# EFFECTS OF PROCESS AND PRODUCT APPROACHES TO TEACHING ENGLISH LANGUAGE WRITING SKILLS ON STUDENT PERFORMANCE WITHIN SELECTED SECONDARY SCHOOLS IN KENYA

BY

# WASIKE BEATRICE NASAMBU

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF CURRICULUM, INSTRUCTION AND EDUCATIONAL MEDIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE EDUCATION

**MOI UNIVERSITY** 

2022

#### DECLARATION

### **Declaration by the Candidate**

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Moi University.

Signature\_\_\_\_\_

Date\_\_\_\_\_

# BEATRICE NASAMBU WASIKE EDU/DPhil.CM/1020/18

# **Declaration by the Supervisors**

This thesis has been submitted for examination with our approval as university supervisors.

Signature\_\_\_\_\_ Date\_\_\_\_

\_\_\_\_\_

PROF. KHAEMBA ONGETI

Dept. of Curriculum, Instruction and Educational Media, Moi University.

Signature\_\_\_\_\_

Date\_\_\_\_\_

**PROF ANNE KISILU** 

Dept. of Curriculum, Instruction and Educational Media, Moi University.

# **DEDICATION**

This thesis is dedicated to my husband Bernard Lushya, my children Jean-Marie, Esther and Fidelis for their inspiration and time they gave me to pursue my desired goal.

### ACKNOWLEDGEMENT

I thank the almighty God for this far I have come. I would like to express my sincere appreciation to the following for their input and contributions to this thesis:

Prof. Khaemba Ongeti and Prof. Anne Kisilu, my supervisors, for their patience, direction, critique, and constructive ideas that have helped shape the quality of this thesis. Prof. Bernard Misigo, Dr. Kefa Simwa, Dr. Cathrine Simiyu, Prof, Charles Ongóndo, Dr. Makobila, Prof. Violet Opata, Dr. Agumba Ndalo, for their invaluable scholarly guidance and encouragement towards the completion of this work.

The National Commission for Science, Technology and Innovation for approving and accepting this study and all those who participated in this research, the County Directors of Education, principals, and teachers of the schools I visited for allowing me to collect data for this study from their establishments, as well as the students who took part in it. I also appreciate Moi university library staff for the assistance accorded to me. My gratitude goes to my husband Bernard for his moral, psychological and financial support, and to my children; Jean-Marie, Esther and Fidelis for their prayers, patience and love. I cannot forget my beloved father Simon Wasike and my late mother Lenah Wasike for laying my academic foundation, my brothers and sisters for their encouragement. I also thank my parents' in-law Mzee Albert, Mama Margaret and the entire family for their continued prayers and moral support. Lastly, I wish to extend my gratitude to all my classmates for the cooperation I enjoyed. I cannot forget Rose Musimbi, Roselyne Kiveu, Kagori Chris, Edwin Gogo and all those who assisted me in one way or another towards my success. To all, I say thank you very much and may God bless you.

#### ABSTRACT

Effective mastery of writing skills enhances academic performance for all subjects in the school curriculum. The process approach to writing stresses on the process that writers go through when composing texts, whereas the product approach focuses on the end result of the learning process. The purpose of this study was to compare the effects of process and product approaches to teaching English language writing skills on student performance within selected secondary schools in Kenya. The study was guided by the following objectives: to determine the students' performance in the writing test before and after instruction using the process approach to writing skills; to determine the students' performance in the writing test before and after instruction using the product approach; and to compare the effects of process and product approaches to writing skills on students' performance in the writing test in English language within selected secondary schools in Kenya. This study was anchored on the Systemic Functional Linguistic Theory proposed by Michael Halliday. This study employed a quantitative research approach, and used a Quasi-experimental research design that adopted the Solomon four group designs involving the random assignment of participants to four groups. The research population comprised all form three students and experienced teachers of English language in public Extra County single sex secondary schools in the western region of Kenya which comprised; Kakamega, Bungoma, Vihiga, Busia, Uasin Gishu and Transnzoia counties. The sample for the study comprised 438 Form three students from 8 public Extra County single sex secondary schools selected through simple random sampling and 4 teachers of English language purposively selected from the 6 counties. There were 2 cohorts of secondary schools: cohort 1 had 4 schools for process approach, and cohort 2 had 4 schools for product approach. In each cohort, the 4 schools were randomly assigned treatment and control conditions as intact groups. A written task and lesson observation of 4 teachers of English was used to collect data which was analyzed using descriptive and inferential statistics that included 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), whereas the product approach to writing skills had no significant effect on students' performance in the writing test (t = 0.115, p > 0.05), and there was a significant difference between the process and product approaches to writing skills on students' performance where process experimental groups had a substantial increase in posttest measures (F(3.228)= 43.262, p < 0.05) compared to the product experimental groups that had none (F(3.202) = 0.862, p > 0.05). The findings revealed that students who were taught writing skills using the process approach significantly performed better than those students who were taught using the product approach. 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. English language curriculum developers should allocate more time for teaching English language in secondary schools in Kenya to facilitate the use of process approach to improve students writing skills.

# TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF FIGURES	xii
ABBREVIATIONS AND ACRONYMS	xiii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	
1.3 Purpose of the Study	
1.4 Objectives of the Study	
1.5 Hypotheses for the Study	
1.6 Justification of the Study	15
1.7 Significance of the Study	16
1.8 The Scope of the Study	17
1.9 Limitations of the Study	
1.10 Assumptions of the Study	
1.11 Theoretical Framework of the Study	
1.12 Conceptual Framework of the Study	
1.13 Operational Definition of Terms	
1.14 Chapter Summary	
CHAPTER TWO	
LITERATURE REVIEW	
2.0 Introduction	
2.1 English Language for Secondary Schools in Kenya	
2.2 English Language Skills	

	2.3 Approaches to Teaching Writing	. 41
	2.3.1 Product-based approach	. 41
	2.3.2 Process-based approach	45
	2.3.3 Genre-based approach	59
	2.3.4 Integrated approach	. 62
	2.4 Genres of Writing	. 66
	2.4.1 Descriptive writing	. 66
	2.4.2 Expository writing	. 67
	2.4.3 Narrative essays	. 68
	2.4.4 Argumentative writing	. 69
	2.5 Second Language Writing Difficulties	. 70
	2.6 Assessment of Writing Process	. 72
	2.7 Feedback in the Writing Process	. 75
	2.8 Related Studies	. 77
	2.9 Chapter Summary	. 85
(	CHAPTER THREE	. 87
F	RESEARCH DESIGN AND METHODOLOGY	07
	ESEARCH DESIGN AND METHODOLOG I	. 8/
	3.1 Introduction	
		. 87
	3.1 Introduction	87 87
	<ul><li>3.1 Introduction</li><li>3.2 Research Paradigm</li></ul>	87 87 89
	<ul><li>3.1 Introduction</li><li>3.2 Research Paradigm</li><li>3.3 Research Approach</li></ul>	87 87 89 91
	<ul> <li>3.1 Introduction</li> <li>3.2 Research Paradigm</li> <li>3.3 Research Approach</li> <li>3.4 Research Design</li> </ul>	87 87 89 91 94
	<ul> <li>3.1 Introduction</li></ul>	87 87 89 91 94 95
	<ul> <li>3.1 Introduction</li></ul>	87 87 91 94 95 95
	<ul> <li>3.1 Introduction</li></ul>	87 87 91 94 95 95
	<ul> <li>3.1 Introduction</li></ul>	87 87 91 94 95 95 98
	<ul> <li>3.1 Introduction</li></ul>	87 87 89 91 94 95 95 98 99
	<ul> <li>3.1 Introduction</li></ul>	87 87 91 94 95 95 98 99 100
	<ul> <li>3.1 Introduction</li></ul>	87 87 91 94 95 95 95 99 100 102 105
	<ul> <li>3.1 Introduction</li></ul>	87 87 89 91 94 95 95 95 100 102 105 106

3.12 Ethical Considerations	112
3.13 Chapter Summary	113
CHAPTER FOUR	114
DATA ANALYSIS, INTERPRETATION, PRESENTATION AND	DISCUSSION
	114
4.0 Introduction	
4.1 Demographic Information	
4.2 Findings	115
4.3 Presentation and Analysis of Quantitative Data	117
4.3.1 Effect of process approach to writing skills on students' perfor	rmance in
writing test	117
4.3.2 Analysis of the effect of process approach to writing skills on	students'
performance in the writing test	121
4.3.3 Effect of product approach to writing skills on students' perfo	rmance in
writing test	122
4.3.4 Analysis of the effect of the product approach to writing skills	s on students'
performance in the writing test	125
4.3.5 Comparison of the effects of process and product approaches	to writing skills
on students' performance in the writing test	126
4.4 Descriptive Statistics	
4.4.1 Strategies used for teaching writing skills in the process approx	oach 136
4.4.2 Strategies used for teaching writing skills in the product approx	oach 140
4.5 Discussion of the Results	
4.5.1 Effect of process approach to writing skills on students' performance of the student of th	rmance in
writing test	
4.5.2. Analysis of the effect of the process approach to writing skill	s on students'
performance in the writing test	
4.5.3 Effect of product approach to writing skills on students' perfo	rmance in
writing test	
4.5.4 Analysis of the effect of the product approach to writing skills	s on students'
performance in the writing test	152

4.5.5 Comparison of the effect of process and product approaches to	es to writing skills	
on students' performance in the writing test	154	
4.6 Summary of Chapter Four	159	

