

**PROCESS-GENRE APPROACH, PRODUCT APPROACH,  
AND STUDENTS' SELF-ESTEEM IN TEACHING WRITING**

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**Abstract:** This research was aimed at revealing whether or not: (1) process-genre approach is more effective than product approach in teaching writing; (2) students who have high self-esteem have better writing skill than those who have low self-esteem; and (3) there is an interaction between teaching-learning approaches and students' self-esteem in teaching writing. This experimental research involved two classes of third semester students of English Education Study Program of IKIP PGRI Bojonegoro. Each class consisted of 38 students. The writing test and questionnaire on self-esteem were used as the instruments to collect the data of this research. The results show that: (1) Process-Genre Approach is more effective than Product Approach in teaching writing; (2) the students who have high self-esteem have better writing skill than those who have low self-esteem; and (3) there is an interaction between teaching approaches and the students' self-esteem in teaching writing. Therefore, it is suggested to implement Process-Genre Approach since the students can experience every stage of writing process in order to deliver the message in their writing properly.

**Keywords – Process-genre Approach, Product Approach, Writing, Self-esteem**

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## INTRODUCTION

Bell and Burnbay (cited in Nunan, 1998: 36) states that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level including control of content, spelling, and letter, formation, and beyond the sentence structure and integrate information into cohesive and coherent paragraph and text. Kellog (2008: 7) defines writing as a major cognitive challenge, because it is a test of memory, language, and thinking ability. Consequently, in order to be skillful on writing, a high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content. Moreover, writer should be equipped with knowledge of correct spelling, punctuation, grammar, diction, thesis statement, topic sentences, and cohesive links within a paragraph, and global organization of texts.

The complexity of writing skill therefore makes teaching writing so important in English class. Harmer (2001: 79) presents the four reasons of teaching writing to students. First, teaching writing functions as reinforcement since the students often find it useful to write sentences using new language shortly after they have studied it. Second, it is for language development. It is due to the fact that the actual process of writing helps the students learn as they go along. The mental activity they have to go through in order to construct proper written texts is the part of the ongoing learning experience. Third, teaching writing can identify the students' learning style since only through writing the teacher will find some students are good at picking up language by looking and listening while others need more time to think and produce a language. It is further said as a quiet reflective activity. The last reason to teach writing is that writing is a skill. It is a basic language skill as important as speaking, listening, and reading. The students need to know how to write a letter, how to put written reports. They also need to know some of writing's convention like punctuation, paragraph construction. It is then the job of the teacher to give the students those skills.

### Process-Genre Approach

There is an approach in teaching writing which can be used by teacher to improve students' writing skill named Process-Genre Approach. This approach is a hybrid since it is the combination of two approaches: process approach and genre approach (Babalola, 2012: 2). The proponents of this approach, Badger and White (2000: 157-158), state that Process-Genre Approach regards writing as a process which includes knowledge of language, knowledge of the context and purpose (as in genre approach), and skills in using language

(as in process approach). This approach allows the students to study the relationship between purpose and form for a particular genre as they use recursive processes of prewriting, drafting, revision, and editing. Using these steps, the students develop their awareness of different text types and of the composing process (Belbase, 2012: 2-3).

In this approach, writing is considered as a series of stages leading from a particular situation to a text, with the teacher facilitating the students' progress by enabling appropriate input of knowledge and skills (Badger and White, 2000: 160). This approach may help the students realize that writing involves knowledge of language, knowledge of the context in which writing happens, the purpose for the writing, and skills in using language. Therefore, this approach can improve the students' writing skill because through this approach, the students are prepared with sufficient input consisting of knowledge about language, context, and purpose before they undergo the process of writing.

