finished writing posttest in a less time than the other two groups. • The genre-based group's essays were much more relevant to the topic and more explicit in stating the purpose than the other two groups. • The post hoc test showed no substantial difference between the performances of the product-based and process-based groups.
10.	(Bewuket & Matebie, 2019)	10 sections of grade eleven were randomly selected	Quasi experimental	Implementation of process genre approach of teaching writing on preparatory school students' writing performance	Process genre based (experimental group) and product approach (control group)	Six weeks (7 hours in each week)	<ul style="list-style-type: none"> • Almost equal results for both 4.93 and 4.40 control and test groups values. • The experimental group performed significantly better ($p < .05$) than the students in the control group • Process genre approach significantly helped the students to develop their paragraph writing skills and improve their writing

Systematic Review: Writing Approaches in the Teaching of Writing Skills

							organization and mechanical components.
--	--	--	--	--	--	--	---

A total of 20 articles have been reviewed which are summarized into three tables; summary of comparative analysis, summary of past related studies focused on one approach and summary of past related studies focused on more than one approach of teaching writing skills. The comparative analysis articles made by Palpanadan, Salam, and Ismail (2014) found that teachers prefer using product approach because of its ease of use and avoid process approach as they feel that it is time consuming. They suggested that teachers should blend both product and process based approaches and execute them according to learners' situation and their learning styles. The second comparative analysis by Rusinovci (2015) has proposed four basic functions for instructors who teach writing through a process-generic approach: audience, assistants, assessors and reviewers. He also sees the importance of balancing the use of writing approaches in writing and suggesting that the usefulness and power of process writing pedagogy (pre-writing, drafting, feedback and revision) is not entirely replaced by using genre-based approach only. Another comparative review was made by Mohammad (2017) where she suggested a diverse approach to writing teaching by synthesizing the forte of the process and genre approaches for classroom implementation.

The second table summarised on the six past related studies which focused on only one approach in teaching writing skills. Out of 7 selected articles, 2 researches intended to explore the implimentation of the genre based approach while the another 5 highlighted on the process based approach. Anh (2012) and Amogne (2015) were conducting genre based approach. Anh (2012) in his study with Year 5 and Year 6 L2 learners on the implementation of a genre strategy in developing main school students' writing skills through scaffolding resulted in students becoming more conscious of the diverse ways in which texts are arranged for various communicative purposes and increasing level of confidence as the genre approach promotes their positive attitude towards writing. As for study involving tertiary level students, Amogne (2015) found that the teaching of argumentative essay writing using a genre approach to 24 English language students' writing development showed significant improvements in the students' argumentative texts, students took control of the linguistic features of communicative-purpose text types and developed their writing skills with ease. Another 5 studies intended to discover the impacts of process based approach in teaching writing skills. Alodwan and Khalaf (2014) discovered that process approach to writing had impacted the students essay writing skills positively in the EFL classroom as the experimental group (taught with process approach) performed much better on the post-essay writing test than the control group. They also learned that various stages of the writing process, such as pre-writing, drafting, revising, editing and publishing, gave students the opportunity to progress their writing in terms of ideas and writing mechanics.

In 2015, a research by Gutierrez et al. on the implementation of picture series technique to improve ninth grade EFL narrative writing skills has improved the general growth of writing skills, specific to the areas of transition or learners' logical sequence and exposure of ideas. Dokchandra (2018) conducted quasi experimental research on 55 students and the outcome of the research proved that the process writing approach (PWA) had a significant effect ($p < .05$) on students' writing performance in an excessively large class, and the students expressed very positive views about the approach. He also stressed on the importance of reinforcing cooperative learning among tuent-writer along the PWA. Similary, Cahyadi (2019) involved a large number of students, 42 tenth grade students in his research on the implementation of developed a process-based roundtable methodology to improve students writing skills and learning motivation showed that students strengthened their writing skills and learning motivations. An action research by Martinez et al. (2020) on the implementation of process writing as a tool for developing students' writing skills in the context of paragraph writing

found that students responded positively on the brainstorming phase, increased grades in the published writings, and improved their writing skills as they were able to produce more organized and structured paragraphs.