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS163
5.1 Introduction
5.2 Summary of Study Findings 163
5.2.1 Students' performance in the writing test before and after instruction using the
process approach to writing skills 163
5.2.2 Effect of process approach to writing skills on students' performance in the
writing test
5.2.3 Students performance in the writing test before and after instruction using the
product approach to writing skills 166
5.2.4 Effect of product approach to writing skills on students' performance in the
writing test
5.2.5 Comparison of the effects of process and product approaches to writing skills
on students' performance in the writing test
5.3 Conclusion 170
5.3.1 Effect of process approach to writing skills on students' performance 170
5.3.2 Effect of product approach to writing skills on students' performance 170
5.3.3 Comparison of the effects of process and product approaches to writing skills
on students' performance 171
5.4 Theoretical Contribution
5.5 Recommendations 179
5.5.1 Recommendations for improvement of English writing skills 179
5.5.2 Suggestions for further research
REFERENCES
APPENDICES 198
APPENDIX A: STUDENTS' INFORMED CONSENT FORM 198
APPENDIX B: INFORMED CONSENT FOR TEACHERS
APPENDIX C: WRITING TASK
APPENDIX D: MARKING GUIDE FOR WRITTEN TASK 201
APPENDIX E: INSTRUCTION MANUAL
APPENDIX F: LESSON OBSERVATION GUIDE

APPENDIX G: AUTHORIZATION LETTER	207
APPENDIX H: RESEARCH LICENSE	208
APPENDIX I: MAP OF STUDY AREA	209
APPENDIX J: TABLE FOR SAMPLE SIZES	210
APPENDIX K: EXTRACTS FOR STUDENTS COMPOSITIONS	211
APPENDIX L: PLAGIARISM REPORT	215
APPENDIX M: ANTI-PLAGIARISM CERTIFICATE	216

# LIST OF TABLES

Table 1.1:	Candidates Performance in English Language (101) 2014 - 2017 in Kenya
Table 3.1:	Single Sex Public Extra County Secondary Schools in the Six Countries
Table 3. 2:	Summary of Research Objectives and Statistical Tests of the study 111
Table 4.1:	Summary of Student Respondents for Process and Product Approaches 115
Table 4.2: I	Independent Samples t-test on Students' Process Approach Pre-test scores 119
Table 4. 3:	Independent Samples t-test on Students' Process Approach Post test 120
Table 4. 4:	Independent Sample T-test on Students' Product Approach Pre-test Scores124
Table 4.5: I	Independent Sample t-test on students' Product Approach Post-test Scores 125
Table 4.6: A	Analysis of Variance of Post Test in Process Approach
	Tukey HSD Post –Hoc Multiple Comparisons Test Results of Process Post- 129
Table 4. 8:	Analysis of Variance of Posttest Product Approach
	Tukey HSD Post-Hoc Multiple Comparisons Test Results of Product Post- 131
Table 4.10Process andTable 4.11	<ul> <li>Descriptive Statistics of Comparison of Pre-test and Post test Scores of Product Approaches</li></ul>
Table 4.12:	
Table 4.13 Techniques	: Descriptive Statistics Showing Means and Standard Deviation of used in Process Approach
	: Descriptive Statistics Showing Frequencies and Percentages of Techniques duct Approach
Table 4. 15 Product Ap	: Descriptive Statistics Showing Means and Standard Deviation of proach Techniques

# LIST OF FIGURES

Figure 1. 1:	Conceptual Framework of the Study2	5
Figure 3. 1:	Solomon Four-Group Design	3
Figure 4. 1:	Observed Strategies of Teaching Writing Skills in the Process Approach	7
Figure 4. 2:	Observed Strategies of Teaching Writing Skills in the Product Approach	0
Figure 5. 1:	Conceptual Model for Process Approach to Writing Skills	7

# ABBREVIATIONS AND ACRONYMS

BECF	Basic Education Curriculum Framework	
CBC	Competency Based Curriculum	
CLAQWA Cognitive Level and Quality Writing Asse		
<b>EFL</b> English as a Foreign Language		
ESL English as a Second Language		
MT Mother Tongue		
<b>KCPE</b> Kenya Certificate of Primary Education		
<b>KCSE</b> Kenya Certificate of Secondary Education		
<b>KIE</b> Kenya Institute of Education		
KICD	Kenya Institute of Curriculum Development	
KNEC	Kenya National Examination Council	
SDG	Sustainable Development Goal	
L1	First Language	
L2	Second Language	
NES	Native English Speaker	
SFL	Systemic Functional Linguistics	
HSD	Honestly Significant Difference	

# CHAPTER ONE INTRODUCTION TO THE STUDY

# 1.0 Introduction

Writing in English language can be taught using the process approach, product approach, a combination of the two or other approaches. The process approach is a method of teaching writing that emphasizes the skills that learners can develop at different writing stages to facilitate their writing which includes five stages of writing that are; pre-writing, first draft composing, feedback, second draft writing and proofreading. The product approach on the other hand is a method of teaching writing that stresses on the finished text or a written composition without errors. Whether Kenyan teachers use the process or the product approach has not been adequately researched and documented. It is important that a comparison of the effect of process and product approaches to teaching writing skills in English language is done to establish their efficacy.

### 1.1 Background to the Study

Out of 4,000 to 5,000 living languages, the English language holds a major position on the planet. After the Chinese language, it is the second most widely spoken mother tongue (MT). It is spoken as a second language (SL) by 250 million people worldwide, and it is the official language of one-sixth of the world's population (Groenewegen, 2008). It is also the world's lingua franca and the preeminent language of international communication among individuals of many linguistic, geographical, social, and religious origins (Sure & Webb, 2000). As a result, those who master English prosper academically, socially, and professionally. The majority of studies demonstrate that writing groups increasingly understand the value of writing in English. The National Public Opinion Survey, conducted in 2007, according to the National Assessment for Educational Projects (NAEP), the American public wants writing to be taught in schools early and regularly (Teal et al, 2007). The findings demonstrated that there is a greater need than ever before to be able to write well, and that learning to write well is a precursor to learning to communicate successfully. The study also found that the majority of Americans believe that learning to write well will help pupils perform better in all disciplines and enhance their standardized test scores. These findings highlight the significance of improving pupils' writing abilities.

Teaching students to write played a central role in education in many historical periods, from ancient Greek times through the 19th century (Murphy, 1990). Indeed, writing well was once a central goal of education in both Europe and the United States. However, what is valued in writing, and thus the focus of writing instruction, has changed over the years. For example, in the 18th and 19th century British Empire, the teaching of writing was seen as an important way to instill moral values. Although writing instruction played prominent role in U.S schools during the 19th century, by the 20th century it was already on the wane (Murphy, 1990). It is possible, though, that writing instruction will regain some of its earlier prominence as a result of the acknowledgement that writing difficulties are occurring across the nation.

Modern writing instruction in the United States recognizes that students need to write clearly for a wide variety of real-life purposes. Thus flexibility is now perhaps the most prized goal of writing instruction because the fully proficient writer can adapt to different contexts, formats, and purposes for writing. Most contexts of life (school, workplace, community) call for writing skills, and each context makes overlapping but not identical demands. Proficient writers can adapt their writing to its context. Writing is also produced in different formats, such as sentences, lists, outlines, paragraphs, essays, letters and books. Proficient writers can flexibly move among most, if not all, of these formats. They are also able to move among purposes that range from writing solely for themselves to communicating with an external audience.

In the United States (US) and United Kingdom (UK), the discipline of writing has long struggled in the face of patronization and marginalization, for a place at the table in Higher Education. Shirley Geok-lim Lin (2003:154) says that writing is everywhere in English departments but hardly visible as a disciplinary component of the profession. Harper (2007) argues that the primary epistemological ammunition for writing in the academy must be the declaration of a viable and systemic pedagogy to address the key differences in theory, practice and pedagogy of writing. In the 1970s writing programs in British Higher Education had already taken root at polytechnic institutions and adult education courses (Arvon Foundation, 2006). After incubation period, by the late 1980s and 1990s both graduate and under graduate writing courses, modules and programs began to dot the British university landscape in larger numbers (Holland, 2003:8). Holland notes that in Britain, more universities are still developing writing courses. As these courses spread across the UK, there was and continues to be a parallel rise in courses in writing offered by community centres, primary and secondary schools. Moreover, Harper (2007) observes that there has been a gradual shift from a cultural context in which the few provided works of writing to the many, to one in which the many want to experience the learning of writing".

According to Tan, Emerson, and White (2006), a weak command of English, including ESL writing, causes anxiety among Malaysian students since it prevents efficient communication in a globalized society. Students' inability to write in English

as a second language (ESL) is a persistent threat to their academic success and has a negative impact on their professional advancement (Tan, Emerson, & White, 2006). As a result, pupils with poor writing skills may find themselves unable to secure job prospects for which they are otherwise competent. Writing was rated as the most successful talent among the four language skills of high-stakes Malaysian exam takers in elementary and secondary school, as well as pre-university levels (Ministry of Education Malaysia [MOE], 2015). In 2008, another study done by Wong (2010) on Undergraduates in one of the public universities were taught English for Academic Purposes (EAP) by ESL teachers from the School of Language Studies and Linguistics, who revealed that the undergraduates were primarily deficient in ESL writing. Furthermore, most pre-service instructors believe that learning ESL writing is more challenging than learning ESL reading (Wong, 2010). Furthermore, public university pre-service instructors are considered as unduly reliant on their lecturers as sources of information and as lacking in autonomy in ESL writing (Thang, 2010).