The Process-Genre Approach involves six stages. The students are firstly demanded to set up a certain social situation or context of their writing. In setting up the context, the students receive the input from the teacher or through model texts. Then, they have to formulate the purpose of their writing. The purpose of writing is embedded in genres, such as narrative aims to entertain readers, descriptive and report to describe the characteristics of certain natural or social phenomenon, exposition to convince or persuade readers, review to criticize art works like books, movie, album, and explanation to explain the process of natural or social phenomenon (Badger and White, 2000: 159). The next stage is that the teacher guides the students to relate the purpose of writing to the mode or organization of the text, the field which is the subject matter, and the tenor or the writer-readers relationship (Nordin and Mohammad, 2006: 80). These three stages are included in genre approach. The following stages are included in the process approach which starts from planning. In this stage, the students plan their writing by considering the previous consideration in context, purpose, mode, tenor, and field. Having planned their writing, the students write the draft of their writing. Before publishing, the students should acquire feedback both from peers and the teacher and do revision and editing to finalize their writing. Publishing is the next activity in which the students submit their writing to the teacher as the final product. This approach is cyclical process which enables the students to return to previous cycle in order to produce a good writing (Badger and White, 2000: 159).

## **Product Approach**

Another approach in teaching writing is called Product Approach. Basically writing in this approach serves to reinforce writing in second or foreign language in terms of grammatical and syntactic forms (Raimes cited in Tangpermpoon, 2008: 2). Therefore, this approach is focused on appropriate use of vocabulary, syntax, and cohesive device (Pinca cited in Badger and White, 2000: 153-154). Writing development is seen as the main result of imitation of model text. This traditional approach encourages the students to mimic a model text which is usually presented and analysed at an early stage (Gabrielatos cited in Hasan and Akhand, 2010: 78). The model text is used for imitation, exploration, and analysis.

This approach feeds the students words through teaching vocabulary. The students then merely describe their situation using the same type of words and phrases. There is no advantage for the students to be innovative in their writing since the product content is more important than the process of learning to write (Jackson, 2006: 15).

The students' final product should be a coherent, error-free text, and to achieve that the students will initiate, copy, and transform a model text (Nunan cited in Pasand and Haghi, 2013: 76).

Teaching writing using product approach involves four stages: familiarization, controlled writing, guided writing, and free writing. In the first step, familiarization, the teacher makes the students aware of certain feature of particular text. Afterwards, the teacher controls the students' learning activity by giving exercises on grammatical features and related vocabulary. In the next stage, guided writing, the students write a text which is similar to the model text. The last stage is the students freely write another similar text by themselves (Badger and White, 2000: 153-154).

## **Students' Self-esteem**

Writing requires the students to perform their skill in expressing and arranging their ideas into a written text which should be understandable for any readers. In the process of writing, some students feel confident to do it, the others feel challenged, the rest feel ignorant or burdened. These varied feeling may come up as the influence of their self-esteem. Baumeister (cited in Heatherton and Wyland, 2003: 220) defines self-esteem as the evaluative aspect of the self-concept corresponding to an overall view of the self as worthy or unworthy. Another similar definition of self-esteem is proposed by Coppersmith (cited in Heatherton and Wyland, 2003: 220) who states that self-esteem as the personal evaluation or judgment of the worthiness. Self-esteem is further perception rather than

reality since it refers to a person's belief about whether he or she is intelligent and attractive, for example, and it does not necessarily say anything whether the person is actually intelligent or attractive (Baumeister et al., 2003: 2). In fact, self-esteem is heavily influenced by external world as stated by Heatherton and Wyland (2003: 220) that self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities social relationships, and future outcomes.

Students who have high self-esteem are presumed to be psychologically happy and healthy (Branden cited in Heatherton and Wyland, 2003: 219). They also feel good about themselves and are able to cope effectively with challenges and negative feedback. Moreover, they live in a social world in which they believe that people value and respect them. Thus, most people with high self-esteem appear to lead happy and productive lives (Heatherton and Wyland, 2003: 219).