On the other hand, there are several researches implementing more than one approach in teaching writing. As summarized in Table 3, 10 articles had been reviewed. From all 10 articles, 5 were to discuss on the implementation of product and process based approach, 3 articles to explain on the implementation of process genre based and product approach, 1 article on the product, process, and genre based approach and another 1 article on product, process and post process approach respectively. Rao (2007), Hasan and Akhand (2010), Rohmatika (2014), Sarhady (2015), and Mehr (2017) have the same outcomes that process approach gives better result than product approach. Rao (2007), carried out an experimental research involving product and process based approach to brainstorming strategy research on learner success and writing expectations culminated in a good feeling for the brainstorming strategy. In addition, it is suggested that EFL teachers in universities or colleges should move from a product-based approach to a process-focused approach in their writing lessons as the latter may contribute to students' activation of thinking and creating ideas for writing assignment. Hasan and Akhand (2010) discovered that the combination of product and process approach in teaching writing outperformed the presentation of the learners as the learners received facilitation during the writing task. Implementation of teaching recount text by process approach and product approach resulted in process approach gives better result than product approach (Rohmatika 2014). Sarhady (2015) and Mehr (2017) in their research both indicated that the process approach was more affective than the product and therefore affecting learners' writing performance and attitude. Meanwhile, 3 researches by Foo (2017), Alabere and Shapii (2019), and Bewuket and Matebie (2019) on the implementation of process genre and product based approach agreed that the process genre approach contributed to better improvement on students' writing. Students receiving process-oriented writing instruction were able to more effectively communicate their ideas to the reader in writing and developed more relevant ideas to support the purpose of their writing task compared to students receiving product-centered instruction (Foo 2017). According to Alabere and Shapii (2019), the Process Genre Approach (PGA) group scored higher than the Product Approach (PA) group and it showed that if applied appropriately, PGA is an effective approach for teaching academic writing.

In addition, Bewuket and Matebie (2019) made a discovery on the impact of process genre approach whereby it significantly helped the students to improve their paragraph writing skills in EFL classrooms and improving students writing components of organization and mechanics. As for the implementation of product, process and genre based approach research on writing skills, a study carried out by Rashtchi, Porkar, and Saeed (2019) they were in favour of scaffolded genre-based writing instruction as the participants of the genre-based group finished writing posttest in a shorter time compared to the other two groups. They also found that the genre-based group's essays were much more relevant to the topic and more explicit in stating the purpose than the product and process approach. Lastly, Hashemnezhad and Hashemnezhad (2012) conducted an experimental research on implementation of product, process, and post-process approaches on students' writing skill and revealed that process approach gave better results compared to the product approach but not over post process approach.

CONCLUSION

In conclusion, the findings of past comparative reviews (Palpanadan et al, 2014; Rusinovci, 2015; Mohammad, 2017) and past related studies conducted various research designs, i.e. quasi experimental design (Alodwan & Khalaf, 2014; Dokchandra, 2018; Mehr, 2017; Bewuket & Matebie, 2019), experimental design (Cahyadi, 2019; Rao, 2007; Hasan & Akhand, 2010; Hashemnezhad & Hashemnezhad, 2012; Rohmatika, 2014; Sarhady, 2015; Foo, 2017; Alabere & Shapii, 2019), mixed method design (Rashtchi et al, 2019), and action research (Ahn, 2012; Gutierrez et al, 2015; Amogne, 2015; Martinez et al, 2020) showed that there are three available basic approaches namely as product, process, and genre approach. Another additional approaches which came from the integration and extension of the basic approaches are post process and process-genre approach. From these approaches that have been taught to primary ESL learners to improve their writing skills, it was found that different approach is suitable for different learning situations. Product approach is more suitable for novice learners who need more guidance from the teachers. Process approach provided students the opportunity to progress their writing in terms of generating relevant ideas, communicating and organising thoughts, and aspects related to writing mechanics. On the other hand, genre approach is helpful to promote students positive attitude towards writing as they become more conscious of the diverse ways in which texts are arranged for various communicative purposes and become more confidence writers. Genre approach also train the students to take control of the linguistic features in communicative-purpose text types and therefore becoming more competent writers.