The aforementioned findings have a twofold impact on the problem of ESL writing instruction: future teachers' writing pedagogies are in question, and students' writing proficiency is also in question. Writing is a difficult literacy for Malaysian ESL students to learn (Tan et al., 2006). In a similar vein, Mansor (2007) stated that inadequate ESL writing abilities cause students at the postsecondary level to struggle with institutional literacy standards. Malaysian students, even undergraduates, are generally passive learners who rely heavily on their lecturers as the primary source of information in their learning process (Razali, 2013). Lessons are often teacher-centered at first because, according to Tan (2006), Malaysian examination-oriented education emphasizes the use of drilling, memorization, and rote learning, which discourages students from learning independently. As a result, students have no sense

of ownership over their work. He bemoaned the fact that students with poor writing skills flourish over time, and this is a frequent sight in Malaysian classrooms of all levels of education. In other words, ESL writing challenges appear to be troubling not only students but even in-service teachers (Tan, 2006).

Writing is one of the most crucial abilities for ESL students to practice in order to improve their efforts to learn the target language and improve their L2 proficiency (Alqurashi, 2015). Writing well comprises the capacity to communicate thoughts and information using written language that is clear, accurate, and acceptable (Hashim, 2011). Teaching writing skills in ESL classes is important not just for enhancing educational achievements, but also for preparing students to deal with the communicative demands of everyday life (Ismail, 2011). As a result, excellent writing skills are required. Writing, according to Littlewood (2014), is essential for efficient workplace communication. Furthermore, Mwodumogu and Unwaha (2013) argue that the necessity of guaranteeing learners' writing proficiency cannot be understated in the global economy and in an increasingly demanding world of literacy. This causes teachers to be concerned about how they can assist students in becoming better writers.

Adeyemi (2009) also looked into the different techniques to teaching English composition writing in Botswana Junior Secondary School. The findings revealed that most teachers teach composition writing using a product-oriented approach, which contributed significantly to students' poor development of writing skills, such as incorrect spelling and punctuation, a lack of organization and vocabulary, and an inability to compose and communicate effectively in writing. Employers complain that most of the university and secondary graduates they employ cannot express themselves in English, necessitating them to be trained on the basic communication skills in writing, according to Ngwiri (Saturday Nation, March 8, 2014) in his article "why general command of English among the youth has gone to the dogs." He relates this fall to 'sheng,' which he believes has played a significant role in the erosion of spoken English and has severely hampered writing abilities. Due to the prevalence of online apps such as short messaging service, twitter, Facebook, and Whatsapp, he also claims that the usage of social media has harmed the quality of written English. As a result, in communication, convenience and shortness have taken precedence above precision. He points out that Kenyans rarely read unless it is for an exam, which has stifled the hunt for knowledge and writing abilities. He notes that there exists a strong positive relationship between writing skills and quality text production and therefore advocates for improved writing skills of learners through better pedagogical approaches.

English is taught as a second language, official language, and language of instruction in Kenyan schools, colleges, and institutions (KIE, 2006). Writing is used to evaluate students' progress in English and other areas (KIE, 2006). Writing, for example, is one of the language skills that enable learners to think critically and creatively (which is also one of the core competencies in the Competency-Based Curriculum (CBC) as the learner responds to academic discipline, according to the Kenya Certificate of Secondary Education School Curriculum by the Kenya Institute of Education (KIE), now the Kenya Institute of Curriculum Development (KICD). Writing is a lifelong activity and an important aspect of human growth with benefits that extend beyond the classroom (BECF, 2017). In Kenya, English Language secondary school curriculum, there are four language skills that must be taught. Listening, speaking, reading, and writing are the four skills. Writing ability is an important instrument for learning and assessing students in the classroom, according to the English syllabus (K.I.E, 2002). Writing is used by students to explain what they have learned. Written language accounts for a significant portion of the total mark for English language, and indeed for other subjects in Kenyan schools, when it comes to the pass/fail criterion for students (K.I.E 2002). As a result, English composition is an important aspect of the English curriculum in Kenya (Kochung, 2012). In addition, writing also influences personal development and relations with other people. This shows the value placed on writer's language which means that learners must have adequate skills in written language in order to pass and ultimately secure employment (Indira, Michelle & Harsha, 2011). Writing is a critical component of literacy that is necessary for kids' empowerment; hence it is critical that they develop adequate writing skills.

According to the Kenyan Secondary English Language Syllabus (K.I.E, 2002), the goal of secondary school writing instruction is for students to: use correct spelling, punctuation, and paragraphing; correctly use a variety of sentence structures and vocabulary; communicate appropriately in functional and creative writing; write neatly and effectively; use correct grammatical and forms of English in written English; and think creatively and critically (Gathumbi & Masembe, 2005). However, English language learners in Kenya encounter writing challenges such as text organization issues, which include the incapacity to plan, arrange, rewrite, and edit the produced content, as well as linguistic issues. Failure to recall spelling, punctuation, and grammatical norms, as well as a lack of sequential arrangement of ideas and difficulty adopting a writing style, are all issues that learners experience. It therefore

means that they need assistance to help them overcome these writing difficulties, which can be done through the use of effective writing approaches that language teachers can employ.

Consequently, quality education should develop learners through recognition of skills, individual talents and creativity through realization of learning achievement expected using appropriate approaches. Quality education should also apply the best practices to promote sustainable development and provide inclusive and equitable quality learning opportunities for all. The 4<sup>th</sup> Sustainable Development Goal (SDG) on quality education ensures inclusive and equitable quality education to promote lifelong learning opportunities for all, the National goals of Education and Vision 2030 that aims at providing high quality of life to all can be achieved through quality education to be delivered using appropriate approaches. Teaching approaches are the means that reflect the success of the learner (Mackatiani, 2017; Kangáhi, et al, 2012). They significantly influence learning achievement because appropriate approaches facilitate academic performance while inappropriate approaches constrain academic performance.

Kadmiry (2021) did a research on Moraccan EFL students writing approaches using process and product approaches. The findings indicated that process oriented approach was more effective in improving EFL writing than the product approach. Khaki & Tabrizi (2021) investigated process-product approaches in writing and possible effects of teachers' direct and indirect corrective feedback using a case study. The findings showed that process with direct feedback was more effective than with indirect corrective feedback. On the other hand, Listyani (2018) studied process writing to teach academic writing and the findings showed that process writing was effective to teach academic writing. It can be used to teach any level of education provided the teachers adjust the material and level of difficulty for the learners.

Murunga (2013) noted that writing is a technical talent that cannot be learned by accident but rather through instruction that necessitates techniques and teaching strategies that can help learners enhance their writing abilities. However, learning to write well is a problem for a significant number of students in Kenyan secondary schools which has been partly blamed on methods used in teaching and learning of writing skills in English language (Koross 2013; KNEC; 2013; KNEC, 2017). Despite the importance of writing in the school curriculum, pupils continue to struggle with writing competency, and their writing performance remains unsatisfactory, according to the Kenya National Examination Council's (KNEC, 2017) English language reports. Paper 3 was appropriately presented, according to the assessment, with the language being appropriate for the candidates. However, candidates continued to perform poorly in the paper as shown in Table 1.1 below. It was reported that the major weaknesses were inadequate composition writing skills evidenced by candidates' inability to plan their essays, organizational skills, inadequate mastery of the mechanics of writing, poor interpretative and critical thinking skills, creativity, originality and inability to communicate in writing. This has had a significant impact on mean scores not only in composition writing (English paper 3), but also in English as a subject and learners' overall performance.

	IXC.	пуа			
Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
	1		60	29.02(48.37%)	8.80
2014	2	400 400	80	28.7(35.88%)	11.26
2014	3	482,499	60	19.97(33.28%)	6.3
	overall		200	77.68(38.84%)	24.28
	1		60	29.37(48.95%)	8.28
2015	2		80	31.86(39.8%)	12.43
2015	3	525,621	60	19.35(32.25%)	6.13
	overall		200	80.58(40.29%)	24.40
	1		60	29.15(48.58%)	8.15
2016	2		80	20.39(25.49%)	10.86
2016	3	571,644	60	18.52(30.86%)	5.23
	overall		200	68.06(40.29%)	22.03
	1		60	25.89(43.30%)	7.12
2017	2	(10004	80	28.24(35.30%)	11.73
2017	2 3	610084	60	19.42(32.37%)	5.93
	overall		200	73.55(40.29%)	22.57

Table 1.1: Candidates Performance in English Language (101) 2014 - 2017 in<br/>Kenya

# Source: KNEC Report (2017)

Listening, speaking, reading, and writing are the four fundamental skills of language. Writing has traditionally been regarded as one of the four skills that contribute to students' academic success (Asma & Fatima, 2018). Therefore ESL writing skills are the core of language learning. Good ESL writing is the main concern for teachers, researchers, textbook writers and program designers in the field of English Language Teaching, but crafting a text for most ESL students is difficult because the writing process calls for a wide range of strategies of which ESL students are unaware (Luchini, 2010).