It is different from those with low self-esteem who use a more negative filter to see the world and their dislike to colour their perception of everything around them (Tennen and Affleck cited in Heatherton and Wyland, 2003: 219). As the consequence, people with low self-esteem are psychologically distressed and even depressed. They also show shyness, alienation, loneliness. Henceforth, self-esteem affects the enjoyment of life (Heatherton and Wyland, 2003: 219).

Students' self-esteem is a critical factor in their academic achievement in school, in their relationship with their peers, and in their later success in life. Self-esteem arises automatically based upon a person's belief and consciousness. It further indicates the extent to which persons believe themselves to be capable, significant, successful and worthy (Ugoji, 2013: 155).

Teaching approach conducted in the classroom has a close relationship with the students' self-esteem since the choice of teaching approach can influence how the students feel and evaluate themselves. Self-esteem affects the students' belief on their skill to undergo all the writing processes. Moreover, teaching approach also influences the positive condition in writing class and the students' achievement. The positive relationship means that the teacher and students support each other. The teacher gives strategies and opportunities to develop the students' ideas and thought. The teacher also emphasizes the importance of trusting and respecting each other, especially when they do peer-editing. The students themselves play an important role in writing class by following the teacher's guidance and asking for clarification in case they are confused. They should be curious and eager to develop their writing skills and learn the strategies to have writing skill. They should also learn to respect their peers' opinion or idea and do not blame on their peers'

mistakes. Henceforth, the students believe that they are competent or capable in completing certain task.

Considering the differences of students having high self-esteem with those having low self-esteem, it can be assumed that teaching writing using Process-Genre Approach is suitable for the students having high self-esteem as they are willing to experience new challenge, have natural curiosity, and eagerness to learn. Besides, they are given a chance to express their knowledge, opinion, idea, and thought to their peers in this teaching approach. However, this method is not suitable for the students with low self-esteem as they are hesitant and shy to express themselves. They are afraid of making mistakes, facing failure, and getting criticism. The Process-Genre Approach emphasizes the importance on feedback, and this discourages these students since they will get many inputs from their teacher and peers. On the contrary, traditional method like Product Approach can be suitable for them. In this method they need not to share any idea, opinion, and thought. They merely do controlled exercises, guided writing, and imitating model text. The chance to get success in this approach is bigger than in Process-Genre Approach.

## **METHOD**

The experimental research was conducted in this research because this research aimed to explore the effect teaching approaches and self-esteem in writing. There were three variables in this experimental research. The first is independent variable, which is selected to determine their effect on dependent variable (Brown, 1991: 10). Process-Genre Approach and Product Approach were the independent variables in this research. The second variable is dependent variable. It is the variable observed to determine what effect the other type of variable may have on it (Brown, 1991: 10). Writing became the dependent variable which was affected by the independent variables, teaching approaches. The last variable is the moderator variable. It is a special type of independent variable which is used to determine how the relationship between the independent and dependent variables are affected or modified by the moderator variable (Brown, 1991: 11). Thus, students' self-esteem was the moderator variable.

The participants of this research were two classes of the third semester students of English Education Study Program of IKIP PGRI Bojonegoro in the Academic Year of 2015/2016 with 76 students. The classes were randomly selected and it resulted that II-B was the experimental group and II-A was the control group. The instruments used for the research were lesson plans, questionnaire on self-esteem, and writing test. The students in experimental class were subjected to treatment with the Process-Genre Approach. The

students in control class were taught by using Product Approach. The questionnaire on self-esteem was analysed to reveal its validity and reliability. It was then given to the students in both experimental and control classes in order to find out their level of self-esteem. Afterwards, the students were assigned to write after the treatment. The data collected was firstly analysed to reveal its normality and homogeneity. Because the data were normal and homogeneous, the data were further analysed by using Two-way Analysis of Variance (ANOVA) at 0.05 level of significance and Tukey Test.