In order to plan for effective writing strategies for developing writing skills, as the disseminator of the knowledge, teacher should be mindful in selecting the relevant approaches to be integrated for the purpose of teaching writing strategy based on the learners' needs, level of proficiency, and maturity. For example, genre and process based approach are more suitable to be implemented with average to advanced learners whilst product approach fits the beginner and novice learners. Teachers also are suggested to balance the use of writing approaches in writing and put consideration to blend the approaches and execute them accordingly.

RECOMMENDATIONS FOR FUTURE RESEARCH AND PRACTICE

1. Teachers should consider learners' needs, learning style preferences and proficiency levels in deciding the type of approach to be implemented in writing skills lessons.
2. Teachers should apply complementary use of different approaches of teaching writing to scaffold learners' in writing activities to cater to the needs of the learners as every approach has its own strengths and weaknesses. Process approach is appropriate to help learners in generating ideas and organise their thought so they are able to write fluently while product approach is more suitable for novice learners.
3. More researches involving young learners should be conducted to explore the potential of teaching writing approaches on young writers for ESL and EFL teachers' future reference.

REFERENCES

- Ahn, H. (2012). Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students: An Action Research. *Canadian Center of Science and Education*, 5(2), 2-16. doi:10.5539/elt.v5n2p2
- Alabere, R. A., & Shapii, A. (2019). The Effects of Process-Genre Approach on Academic Writing. *Journal of English Educators Society*, 4(2), 89-98. doi:doi:10.21070/jees.v4i2.2598
- Alodwan, T. A., & Khalaf, S. S. (2014). The Effect of Using the Process Approach to Writing on Developing University Students' Essay Writing Skills in EFL. *International Journal of Linguistics and Communication*, 2(2), 147-163.
- Amogne, D. (2015). Enhancing students' writing skills through the genre approach. *International Journal of English and Literature*. *International Journal English and Literature*, 4(5), 242-248. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.867.5399&rep=rep1&type=pdf>
- Atkinson, D. (2003). L2 writing in the post process era: Introduction. *Journal of Second Language Writing*, 12(1), 3-15.
- Badger, & White. (2000). A Process- genre approach to teaching writing. *ELT Journal*.
- Bewuket, H. K., & Matebie, A. (2019). The Effect of Process Genre Approach of Teaching Writing on Students' Paragraph Writing Performance: The Case of Grade 11 Abay Minch Preparatory School Students. *The International Journal Of Humanities & Social*, 7(7), 461-467. doi:10.24940/theijhss/2019/v7/i7/HS1907-102
- Cahyadi, D. S. (2019). *Developed Roundtable Technique Based On Process Approach To Enhance Students' Writing Skill And Learning Motivation*. Lampung. Indonesia: Language and Education Department .
- Cole, J., & Feng, J. (2015). Effective Strategies for Improving Writing Skills of Elementary English Language Learners. *Chinese American Educational Research and Development Association Annual Conference* (pp. 1-25). Chicago: Chinese American Educational Research and Development Association.
- David, A. R., Thang, S. M., & Azman, H. (2015). ACCOMMODATING LOW PROFICIENCY ESL STUDENTS' LANGUAGE LEARNING NEEDS THROUGH AN ONLINE WRITING SUPPORT SYSTEM. *Journal of Social Sciences & Humanities*, 118-127.
- Deane, P., Odendahl, N., Quinlan, T., Fowles, M., Welsh, C., & Bivens-Tatum, J. (2008). *Cognitive Models of Writing: Writing Proficiency as a Complex Integrated Skill*. Princeton, NJ: Educational Testing Service.
- Dokchandra, D. (2018). The Effects of Process Writing Approach on Performance of an Overcrowded EFL Writing Class at a University in Thailand. *KnE Social Sciences*, 3(4), 191–206. Retrieved from <https://doi.org/10.18502/kss.v3i4.1931>
- Foo, T. C. (2017). *The Effects Of The Process-Genre Approach To Writing Instruction On The Expository Essays Of ESL Students In A Malaysian Secondary School*. Master Thesis.
- Gabrielatos, C. (2002). *EFL writing: product and process*. Retrieved from <http://www.gabrielatos.com/Writing.pdf>
- Ghabool, N., Mariadass, M. A., & Kashaf, S. H. (2012, August 1). Investigating Malaysian ESL Students' Writing. *Journal of Studies in Education*, 2(3), 130-143.
- Gutierrez, K. G., Puello, M. N., & Galvis, L. A. (2015). Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institución Educativa Simón Araujo. *English Language Teaching*, 8(5), 45-71.