It is important to note that there are three major ESL writing approaches; process, product and genre (Harmer, 2010; Hyland 2003). In this study, the first two will be of interest. The finished result takes precedence over the process of learning to develop the product under the product approach (Christmas, 2011), where success is assessed

by how well-structured and grammatically correct writing is. Because of the emphasis on linguistic forms in the product approach, students rarely develop the abilities needed to create and shape their work. On the other hand, the process approach concentrates on the various stages of writing, such as planning, drafting, revising, and editing (Harmer, 2010). The goal of the process writing method is to create performance-enhancing process-oriented writing training. Teachers frequently arrange appropriate classroom activities to enhance the acquisition of certain writing abilities at each stage of the writing process (Ur, 2015). Nevertheless, learning to write freely requires teaching approaches that are effective in improving students' writing skills.

Notably, little mastery of writing skills impedes the acquisition of skills and knowledge for other subjects in the school curriculum (KNEC, 2013). Therefore, considering the need to improve learners' proficiency in writing skills mostly taught through the use of two common approaches of process and product, it becomes necessary to compare the effects of the two approaches to teaching writing skills in secondary schools in Kenya in trying to address learners' writing problems in English language.

# **1.2 Statement of the Problem**

The teaching of writing skills using an appropriate approach will influence the mastery of the skills. An effective text must be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics. Writing in English as a second language should be a concern for teachers, researchers, and program designers as noted by (KNEC 2017) report on English paper 3 that examines writing skills. In its concluding remarks, the council noted that performance in English paper 3 remains poor. There is a lot to be done in the area of composition writing skills to ensure that learners master their texts

well to communicate in written language efficiently and effectively in both formal and informal situations. Writing, on the other hand, is sometimes viewed as merely a component of teaching and learning grammar and syntax, resulting in an underestimation of its nature, significance and growth. Therefore, the development of writing skills draws considerable attention for its learning and teaching, which means that teachers must use appropriate pedagogical approaches to teach writing that conforms to the learners learning styles and their needs to enable them develop a personal approach to writing.

However, students do not learn writing effectively because not much of classroom time is devoted to it so that they are prepared to effectively communicate in real life as well as in academic situations (Kwan & Yunus, 2014; Maarof et al, 2011). To learn to produce a well-thought-out piece of writing, a specific writing approach must be in place in order to meet the needs of the learners. Teaching writing strategies is important in helping students improve their writing skills and the ability to handle writing difficulties. Teachers rarely dwell on writing instruction; much of their time is spent marking and proofreading students' written assignments that often leads to writing anxiety and poor writing skills (Muhammad, 2016).

Because writing plays such an important role in English language learning, a number of scholars have worked to improve writing training approaches. For example, Odima (2015) investigated the use of process approach to teaching writing skills. He used questionnaires and observed lessons in the classroom. He found that most teachers use lecture method and recommended the use of more effective approaches to teach writing skills such as the process approach but did not show how process approach is deemed effective. (Kwan & Yunus, 2014; Maarof et al, 2011) note that many educators forego process-based approach regardless of the educational levels and the students' needs. Yet it is seen to be more effective than the product approach that disregards strategies, techniques and processes involved in writing which leads students to follow a number of fixed patterns (Sarhadi, 2015), and apparently students are lacking proficiency in English language writing skills. But when writing skills are taught using an effective approach, a positive effect will be created on students' writing performance. Therefore, this study was set out to compare the effects of process and product approaches to writing skills in English language within selected secondary schools to determine their effectiveness and to help answer the question "why students have poor writing skills in English language in secondary schools in Kenya?

#### **1.3 Purpose of the Study**

The purpose of this quasi-experimental study was to compare the effects of process and product approaches to teaching English Language writing skills on students' performance within selected secondary schools in Kenya.

# 1.4 Objectives of the Study

The objectives of the study were:

- To determine the students' performance in the writing test before and after instruction using the process approach to writing skills in English language within selected secondary schools in Kenya.
- 2. To analyze the effect of process approach to writing skills on students' performance in the writing test in English language within selected secondary schools in Kenya.

- 3. To determine the students' performance in the writing test before and after instruction using the product approach to writing skills in English language within selected secondary schools in Kenya.
- 4. To analyze the effect of product approach to writing skills on students' performance in the writing test in English language within selected secondary schools in Kenya.
- 5. To compare performance of students taught using the process and product approaches to writing skills in English language within selected secondary schools in Kenya.
- 6. To propose a conceptual model for the best approach to teaching English language writing skills in secondary schools in Kenya.

### 1.5 Hypotheses for the Study

The study sought to test the following null hypotheses:

**HO1**. There is no statistically significant difference in students' performance in the writing test in English language between the process approach control and experimental groups within selected secondary schools in Kenya.

**HO2**. There is no statistically significant difference in students' performance in the writing test in English language between the product approach control and experimental groups within selected secondary schools in Kenya.

**HO3.** There is no statistically significant difference in students' performance in the writing test in English language between students taught using the process and product approaches to writing skills within selected secondary schools in Kenya.

### **1.6 Justification of the Study**

The need to acquire insight into the phenomena of the extent to which process and product approaches to writing skills increase the learner's writing performance in English language in secondary school prompted the conduct of this study. Previous KNEC examination results reports, as indicated in the declaration of the problem, confirm that there is a general drop in composition writing performance in the English language (KNEC report, 2014; 2015; 2016; 2017). Among the other language skills, composition writing is performed poorly. This necessitated the research in order to propose viable remedies to the problem, with a focus on the regularly utilized process and product approaches to writing skills in English among Kenyan secondary school pupils. Learners should be able to write neatly and legibly, convey ideas logically and coherently, develop and maintain ideas to the needed depth, use a wide range of vocabulary, and correct sentence structures, according to the Kenya secondary school English language writing syllabus (K.I.E 2006).

While some empirical studies explore writing approaches (Wanjala, 2016; Ogada, 2012; Kemboi, 2014; Eyinda & Shariff, 2010; Okwara, 2012; Kochung, 2012; Odima, 2015) little is mentioned regarding which approach between process and product effectively enhances learners' English language writing skills, since the two approaches are commonly used to teach writing skills. These studies have been methodologically limited with hardly any comparisons made. Odima (2016), for example, looked into the usage of the process approach in teaching writing skills and found that most teachers find it challenging to teach writing using this method. Since they found teaching writing using the process approach difficult, an alternative approach would be better. Similarly, Onchera & Manyasi (2013) focused on strategies teachers use to help alleviate poor performance in English writing. They found out

that teachers were using ineffective instruction strategies in writing and did not vary them; they commonly used discussion, repetition and guided writing. It would have been better to have alternative effective strategies through empirical investigation.

This study was conducted in six counties namely: Bungoma, Busia, Kakamega, Vihiga, Uasin Gishu and Transnzoia in extra county public single sex secondary schools. These counties form part of the western region of Kenya. The reason for choice of these counties was the fact that schools needed to be far apart to avoid contamination of study participants because teachers were likely to meet and share their experiences. Also the schools that were selected had similar school environments because they were extra county public single sex secondary schools. These types of schools were used because learners were of comparable academic ability since their KCPE scores range between 350 to 390 marks used for their placement and the fact that they are drawn from all parts of Kenya. This helped to control two extraneous variables: type of school and school environment. The study was justified to analyze the realities of process and product approaches concerning their effect on learners' writing skills in secondary schools in Kenya. Such existing knowledge, methodological and contextual stressed in the literature in the context of process and product approaches to writing skills justified conducting this study to deepen an understanding of the effect of process and product approaches to writing skills to enhance learners' writing performance in the context of selected secondary schools in Kenya.

### 1.7 Significance of the Study

This research was intended to make a significant contribution by expanding our knowledge of the two commonly used approaches to writing skills in English language in secondary schools by providing answers to the research question, "comparison of process and product approaches effect on students' performance in English language writing skills in the context of selected secondary schools in Kenya." Specifically, the theoretical and practical knowledge will benefit students, teachers of English language, policy makers and curriculum developers in contributing towards greater realization of the need to resolve perennial problems inherent in English language reflected through poor performance and ineffective instructional approaches in teaching writing skills. This will help achieve the desired policy goals through its successful implementation. The study findings will help English language teachers in enhancing students' academic performance in terms of writing and also add to the stock of literature while at the same time encourage further research in the use of innovative practices in teaching writing skills in English language.

#### **1.8 The Scope of the Study**

This study sought to analyze the comparison of the effect of process and product approaches to writing skills in English language in selected secondary schools in Kenya. The concept of process approach included the five stages of writing for instance: pre-writing, first draft composing, feedback, second draft writing and proofreading. The concept of product approach consisted of the finished text (the product) which was a written composition without errors. To gain this insight the aspects that were assessed in the two approaches were: the overall evaluation of writing that consisted of the topic, main idea, audience and purpose; organization and development that will include opening, coherence, paragraphing and closing; reasoning and consistency, language and aspects of style, and finally grammar and mechanics. Quantitative research methods were be used to collect and analyze data by use of t-test and ANOVA and data was collected using a written task (Appendix C) and assessed on a five point likert scale of each aspect shown in (Appendix D) and classroom observations of writing lessons taught using process and product approaches whose features were assessed on a five point likert scale shown in (Appendix F). The study was carried out in public extra county single sex secondary schools in part of the western region of Kenya that comprised six counties namely: Kakamega, Bungoma, Busia, Vihiga, Transnzoia and Uasin Gishu. These counties were selected because there was need to keep schools far apart to avoid contamination of participants and also the findings can be transferable to other regions with similar contexts to enhance learners' academic performance.