## FINDINGS AND DISCUSSIONS

### Findings

After the writing test, the data for this research was gathered and tested by using descriptive statistics. Normality test was further applied on the students' writing scores both in experimental and control classes in order to reveal whether the sample was distributed normally. The data is in normal distribution if  $L_o$  is lower than  $L_t$  at the level of significance  $\alpha = 0.05$ . Table 1 describes the result of normality test for the eight groups of data in this research.

**Table 1:** Normality Test

No	Data	Number of Data	$L_o$	$L_t$	$\alpha$	Distribution of Data
1	A1	38	0.065	0.144	0.05	Normal
2	A2	38	0.085	0.144	0.05	Normal
3	B <sub>1</sub>	38	0.116	0.144	0.05	Normal
4	B <sub>2</sub>	38	0.110	0.144	0.05	Normal
5	A <sub>1</sub> B <sub>1</sub>	19	0.138	0.195	0.05	Normal
6	A <sub>2</sub> B <sub>1</sub>	19	0.147	0.195	0.05	Normal
7	A <sub>1</sub> B <sub>2</sub>	19	0.099	0.195	0.05	Normal
8	A <sub>2</sub> B <sub>2</sub>	19	0.167	0.195	0.05	Normal

The table shows that the data are in normal distribution because all  $L_o$  is lower than  $L_t$ .

Homogeneity Test using Bartlett test was used to test the homogeneity of the data. The data are homogenous if  $\chi_o^2$  is lower than  $\chi_t^2 (0.05)$ . The result of homogeneity test of the data in this research is in Table 2.

**Table 2:** Homogeneity Test

S	Si	Sample	Df	1/df	$\log S$	$(df) \log S^2$
$S_1^2$	26.68	A <sub>1</sub> B <sub>1</sub>	18	0.056	1.426	25.669
$S_2^2$	36.70	A <sub>1</sub> B <sub>2</sub>	18	0.056	1.565	28.164
$S_3^2$	61.93	A <sub>2</sub> B <sub>1</sub>	18	0.056	1.792	32.254
$S_4^2$	54.91	A <sub>2</sub> B <sub>2</sub>	18	0.056	1.740	31.314



$S^2$	45.05	$\chi_o^2$	3.839	117.402
$\log_{s^2}$	<b>1.654</b>	<b>B</b>	119.069	$\chi_t^2$ <b>(0.05)</b> 7.81

This table shows that  $\chi_o^2$  (3.838) is lower than  $\chi_t^2(0.05)$  (7.81), so the data are homogeneous.

Since the data were proven normal and homogeneous, the hypotheses of this research were tested. The hypothesis test used A 2x2 Multifactor Analysis of Variance ANOVA, and the result is described in Table 3.

**Table 3:** A 2x2 Multifactor Analysis of Variance ANOVA

Source of variance	SS	df	MS	F <sub>0</sub>	F <sub>t</sub> (.05)
Between columns	362.579	1	362.579	8.048	3.97
Between rows	208.895	1	208.895	4.637	
Columns by rows	1686.368	1	1686.368	37.430	
Between groups	2257.842	3	752.614		
Within groups	3243.895	72	45.054		
Total	5501.737	75			

**Table 4:** Mean Scores

	A <sub>1</sub>	A <sub>2</sub>	
<b>B<sub>1</sub></b>	87.316	73.526	80.421
<b>B<sub>2</sub></b>	74.579	79.632	77.105
	80.947	76.579	

From the result of ANOVA test, it can be concluded that F<sub>0</sub> between columns (8.048) is higher than F<sub>t</sub> at the level of significance  $\alpha = 0.05$  (3.97) so that H<sub>0</sub> is rejected and the difference between columns is significant. Because the writing mean score of the students who were taught by using Process-Genre Approach (80.947) is higher than that of the students who were taught by using Product Approach (76.579), Process-Genre Approach is more effective than Product Approach in teaching writing to the grade eleven students in this school.