- Hasan, M. K., & Akhand, M. M. (2010). Approaches to Writing in EFL/ESL Context: Balancing Product and Process in Writing Class at Tertiary Level. *Journal of NELTA*, 15(1-2), 77-88.
- Hashemnezhad, H., & Hashemnezhad, N. (2012). A Comparative Study of Product, Process, and Post-process Approaches in Iranian EFL Students' Writing Skill. *Journal of Language Teaching and Research. Journal of English Teaching and Research*, 3(4), 722-729. doi:doi:10.4304/jltr.3.4.722-729
- Johnson, A. P. (2008). *Teaching Reading and Writing*. . United States of America: MacMillan, F., McBride, K. A., George, E. S., & Steiner, G. Z. (2018). Conducting a Systematic Review: A Practical Guide. *Handbook of Research Methods in Health Social Sciences*, 1-22.
- Martínez, J., López-Díaz, A., & Pérez, E. (2020). Using Process Writing In The Teaching of English as a Foreign Language. *Revista Caribeña de Investigación Educativa*, 4(1), 49-61. doi:https://doi.org/10.32541/recie.2020.v4i1
- Martinez; Lopez-Diaz; Perez. (2020). Using process writing in the teaching of English as a foreign language. *Revista Caribeña de Investigación Educativa*, 4(1), 49-61. Retrieved from https://doi.org/10.32541/recie.2020.v4i1.pp49-61
- Mastan, M. E., Maarof, N., & Embi, M. A. (2017). The effect of writing strategy instruction on ESL intermediate proficiency learners' writing performance. *Journal of Educational Research and Review*, 5(5), 71-78.
- Mehr, H. S. (2017). The Impact of Product and Process Approach on Iranian EFL Learners' Writing Ability and Their Attitudes toward Writing Skills. *International Journal of English Linguistic*, 7(2), 158-166. Retrieved from http://dx.doi.org/10.5539/i
- Mohammad, S. M. (2017). The Best Of Two Approaches: Process/Genre based Approach To Teaching Writing. *The English Teacher*, 35, 75 – 85.
- Palpanadan, S. @., Salam, A. R., & Ismail, F. B. (2014). Comparative Analysis of Process Versus Product Approach of Teaching Writing in Malaysian Schools: Review of Literature. *Middle-East Journal of Scientific Research*, 22(6), 789-795.
- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, 61(2), 100-107. doi:. doi:10.1093/elt/ccm002
- Rashtchi, M., Porkar, R., & Saeed, S. F. (2019). Product-Based, Process-Based, And Genre-Based Instructions In Expository Writing: Focusing On EFL Learners' Performance And Strategy Use. *European Journal Of Education Studies*, 6(6), 115-136. doi:doi:10.5281/zenodo.3427842
- Rohmatika, A. (2014). The Effectiveness Of Process Approach In Teaching Writing Viewed From Students' Level Of Creativity And Its Implication Towards Writing Assessment. *The 61 TEFLIN International Conference, UNS Solo 2014*, (pp. 470-473).
- Rusinovci, X. (2015). Teaching Writing Through Process-Genre Based Approach. *US-China Education Review*, 5(10), 699-705. doi:doi:10.17265/2161-623X/2015.10.006
- Sarhady, T. (2015). The Effect of Product/Process-Oriented Approach to Teaching and Learning Writing Skill on University Student Performances. *International Journal of Language and Applied Linguistics*, 1(2), 7-12. Retrieved from http://www.ijlal.ir
- Smith, V., Devane, D., Begley, C. M., & Clarke, M. (2011). Methodology in conducting a systematic review of systematic reviews of healthcare interventions. *BMC Medical Research Methodology*, 11(15). Retrieved from http://www.biomedcentral.com/1471-2288/11/15
- Steele, V. (2004). Retrieved from Product and process writing: http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-tips/product-process

- Swales. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Thirusanku, J., & Yunus, M. M. (2012). The Many Faces of Malaysian English. *International Scholarly Research Network*, 1-14. doi:doi:10.5402/2012/138928