### **1.9 Limitations of the Study**

The short period of time during which students were exposed to the process and product approaches to writing skills was a limitation. This study was limited to comparing learners' performance in writing skills in English language instructed using the product and process approaches yet there are other approaches that can be used to teach writing skills. The groups that were used were not equivalent on extraneous variables such as learner and teacher characteristics and classroom environment therefore biases might have been present, although when an experimental study is done to estimate population parameters with sample statistics, there are errors between them which are random and are unpredictable and therefore have null expected value. The observations in the classroom were confined to the educational levels and experience of the teachers. Teachers with at least five years of experience teaching English language in form three classrooms were employed in the study to ensure a balanced objective representation of English teachers.

### 1.10 Assumptions of the Study

It was assumed that teachers of English would cooperate and follow the suggested teaching approach as tutored and not discuss with other teachers from within or without and that the students and the English language teachers would willingly take part in the study. It was also assumed that the process and product approaches have a dynamic influence on writing skills in English language and that teachers have competence in using them. In the product approach, students are supposed to produce the correct textual form that conforms to the form provided by their teacher. In the process approach, students are led through the various stages of the writing process to construct and deconstruct texts. It was assumed that the information and responses given by the respondents would be honest and accurate to enable comparison of learners' performance in the writing test after being taught using the process or the product approaches. The findings of the study were expected to contribute to good improvements in the English language and education in general, as they would be used to improve teaching and learning processes in order to increase academic achievement.

### 1.11 Theoretical Framework of the Study

This study was based on the Systemic Functional Linguistic Theory (SFL) proposed by Halliday (1978; 2004). Halliday claims that language occurs in social contexts as an interactive and meaningful act. He regards language as a tool for expressing meaning and advices writers to choose particular linguistic items which can match particular social contexts. The systemic functional theory focuses on developing learners' language meta-linguistic understanding of the interrelation among form, meaning and context. This study was conducted within a post positivist paradigm with a systemic functional view of learning where language is regarded as a tool for expressing meaning in social contexts. The systemic functional linguistic theory focuses on developing language learners' meta-linguistic understanding of the interrelation among form, meaning and context. Learners should adjust to materials used in their learning as well as their learning practices. This would help learners to independently apply such knowledge to effectively navigate literacy practices in critical construction and deconstruction of discourses. The theory also supports students in their internalization of language knowledge from both open educational resources and traditional textbooks while also enabling them to use materials flexibly instead of passively following along with the content in the mandatory textbook.

Halliday (1978) theorizes that the context of language use serves as the essential influence on the construction of meaning. Language users comprehend linguistic interactions in relation to both the context of culture with regards to the history, ideology and value systems of a culture and the more immediate context of situation or environment of the text (Halliday & Hasan, 1989). Guided by these contextual factors, language users draw on a range of possible choices to make meaning, rather than simply adhere to grammatical rules. Halliday further contends that language has three essential meta-functions that work together to bring meaning to text: the ideational, interpersonal, and the textual. The ideational meta-function concerns itself with textual content namely; the linguistic representation of the world and construal of the theory of human experience. Ideational meta-function is distinguished as "what is going on in the world, and who does what, with or to whom, and where". The interpersonal meta-function facilitates the ideational and textual meta-functions by organizing messages in unified and coherent ways. Working together, these three meta-functions bring meaning to texts.

Within specific social situations and contexts, language's three meta-functions are realized as register defined as the level and style of a piece of writing or speech that is usually appropriate to the situation that it is used in. Register corresponds broadly to what is being presented, who is involved, and how it is being presented (Eggins, 2004; Halliday, 1978). Specifically, the field of situation has to do with what happens in a text (the processes), who or what is involved in these happenings (the participants) and the linguistic markers that indicate where, how or when events take place (the circumstances). SFL explains how languages function rather than just their forms. It is a well-developed theory with applications to teaching second languages that is founded on careful study of real language of individuals, with experienced practitioners eager to select what makes teaching effective from it. Multiplicity of purposes, influence of context on content and language patterns, relation of grammar to meaning, flow of information, and differences between writing and speech that influence punctuation and phrase are five concepts that can be applied to education to demonstrate its potential.

Writing typically begins with the purpose for writing, which depends on the audience and a particular situation. SFL frequently depicts this reliance by sketching a succession of smaller circles within larger circles. The outer circle, for example, depicts the context, which influences what, how, and why someone would want to communicate, and the settings that involve language users, their assumptions and goals, their interactions with one another, and their meanings. This, in turn, influences vocabulary choices in grammatical structures, as well as the physical expression of words, their shapes, and their order in the innermost circle. As a result, SFL theory recognizes that people communicate for a variety of reasons, and language serves three meta-functions of language: expressing ideas, enacting social interactions, and creating distinctive discourses, all of which influence content and form. The right sort of language is determined by the specific context, which includes the subject matter, the relationships between the speaker and listener or writer, their intentions, and the type of text. The expectations for content, its arrangement, vocabulary, and suitable grammar choices can all be explicitly articulated and then taught once the context has been identified. When requirements are taught explicitly, students without a wide background in reading can learn them, giving them an opportunity to catch up because they cannot succeed without them.

Moreover, sentences use appropriate words for what SFL calls participants, processes, and circumstances. As a result, SFL theory recognizes that people communicate for a variety of reasons, and language serves three meta-functions of language: expressing ideas, enacting social interactions, and creating distinctive discourses, all of which influence content and form. The right sort of language is determined by the specific context, which includes the subject matter, the relationships between the speaker and listener or writer, their intentions, and the type of text. The expectations for content, its arrangement, vocabulary, and suitable grammar choices can all be explicitly articulated and then taught once the context has been identified. English word order indicates grammatical structure and creates a flow of information. To learn to control the order of information, students can trace the beginning of sentences. Understanding the purpose of sentence beginnings is more valuable to writers than blindly following a guideline to vary sentence beginnings without consideration to meaning or readability; students must learn it through specific instruction. Writers who want to be taken seriously must meet the expectations of their readers, who, at the very least unconsciously, expect differences in writing that must be full enough to stand alone if the writer is unavailable to elaborate or answer queries. When students recognize this

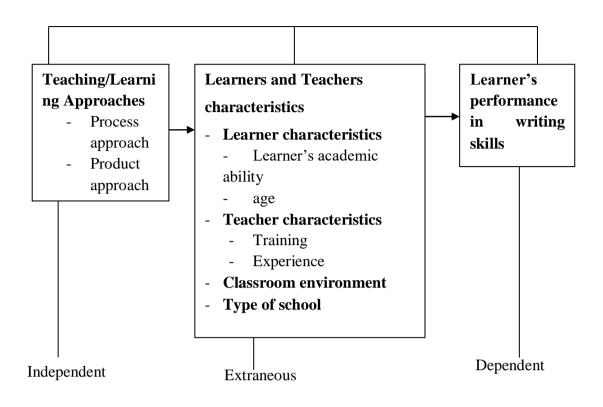
distinction, they realize that they must fully develop their written thoughts, which necessitates the use of repetitions, transitions, and other cohesiveness devices (Halliday & Hasan, 1989).

There are several ways to approach writing in the classroom. But the best practice will depend on the type of student, the text type being studied, the school system and many other factors. However, certain genres lend themselves more favorably to one approach more than the other. The two popular approaches to teaching writing are process and product approaches (Eggins, 2004; Halliday, 1989). Students are encouraged to imitate a model text, which is usually offered and examined at an early stage, under the product approach. Model texts are read and features of the genre are highlighted, which consists of controlled practice of the highlighted features usually in isolation. This approach favors the organization of ideas as more important than the ideas themselves and as important as the control of language. At the end students choose from a choice of comparable writing tasks, and individually, they use the skills, structures and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language.

The process approach on the other hand tends to focus more on the varied classroom activities which promote the development of language use by generating ideas through brainstorming and discussion, but the teacher remains in the background only providing language support if required so as not to inhibit students in the production of ideas. Students judge the quality and usefulness of ideas by organizing them into a hierarchical relationship which helps to structure texts. Students then write first drafts in pairs or groups, read each other's work and respond as readers. This helps the students to develop an awareness of the fact that a writer should produce something to be read by someone else and therefore can improve their own drafts based on peer feedback. Notably, writing involves cognitive skills, psycholinguistic, psychomotor, social cultural and affective variables, and therefore, writers should be predisposed to a number of vast knowledge expressed in terms of the content knowledge of what they are writing about and the context knowledge with regard to the social context of what they are writing about. Writing is significant for accountability in standardized assessments across the school curriculum (Akinyenye, 2012). Writing plays a significant role in the learning of language. It is a tool for creation and expression of ideas. It is also a means of consolidation of linguistic structures for interactive communication (Isleem, 2012). It is through writing that learners develop critical skills like innovation, creativity and self-expression essential for academic success. However, the approach to writing that is optimal for all teaching situations is better, therefore this study compared the effects of process and product approaches to writing skills in English language to find out which approach yields better results in helping secondary school students deal with their writing difficulties.