The second conclusion is  $F_0$  between rows (4.637) is higher than  $F_t$  at the level of significance  $\alpha = 0.05$  (3.97) so that  $H_0$  is rejected and the difference between rows is significant. Because the mean of the students' writing scores who have high self-esteem (80.421) is higher than that of those who have low self-esteem (77.105), the students who have high self-esteem have better writing skill than those who have low self-esteem.

The third conclusion is because  $F_0$  interaction (37.43) is higher than  $F_t$  at the level of significance  $\alpha = 0.05$  (3.97),  $H_0$  is rejected and there is an interaction between the two variables: teaching approaches and the students' level of self-esteem. Therefore, the effect of teaching approaches on the students' writing skill depends on the students' level of self-esteem.

Since  $H_0$  for the three hypotheses in this research were rejected, the calculation was continued to Tukey test and the result was seen in Table 5.

**Table 5:** The Summary of Tukey Test

Between group	$q_0$	$q_t(0.05)$	Significance	Meaning
$A_1 - A_2$	4.019	2.86	Significant	$A_1 > A_2$
$B_1 - B_2$	3.045	2.86	Significant	$B_1 > B_2$
$A_1B_1 - A_2B_1$	8.955	2.96	Significant	$A_1B_1 > A_2B_1$
$A_1B_2 - A_2B_2$	3.281	2.96	Significant	$A_2B_2 > A_1B_2$

Referring to the result of Tukey Test, it is proven that  $q_0$  between columns (4.019) is higher than  $q_t$  (2.86), the difference of the mean score between columns is significant. It means that the effect of teaching writing by using Process-Genre Approach to grade eleven students differs significantly from that by using Product Approach. The mean score of students taught by using Process-Genre Approach (80.947) is higher than the mean score of those taught by using Product Approach (76.579). Thus, Process-Genre Approach is more effective than Product Approach in teaching writing.

It is also proven that  $q_0$  between rows (3.045) is higher than  $q_t$  (2.86), the difference of the mean score between rows is significant. It means that the writing skill of the students who have high self-esteem differs significantly from those who have low self-esteem. The mean score of students having high self-esteem (80.421) is higher than the mean score of those having low self-esteem (77.105). Therefore, students who have high self-esteem have better writing skill than those who have low self-esteem.

The next finding is that  $q_0$  of the interaction between  $A_1B_1$  and  $A_2B_1$  (8.955) is higher than  $q_t$  (2.96), the difference of the mean score between groups of high self-esteem

is significant. It means that the writing scores of the students with high self-esteem who are taught by using Process-Genre Approach differ significantly from those taught by using Product Approach. The mean score of students with high self-esteem taught by using Process-Genre Approach (87.316) is higher than the mean of those who were taught by using Product Approach (73.526). Thus, Process-Genre Approach is more effective to teach writing to the students with high self-esteem.

The last finding is that  $q_0$  of the interaction between  $A_1B_2$  and  $A_2B_2$  (3.281) is higher than  $q_t$  (2.96), the difference of the mean score between groups is significant. It means that the writing scores of the students with low self-esteem who are taught by using Process-Genre Approach differ significantly from those who are taught by using Product Approach. The mean score of students with low self-esteem who were taught by using Product Approach (79.632) is higher than the mean score of those who were taught by using Process-Genre Approach (74.579). Therefore, Product Approach is more effective to teach writing to the students with low self-esteem.

Based on the result of Tukey test on number 3 and 4, it is revealed that Process-Genre Approach is more effective to teach writing to the students with high self-esteem while product approach is more effective to teach writing to the students with low self-esteem. Henceforth, there is an interaction between teaching approaches and the students' level of self-esteem in teaching writing.

## Discussions

Through this research, Process-Genre Approach is proved more effective than Product Approach in teaching writing cause it helps students understand that whenever they are assigned to write, they should undergo the process of considering social context, defining the purpose of their writing, developing the draft, revising and editing the draft, rewriting based on the feedback, and publishing the final product. This knowledge or understanding is so important that equip the students the strategies to develop their idea or opinion in order to communicate it to other people. Thus, this is in line with what Nordin and Mohammad (2007: 81) states that the implementation of Process-Genre Approach ensures the usefulness and power of process writing pedagogy which include prewriting, drafting, feedback, and revising.

In every stage of writing using Process-Genre Approach, the students learn how to write systematically. The students consider the foundation of their writing in the initial stage. The initial step of Process-Genre Approach is the students set up a purpose by considering the social context of their writing and then start figuring out the subject matter

and organization of their upcoming composition. In this stage, the students learn that they should consider the social situation and purpose in which their writing is about to be presented before starting to write it. This benefits the students as stated by Nordin and Mohammad (2007: 82) that through this approach, the students understand that writing takes place in a social situation and is a reflection of a particular purpose. It is also supported by Troyka (1987: 3) who states that writing is a way of communicating a message for a purpose.

The fact that writing using Process-Genre Approach requires a lot of time is actually the true way of writing. It is supported by MacDonald and MacDonald (1996: 8) who state that writing is not a single event but a process. Although this is such a lengthy process, it assures a clearer, more logical, and thoughtful product. Henceforth, the students are truly trained to develop their writing skill and this is emphasized by Badger and White (2000: 157) who states that Process-Genre Approach benefits the students as they are helped to understand the importance of skills involved in writing.

During the writing process, started from setting up the situation up to publishing the composition, the students are given chance to get feedback. Feedback in writing is essential because it does help students reflect, reshape, and develop their writing to be better and acceptable by the readers. Moreover, feedback helps students to discover or understand some linguistic features they need to have in writing certain genre and the strategies they need to make some good writing. The focus of teaching is then on the writer rather than the text. Thus, the teacher focuses on how the students learn how to write a good piece of writing. The teacher ensures that each student can develop their writing skill. This consequently benefits the students as they acquire or master the skills needed to develop their idea and opinion into a good writing. This is supported by Nordin and Mohammad (2006: 76) who state that focus of writing is on how a text is written, not on the final product. They further explain that when the focus is on the students' development skills and strategies of writing, the teacher's attention is directed to providing encouragement, information, and cooperation with every student since each of them gets their own idea to be developed in writing process.

The students who have high self-esteem are proven to have better writing skills. These students have ability to cope challenge and criticism from others. They are not easily offended and discouraged when other people do not appreciate or when there is some new challenge they must overcome. During the process of writing composition, the students face some challenges like having some ideas or giving opinion on certain cases, writing what they have in mind into an understandable composition, and getting some correction

for their mistakes in grammar, diction, organization and so forth. Although this process takes a lot of energy and thought, the students with high self-esteem are open and willing to receive any suggestion and feedback from their friends and teacher and rewrite their draft as many as needed. Besides, they will take the feedback wholeheartedly as writing a good piece of writing is such a challenging experience. Henceforth, these students are motivated to undergo and withstand during all stages in writing process with all its hindrance and challenge. This fact is actually in line with what Branden (cited in Heatherton and Wyland, 2003: 219) states that students with high self-esteem are those who feel good about themselves and are able to cope effectively challenges and negative feedback. The students with high self-esteem also have varying degree of openness to experience, optimism, and lack of defensiveness (Mruk, 2006: 168).

The students with high self-esteem have better writing skills because they have high motivation to learn, love of work, and competitiveness with self. Consequently, when students are given lots of writing practice, they see it as the opportunity to learn how to write better and to be a good writer. This positive view will then encourage them to complete any writing assignment as they do not see it as a burden, but as a means to learn more. Because of that, every time they make mistakes, they are not discouraged. On the contrary, they can accept their mistakes or weaknesses. These students tend to work harder because they are optimistic that success is due to effort. These students also view that they are not competing with their friends in producing a good writing or to be the best writer, but they compete with their own self to produce a good writing which can be read and understood by their readers. Therefore, students with high self-esteem are willing to work hard to make it. It goes in line with Hayes (cited in Weigle, 2002: 25) who recognizes the important roles that motivation and affection play in writing.