# 1.12 Conceptual Framework of the Study

Teaching and learning is a dynamic process and has inputs and output. Greater achievement is realized when the most appropriate strategy is used in teaching and learning process. Learners are expected to construct meanings from input by processing it through existing cognitive structures and then retain it in long term memory. Arising from this statement, process and product approaches were incorporated in teaching of English writing skills in class as input. These approaches (process and product) were assumed to yield meaningful learning (output). The conceptual framework was represented diagrammatically as:



# Figure 1.1: Conceptual Framework of the study

Process and product teaching approaches are consistent with systemic functional theory in its dimension of learning since it recognizes that people communicate to express ideas, to enact social relations and to create specific discourses and that language accomplishes these; what SFL calls three meta-functions of language. Hypothetically, the process and product approaches influence achievement in writing skills directly or indirectly through interaction with learner and teacher characteristics as shown by the direction of the arrows in Figure 1.1. The direction of the arrows indicates the hypothesized direction of cause and effect relationship.

Control of extraneous variables was done by building them into the study and making them independent variables. The extraneous variables include: learner characteristics that includes their age and academic ability, teacher characteristics which includes their training and experience, and the other two extraneous variables, classroom environment and type of school. To control for type of school and classroom environment, one category of school that is public Extra County and single sex secondary schools was used in the study. Learners' age and academic ability was controlled by using the form three classes and involving one category of school that is, public Extra County single sex secondary schools. Majority of learners in these schools are of comparable academic ability as seen from their KCPE score (between 350 - 390 marks) that is used for placement in secondary school and the fact that they are drawn from all parts of Kenya. Learners' academic ability and age was controlled by selecting the form three classes. Form three students age in most cases lie between 16 - 18 years. However in the analysis, those with ages below 16 and those above 18 were treated as outliers and therefore were excluded from the analysis. Teachers' training and experience was controlled by using graduate teachers who have taught English language at form three for at least 5 years and above. Hypothetically, the process and product approaches influence achievement in writing skills directly or indirectly through interaction with learner and teacher characteristics as shown by the direction of the arrows in Figure 1.1. Teachers training and experience were extraneous variables because there were graduate, masters and PhD teachers of English that the researcher encountered. The strategies used by the masters and PhD teachers of English were expected to be higher than those of their counterparts with a bachelor's degree and therefore were not used in the study. In this study, the independent variables were process and product approaches to writing skills measured as teaching and the dependent variable was English language writing skills measured as a written composition with proper use of vocabulary, grammar, mechanics, cohesive devices and accuracy of language structures. In an ideal situation, teaching

of writing skills using the process or product approach affects learners' performance in writing skills.

# **1.13 Operational Definition of Terms**

Academic Performance: In this study it implies the students' average scores in the English writing test.

**Comparison** – In this study it means to examine or look for the difference between the process and product approaches to writing skills.

**Effect:** refers to the marked influence that the process and product approaches to teaching English language writing skills have on students' average scores in the written test.

**Experienced English Language Teachers**- in this study it refers to teachers of English who have a Bachelor's degree qualification and have taught English language in form three at secondary school for 5 years and above.

**Instruction-** In this study it refers to the process by which learners gain knowledge, understanding and develop skills in English language writing.

**Process approach**: In this study it refers to a method of teaching writing skills that emphasizes the five stages of writing: pre-writing, first draft composing, feedback, second draft writing and proof-reading to develop writing skills at different writing stages and facilitate learning.

**Product approach:** In this study it refers to a method of teaching writing skills that stresses on the finished text (the product) or a written composition without errors.

Western Region of Kenya: In this study it refers to Kakamega, Bungoma, Busia, Vihiga, Uasin Gishu and Transnzoia counties of Kenya that forms part of the western Region of Kenya administratively.

Writing skills: In this study they refer to organization and development skills (opening and closing, coherence, paragraph construction), vocabulary choice, sentence construction, grammar and mechanics, reasoning and consistency, and the overall writing requirements that include main idea, audience and purpose that students require to write proficiently.

# **1.14 Chapter Summary**

This chapter began with a brief explanation of the study background about the importance of writing skills for ESL students and the statement of the problem which states why there are poor writing skills in English language among secondary school students. The purpose of the study was therefore to compare the effect of process and product approaches to teaching writing skills in selected secondary schools in Kenya to help answer the question why students have poor writing skills in English language. The study ought to help in solving the perennial problems inherent in English language in the use of effective instructional approaches in teaching writing skills. Quantitative research methods were used to collect and analyze data and the participants were form three students and their teachers of English in selected public Extra County single sex secondary schools in western region of Kenya. The study was anchored on Michael Halliday's Systemic Functional Linguistics Theory (SFL).

# CHAPTER TWO LITERATURE REVIEW

#### **2.0 Introduction**

The purpose of this quasi-experimental study was to compare the effects of process and product approaches to teaching English language writing skills on students' performance within selected secondary schools of Kenya. The need for this study emerged from an extensive review of literature on studies previously done on process and product approaches to teaching writing skills in English language in other countries, hence the researcher's interest in Kenyan context.

# 2.1 English Language for Secondary Schools in Kenya

In Kenya, English Language is learnt and taught as a second language and official language as well as the language of instruction in secondary schools (KIE, 2006). The general objectives of teaching English cover the three domains of learning: knowledge, skills and attitudes. The teacher is expected to ensure that balance is maintained in the coverage of these three domains of learning (Otunga et al, 2011). The English language content at secondary school level is covered under four main knowledge areas: listening and speaking, grammar, reading and writing. The teaching of English uses the integrated approach where English language and literature are taught together so that literature provides a platform for students to practice language. The whole concept of integration in language teaching stems from the knowledge that language should be learnt holistically rather than in small and separate portions (Otunga et al, 2011). This allows the learner to appreciate language as a tool of communication and education.

The aim of integration was to enhance the use of literary content to teach English (Barasa, 2005). This policy has led to overloading of teachers and enhanced the bias of teachers of literature and not language. Literature has been watered down from a full subject to the study of a few texts which hardly encourages students to read extensively. Contemporary issues have been incorporated into the English syllabus because of the nature of English which is used to pass on varied messages and at the same time teach language skills and structures (KIE, 2006). This is a way of educating and enlightening learners and to help teachers use interesting and topical materials to teach language and literature. In this study, the writing skill was of interest to the researcher. Writing is introduced in form one by covering the basic writing skills required by learners and developed as learners advance at each level of learning. They are also taught in various forms of writing under functional and creative writing.

## 2.2 English Language Skills

English language has four basic skills: Listening, speaking, reading, and writing skills are frequently separated into two categories: receptive and productive. Reading and listening are referred to as receptive skills, but speaking and writing are productive abilities that require students to create their own language. In a language setting, all four skills are equally vital and interconnected (Harmer, 2011). According to Harmer, it is difficult to distinguish these four skills in real life because most language skills are preceded or followed by another skill. Traditional language instruction standards, on the other hand, divide the skills. The primary goal is to organize learning activities into some sort of order and to aid teachers in determining the purpose of their lessons and how to deliver them. The majority of English pupils Receptive skills like understanding grammar, reading English text, and listening to spoken English are easier to master than productive skills like speaking and writing.

Writing is a productive skill classified either as functional or creative writing (Harmer, 2011). This does not imply that speaking and writing are more difficult for them; however, in English language classrooms, students are primarily exposed to language items through grammatical drills, reading comprehension, and listening to teachers, rather than expressing their thoughts in writing and speaking.

One of the most significant abilities in learning a second language is the ability to write. The significance of being able to write in a second language has become clearer nowadays. As a result, alternative methods to writing emerged, such as the product and process approaches, which have been a source of concern for second language academics and instructors (Asma & Fatima, 2018). Moreover, ESL writing is one of the most important aspects of language teaching. Lee (2003) asserts that most business and technical writing in the world is done in a second language. Good ESL writing is the main concern for teachers, researchers, textbook writers and program designers in the field of English Language Teaching, but crafting a text for most ESL students is difficult because the writing process calls for a wide range of cognitive and linguistic strategies of which ESL students are mostly unaware (Luchini, 2010).

Writing is significant for accountability in standardized assessments across the school curriculum (Akinyenye, 2012). Writing plays a significant role in the learning of language. It is a tool for creation and expression of ideas. It is also a means of consolidation of linguistic structures for interactive communication (Isleem, 2012). It is through writing that learners develop critical skills like innovation, creativity and self-expression essential for academic success. It helps learners to use their target language to explore linguistic elements like grammar, idioms and vocabulary in their texts and with more writing opportunities to become better writers. Dornbrack & Atwood (2019) argue that writing activities in which learners are encouraged to

brainstorm ideas, to be innovative and to think critically cultivate cognitive development that is essential for successful learning and post-school life. The ability to organize thoughts and information through writing is a valuable skill for learning and post-school success.

Writing is a difficult skill for many students because it entails more than just stringing together phrases in grammatically acceptable and suitable language (Hadfield, 2008). When we talk, the audience is always present, and we always receive rapid feedback from the audience. However, writing is not necessarily intended for a live audience. Because there is no direct interaction between the writer and the readers, it necessitates a clear and comprehensive message. We convey our thoughts and ideas in an ordered manner through writing and great writing requires a mental process. When we write, we first integrate our thoughts and ideas, then arrange them in the form of sentences, and then order the phrases into a logical text (Hadfield, 2008). Drafting, organizing, editing, and revising are some of the sub-skills that develop from the mental process of writing. As a result, it appears that learners struggle more with writing abilities than listening, speaking, or reading. This means that learners should be assisted to master writing skills for effective communication.