A writer's goals, beliefs, attitudes, and benefit or cost estimates may influence the way the writer goes about the task of writing and the effort that will be put into the writing task. When the students believe that they are capable to withstand initial failure and other disappointment of life, they will be productive (Slavin, 1995: 60). Humphreys (1993: 3) vividly describes that the students with high self-esteem have eagerness to learn, focus on present time, acceptance of mistakes and failures, love of work, and competitiveness with self.

Process-Genre Approach focuses primarily on the writer and aims to help students understand the composing process. When Process-Genre Approach is applied in writing class, students should be the ones who are active and persistent in undergoing recursive process of writing. From the beginning of composing process, the students are given

freedom to set up the situation, purpose of their writing, the text type, and the audience. These students then explore their thought and recall their knowledge and memory in order to plan their idea and write the draft. During the writing composition, the students get some beneficial feedback in order to develop their writing. From the feedback given, the students learn how to use grammar correctly, correct or appropriate diction, and organization of the text in order to deliver their idea or opinion or message. The feedback given by the teacher and friends is different from one student to another student because they are writing different texts based on their plan or draft. The students, then, develop their own writing individually and independently. This goes in line with the nature of Process-Genre Approach as a hybrid approach, which considers writing as a process which includes knowledge of language, knowledge of the context and purpose and skills in using language. The teacher facilitates the students' progress by giving input or knowledge and skills (Badger and White: 2000: 157-160).

The students with high self-esteem have positive attitudes in life because they feel competent and worthy. This feeling is then realized through their daily attitudes. In facing everyday life with its ups and downs, they have high curiosity which further drives them to love working, challenge, and learning. These students are not easily discouraged because they have ability to accept mistakes, failures, and feedback from others. They feel good about themselves because they are fearless, and this makes them spontaneous and open to any change. This fact is clearly stated by Humphreys (1993: 3) that high self-esteem people are the ones who have natural curiosity, eagerness to learn, love of challenge, emotional expression and receptivity, spontaneity, competitiveness with self, acceptance of mistakes and failure, opportunities of failure and mistakes, fearlessness, willingness to listen to feedback, and love of work. Mruk (2006: 158) also supports by stating that the students with high self-esteem typically exhibit a positive degree of both competence and worthiness. They experience a high degree of worthiness feel good about themselves in general, relatively open to new experiences, feel accepted and acceptable, to be pleasant to be around and so forth. Students who are also high in competence are also likely to have the skills that are necessary to succeed in life, initiative, openness, spontaneity, a secure identity.

Process-Genre Approach best fits the students who have high self-esteem. This is due to the fact that the students with high self-esteem are able to undergo all stages in writing process willingly because they realize that Process-Genre Approach focuses on the writing process, rather than the writing product. They are eager to learn how to develop their initial draft to be a final writing which is well-formed and worth reading. They are

confident to share their idea, knowledge, opinion in their writing because they can accept themselves if they make mistakes during the process of producing a piece of writing. They consider any mistake and failure as one way to learn. Consequently, these students will take any feedback wholeheartedly. They are not discouraged for any feedback which is given in almost every stage of writing using Process-Genre Approach. Writing using Process-Genre Approach is such a kind of challenge for students who learn English as a foreign language. Challenge itself is powerful because it mobilizes who we are at the deepest or most authentic levels (Mruk, 2006: 29). In a word, Process-Genre Approach support the students with high self-esteem to be actively engaged in writing process since these students love learning, challenge, and work.

As its name, Product Approach focuses on the students' writing as the product of writing class. However, in this approach, the students write their own composition in the last stage, free writing. From the beginning of writing class, the teacher plays such an important role to make students familiar with certain genre by giving the model text and by explaining the related grammar and vocabulary. Based on the model text, the students then learn the grammar, expression, or vocabulary used in the genre. After, they have mastered the knowledge of language, they start writing but guided by the teacher. This process does not challenge students because they just follow what is instructed by the teacher and try to understand what is explained by the teacher. It is very important for them to thoroughly understand the teacher's explanation about the related genre, grammar, and vocabulary because in the end of writing class, they should write a piece of writing which is similar to the model given in the beginning. This is the essence of teaching writing using Product Approach: focusing the students' final product, a piece of writing. This is line with the nature of Product Approach stated by Raimes (cited in Tangpermpoon, 2008: 2) that it focuses on grammatical and syntactic forms. Consequently, the writing process is put off until towards the very end of the writing process (Tangpermpoon, 2008: 5).

The students with low self-esteem are lack of competence and worthiness. As the consequence, they are shy, fear of making mistakes or failures, sensitive to any criticism or feedback, try to avoid any challenges, have low motivation. This goes in line with Mruk (2006: 153) who states that low self-esteem is usually associated with such things as caution, timidity, lack of initiative, conflict, avoidance, insecurity, anxiety, depression, and so forth. Related to this, Product Approach is suitable for the students with low self-esteem because this approach does not require the students to explore and develop their own idea independently. Instead, the students learn how to use vocabulary and sentence structures for each rhetorical pattern or genre appropriately. Moreover, the students need not to get



any feedback because their main task is to write like the model text with different topic. Thus, the challenge in writing with Product Approach is less than that with Process-Genre Approach. According to Mruk (2006: 29), a challenge actually involves facing a task that has an uncertain outcome and taxes the students in terms of their current abilities. It gives them the opportunity to reach higher levels or fall back to lower ones. The students with low self-esteem will avoid any challenge as their success cannot be predicted. However, they would like to take any action or task which they can predict their success to complete it. Consequently, this makes the students with low self-esteem comfortable when they are taught by using Product Approach as these students can predict that they can be successful in this writing class.

To sum up, there is an interaction between teaching approaches in writing and the levels of students' self-esteem on their writing skill. Product Approach is more effective to teach writing for students who have high self-esteem and Product Approach is more effective to teach writing for students who have low self-esteem. Thus, the implementation of teaching approaches to teach writing depends on the level of students' self-esteem since there is an interaction between these two variables.

## CONCLUSIONS AND SUGGESTION

Based on the hypothesis testing, the research revealed three findings. First, the students taught by using Process-Genre Approach have better writing skill than those taught by using Product Approach. Therefore, Process-Genre Approach is more effective than Product Approach in teaching writing. Second, the students who have high self-esteem have better writing skill than those who have low self-esteem. Third, there is an interaction between teaching approaches and the students' self-esteem in teaching writing. This can be seen from the finding of this research that the students who are taught by using Process-Genre Approach have better writing skill than those who are taught by using Product Approach. These students have high level of self-esteem. However, the students with low self-esteem have better writing skill when they are taught by using Product Approach.

Related to these findings, any English teachers are encouraged to apply Process-Genre Approach when teaching writing. It is also recommended that the teachers match certain teaching approach with the psychological traits of the students, such as self-esteem, motivation, creativity, and the like so that the teachers can motivate the students to enjoy the learning process. If the students can do so, the school will get a benefit, that is, the students can perform good academic achievement and behave appropriately.



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The other researchers can use this experiment as the reference to conduct a research in teaching English, specifically in improving the students' writing skill. They can relate students' writing skill with other affective factors. It is hoped that the other researchers should utilize the result of this study on bigger scope for a similar research in teaching English. At last, this research is hoped to encourage other researchers to create another hybrid approach which benefits the students to improve their writing skill or other English skills. It will help the students have a good mastery of English.

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