Writing is a form of communication that allows students to put their feelings and ideas on paper to convey meaning through well-constructed texts in most advanced form, written expression can be as vivid as a work of art (Harmer, 2011; Hadfield, 2008). As students learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar and organization come together and grow together to help the student demonstrate more advanced writing skills. Writing explores ideas and feelings where the writer uses letters and words to reflect what is inside him/herself. In order to be understood, a piece of writing is to be written well and appropriately in form and content by using proper word structures and ideas in addition to good presentation. It is a process that makes one able to produce ideas, express oneself freely in an imaginative way. This requires practice, patience and persistence to learn and develop writing using relevant ideas and vocabulary appropriately and coherence of ideas without divergence by avoiding veering off. McMillan & Wyers (2007) say that "writing is a challenging and fulfilling activity. It brings about all your relevant knowledge and understanding of a topic in response to a particular task, which in the long run will enable students to gain skillfulness to use language and have better effective communication skills." Students must have the right skills to write, organize and structure their ideas and information to meet the requirements of the writing task. Roybal (2012) manifests the role of writing through demonstration that a key component of good writing is the use of critical thinking skills and without deeper levels of reflection and thinking writing becomes superficial, less interesting and harder to follow.

Writing is a valuable ability to have in both academic and non-academic settings. It's a skill that you'll have for the rest of your life (K.I.E, 2002). The following are some of the reasons why writing is vital, according to Indira et al, (2011). Within school, writing is used to manage activities, rules, conventions, teacher directions, announcements, and formal newsletters to parents, among other things. Writing denotes a highly regarded kind of discourse. This is because it facilitates the transfer from home to school and from oral to written communication. Writing is the primary media and mode of instruction for most students. In most examination systems, writing is the primary mode of examination. It reinforces previously learned oral and

reading skills through note-taking, ensuring that language objects are securely embedded in the learner's minds. Learners also practice writing formal documents that will be useful in the workplace and in life beyond school, particularly functional kinds of writing. It encourages students to improve their creativity and imagination, which is an important talent for composition writing (Indira et al, 2011). Clearly, the significance of writing ability cannot be overstated. This emphasizes the need of honing writing abilities, which are necessary for writing successful English compositions.

Teaching second or foreign language learning abilities in general and teaching writing in particular, has been the subject of discussion in education systems around the world for decades (Mevers, 2009). The efficacy of such a restricted manipulation led to the birth of a specialized teaching style known as the product-based approach, also known as "the controlled-to-free approach," "the text-based approach," and "the guided composition." However, in the 1970s, a paradigm shift from product to process happened in the field of writing. The idea that each piece of writing has its own history and growth path was the driving force behind this alteration. This relatively recent tendency in writing classes (process-based approach) emphasizes writing as a process rather than a result. Writing, on the other hand, is one of the language skills that allows a learner to respond to academic subject critically and creatively. It's a lifelong process and a component of personal growth with applications that go beyond the classroom (KICD 2006). To explain ideas coherently, a skilled writer must think in a clear and orderly manner. Writing, on the other hand, is a skill that requires students to plan and organize their imagination clearly and in sequential order to fulfill the essence of writing (Hoogereen & Van Gelderen, 2013). They do not produce multiple drafts of the essays, despite the fact that writing is a skill that requires students to plan and organize their imagination clearly and in sequential order to fulfill the essence of writing. Teaching writing, on the other hand, is more challenging than teaching and practicing other language abilities, according to (Akinwanide, 2012). Previous research has revealed that writing is a highly complicated cognitive process in which the writer must demonstrate simultaneous control of a variety of variables. It implies that the writer should plan the topic, format, sentence structure, language, punctuation, spelling, and concept formulation (Beriter & Scardamalia, 2013).

Nonetheless, everyone must be taught how to write (Aitchison, 2012); as a result, writing instruction and learning should be coordinated and accompanied by a determined effort on the part of the language instructor and a deliberate approach on the part of the students. The technical character of writing, as well as the requirement to use it to express a writer's thoughts in a logical and cohesive manner, necessitates that it be well-taught (Fortun, 2010). All of the other language macro skills are taught without serious challenges in how to coordinate ideas, thoughts, and the application of the mechanism, as is required in writing skill. So that the writing class does not become a cause of aggravation for both students and teachers, the teacher must make good arrangements. Students are presented with what is expected of them by written English conventions to express themselves at a much higher degree of grammatical accuracy and rhetorical order, and if care is not taken, they will get confused and bored with writing (Fortun, 2010). As a result, the teacher must determine which technique to take in order to encourage the students to cooperate.

Consequently, a number of Teacher Education intervention have focused on the provision of creativity and writing courses for teachers with the view that such experiential learning will enable teachers to become more effective writing teachers (Grainger et.al, 2005). However, the results have been tentative and more research is needed to establish a stronger link. There are a range of other interrelated variables and relationship that need to be given attention in order to gain a more holistic understanding of the challenges of teaching writing. Key elements that create or limit writing in the English classroom include the teachers' school writing histories, conceptualizations of imagination, classroom discourses and pedagogy among others (Grainger et.al, 2005; Bell, 2001). It is valuable to explore how these variables interact to create classroom sites of creative possibilities, impossibilities or limited possibilities.

However, researchers like Zampardo (2008) explains that the teacher who emphasizes and focuses on the writing skills makes students become efficient at generating and organizing creative ideas. If the teachers would be aware of the writing process, it would help in teaching appropriate strategies that would improve the writing abilities of students (Oberman & Kapka, 2001). Writing, on the other hand, is the hardest skill for second language learners to acquire (Sermsook et al, 2017). Written communicative abilities are essential for learning, whether in school, at business, or at home, because they provide a significant advantage in a world where people must continually learn new material (Durgnan, 2012). Writing is very important in our personal and academic lives since it makes information available and lasts a long time because a written mark can be read and reread multiple times. Writing is a method for generating ideas and consolidating the language system by applying it to communication goals in an interactive manner (Elashri, 2013). This exchange of information becomes a great tool for motivating and encouraging language writing skills growth. According to Abd-Alfatah (2013) and El-Bassuony (2017), ESL students have trouble preparing, drafting, modifying, and analyzing their papers. Furthermore, they are unable to produce error-free, coherent, and well-organized writing texts, which can be linked to a focus on teaching writing based on the formal components of written texts while ignoring the functional parts. The primary focus is on decontextualized drills and tasks (Abu Rass, 2015; E-Bassuony, 2017; Maxwell-Reid, 2014). As a result, even after finishing English classes in secondary school, many pupils are still unable to use English effectively for academic or real-life objectives, according to Mansour (2013). These difficulties emphasize the importance of writing while also urging the use of effective and diverse writing styles. Learning to write freely necessitates paying greater attention in ESL writing sessions and engaging students in a variety of authentic scenarios in order to develop their writing skills. It also necessitates the study of appropriate teaching methods to assist students in improving their writing abilities (Hasan & Akhand, 2010).

Apart from Meyers (2009), who noted that "using this technique, learners can establish a hierarchical relationship of concepts that assists them with the structure of their writings," teaching writing can be done utilizing the process and product approaches. In the sense that it allows students to explore and create their own personal approach to writing, a process-based approach is sometimes thought to be even more effective than a product-based one (Sutikno, 2008). Despite the benefits mentioned, the lack of a good model, which according to Torghabeh, Hashemi, and Ahmadi (2010) can partially relieve learners of the burden of content creation, can be seen as an important drawback to a process-based approach, in that it allows students to explore and develop their own personal approach to writing (Sutikno, 2008).

While the process-based method has gained popularity in ESL/EFL content, some writing teachers doubt its efficacy in teaching academic writing skills. Several ESL writing researchers (Lynne & Capelli, 2007; Naoroji, 2012, Ortenburgen, 2013) conducted studies on an alternative approach, namely mentor-text modeling, focusing on advanced and academic writing tasks designed to teach students how to write qualified pieces of writing in response to the process-based approach. Using this method of teaching writing, EFL/ESL students are taught how to mimic mentor text in order to acquire new ways to improve their writing skills. According to Naoroji (2012), mentor texts give students tangible examples of what teachers want them to achieve and help them comprehend writing in specific genres or formats from the inside out. Mentor texts assist students in imagining themselves as writers, as well as professors in moving the writer ahead rather than each particular piece of writing. Using a mentor-based method provides learners with less cognitive complexity, but greater attention on the writer's craft, structure, and ideas,' according to Orttenburgen (2013). The inclusion of mentor texts as an essential component of writing classes has been shown to have a favorable impact in research on writing training (Bogard & Mackin, 2015; Escobar & Evand, 2014; Gallagher, 2011; Kane, 2012 & Pytash & Morgan, 2014).

Writing is the most challenging area in learning second language that is based on appropriate and strategic use of language with structural accuracy and communicative potential (Darkhan, 2015; Hyland, 2003; Mahboob, 2014). Kellogg (2001) opines that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language (Geiser & Studley, 2002; Hyland, 2003; Nicker-son, Perkins, & Smith, 2014). Therefore, learning how to write has gained considerable importance for the last two decades due to two factors: its use as a tool for effective communication of ideas, and the extensive research work carried out in this area to examine various issues faced by L2 writers (Darkhan, 2015; Graham & Perin, 2007; Haider, 2012; Hyland, 2003). Student writers face various writing problems at different stages of their learning.

Generally, these problems can be classified into linguistic, psychological, cognitive and pedagogical categories (Haider, 2012; Hyland, 2003). They struggle with the structural components of English; because an inappropriate structure complicates the content and comprehension of the text, which a reader deciphers through involvement of a mental process (Quintero, 2008; Nik, Hamzah, & Radee, 2010). Similarly, even if learners have acquired syntactic, lexical, and grammatical mastery over text construction, an incoherent text fails to communicate concepts, causing learners to lose confidence (Rico, 2014). A teaching technique that does not conform to pupils' learning styles and cultural backgrounds also contributes to their lack of confidence (Ahmad et al., 2013). Poor writing skills are said to be caused by two factors: the teacher and the learner. Teachers lack the necessary pedagogical approaches to teaching writing, including the ability to provide fast and effective feedback to students, as well as the ability to encourage pupils. Students, on the other hand, confront various hurdles, including L1 transfer effects, a lack of reading, motivation, and practice.

Several elements that influence students' writing abilities have been linked to the motivation of learners who are unsure about the goal and value of their text in their L2 learning. Similarly, social media, inconsistency in instructor feedback, learners' lack of analytical and evaluative skills, and huge and unmanageable class numbers all have

an adverse effect on the structural and communicative accuracy of students' texts (Pineteh, 2013). Most students find finding sufficient and relevant sources of information, paraphrasing or summarizing information, and writing in an appropriate academic writing style to be extremely difficult (Gonye & Mareva, 2012; Kalikokha, 2008). It is caused by delayed essay writing instruction, large classes, students' negative attitudes toward their academic English course, L1 transfer, and a lack of dialogue between students and teachers about the constructive steps that need to be taken to address these problems, insufficient time for teaching writing, improper teaching and learning aids, overcrowded classrooms, traditional pedagogy, and students' weak academic backgrounds, to name a few (Bilal et al., 2013; Butt & Rasul, 2012). Similarly, outmoded textbooks do not emphasize the value of writing skills or provide possibilities, and hence fail to elicit an audience (Haider, 2012).

Another set of research criticizes inept teachers who, rather than encouraging pupils to develop creative skills, encourage them to focus on rote learning and exam-oriented language production (Mansoor, 2005; Rahman, 2002; Siddiqui, 2007). Through technology, students' writing abilities can be increased by cultivating their interest, motivation, and enjoyment for writing (Graham & Perin, 2007). Furthermore, teachers can adjust their pedagogical approaches and collaborate to create activities that will motivate and encourage students by allowing them to choose themes that they are interested in (Pineteh, 2013; Quintero, 2008). It will, theoretically, modify their writing patterns by involving physical and cognitive skills that offer the writer control over the expression of linguistic and domain-specific knowledge (Raulerson, 2007). Above all, it is critical that attitudes regarding writing and dealing with its problems shift. Teachers must use ways to extract thoughts from pupils, which must then be written down on a piece of paper in order to improve their verbal abilities.

Furthermore, they must receive immediate and critical feedback on their work in order to boost their confidence (Haider, 2012).

#### 2.3 Approaches to Teaching Writing

Teaching approaches lie at the centre of teaching and learning (Leach & Moon, 2008). It is what the teachers need to know and the skills they need to command in order to make and justify the decisions of teaching. Moreover, effective approaches are the cornerstone for active learning. Effective writing pedagogy leads to successful development of efficient writing skills among learners.

There are three major ESL writing approaches; process, product and genre (Harmer, 2010; Hyland, 2003). The product approach is the old way of doing things, whereas the process approach is the new way of doing things (Hasan & Akhand, 2010). According to Spigelman & Grobman (2005), a range of elements such as students' characteristics, writing tasks, and curriculum or syllabus should be taken into account when adopting any strategy to teaching writing. The major types of writing approaches in ESL/EFL situations, according to Hasan & Akhand (2010), include product approach, process approach, and genre-based approach. Similarly, Mosayebnazhad (2015) identified product-focused, process-focused, and genre-based approaches to teaching writing skills as the most common. Each of these approaches will be explained below.

# 2.3.1 Product-based approach

The 'models method,' which focuses on the product—the written text that acts as a model for the learner—is also known as the 'product approach.' The controlled-to-free strategy, the text-based approach, and the guided composition are all terms used to

describe a product-based approach. It involves learners in writing through four steps: introduction of writing principles, exhibition of a model text, and involvement of learners in writing based on the model text and final product revision (Tangpermpoon, 2008). A product-based approach also leads pupils to follow a number of set patterns, according to Shahrokhi (2017), regardless of the socio-cultural aspects involved in writing a written work. Furthermore, despite the fact that the technique is primarily based on modeling, the role of model texts in the approach is frequently confined to that of a teaching tool that provides students with feedback (Saedi & Sahebkheir, 2011).

It was believed that if a model text written by an accomplished and competent writer is given to students to read, the students will copy all the good qualities of writing and thus become good writers (Eslami, 2004). Whether emphasizing grammatical roles or rhetorical patterns, this technique focuses pupils' exposure to written sentences and paragraphs. Students can learn to write with fewer faults, according to proponents of the product approach, if they are given the composition of a good writer to read before beginning their own writing (Oguta, 2015). The primary goal of this approach is an error-free coherent text (Eslami, 2014); Students are given writing activities to reinforce language concepts that they have learnt through grammatical pattern imitation and manipulation. Controlled compositions, in which students are given a paragraph and required to execute substitutions, expansions, or completion exercises, are examples of such writing activities (Eslami, 2014). As a result, the product approach to writing is thought of as a product created by a single writer. According to Gathumbi & Masembe (2005), this approach has three common features: the instructor assigns a title, students are requested to create a composition within a set word limit, and teachers mark the composition without providing feedback to the

students. It is founded on the premise that the creative components of the writing process are mysterious and unteachable. The study and teaching of writing is restricted to the rules and mechanics of discourse, such as discourse modes and structures, genre characteristics, and style and usage norms (Gathumbi & Masembe, 2005). Form, syntax, grammar, mechanics, and organization are all areas where the teacher focuses. The choice of words is also emphasized. The emphasis is on correctness and fluency, with a focus on the finished work.

Students are expected to develop the correct textual form that conforms to the model offered by their teacher in the product approach. The ultimate result, as the name implies, takes precedence over the process of learning to generate the product under this method. Students are trained to deconstruct and reconstruct model texts in order to "develop proficiency in particular styles of written communication" (Christmas, 2011). Many ESL/EFL teachers all around the world employed this method. The final result of the writing process is the focus of the product-based approach. It places a premium on classroom activities and encourages students to imitate and change example texts. Teachers using the product approach to writing skills put more focus on the grammatical features of the text and the organization of the text rather than the ideas and the thoughts within the text (Ngubane, 2018). Teachers assess learners' writing based on how accurate they are in grammar, spelling and punctuation. Creativity is less appreciated because learners normally analyze the main components of the teacher's sample text and then copy the structure to reproduce as their texts (Akinyenye & Pluddemann, 2016). The goal of teaching writing in the product approach is for learners to reproduce a text that is similar in form and language conventions to the one they have learned. Imitation is used as a method in the product approach to help learners competent across different texts to become efficient writers.

According to Chow (2007), most ESL teachers in Malaysian schools today learn to write using a product-based approach, which emphasizes linguistic aspects while downplaying the value of language abilities. Despite the evolution in writing teaching methodology over the last three decades, particularly the growth and use of the process-based approach to writing, Malaysian ESL students are still forced to follow traditional writing instructions derived from the product-based approach in order to meet the demands of producing results in school-based assessments and public examinations (Singh, 2013). The writing process has been harmed as a result of this. According to Palpanadan, Ismail, and Salam (2015), focusing on the end product at the expense of the writing process would not help students become successful writers.

Teachers, according to Palpanadan, Ismail, and Salam (2015), are comfortable with their training and choose to adjust and embrace writing lessons based on how they learned to write in school, university, or teacher education institution. This raises the issue of teaching writing, which has traditionally been predicated on a productoriented approach, which has resulted in unfavorable outcomes for Malaysian students, particularly in terms of their deteriorating ESL writing performance. The approach has a variety of drawbacks, with the primary issue being that it ignores the tactics, skills, and processes that are involved in writing. According to Robertson (2008), teacher-centeredness is often enhanced if instructors organize their curriculum using a 'product approach,' in which instructors teach and evaluate from a sample ideal text; additionally, in the product approach, successful learning is measured by how well-structured and grammatically correct a composition is (Brown, 2001). In product approach students rarely acquire the skills required for creating and shaping their work because of overemphasis on linguistic forms Robertson (2008). In contrast to the product approach the process approach is explained as:

## 2.3.2 Process-based approach

The process approach focuses on the stages of writing, strategies, procedures and decision making employed by writers (Harmer, 2010). Process-based writing is viewed as the way writers actually work on their writing tasks from the beginning 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.

From several studies in the literature, process approach to writing successfully helped students to develop language writing skills (Bayat, 2014; Daze & Ebibi, 2014; Olajide, 2013) students learn writing effectively using this approach despite the fact that they have difficulties which needs further investigation. Teachers can pay attention to the stages of the process approach to writing which seem difficult to students. In this approach, students are planners, writers and feedback providers (Widodo, 2008). Students think and organize their work before writing. They also check their drafts after writing explain their ideas about their drafts and suggest corrections. In doing this, students think critically and objectively and also reflect on what they have learnt. This makes students responsible for their writing development.

Onazawa (2010) notes that process approach to writing skills makes learners feel free to transmit their own thoughts and emotions in written texts because there is time and opportunity to rethink and revise their drafts and get help from the teacher at each stage. There is collaborative group work among learners that motivates them and creates positive attitude towards writing. It encourages skilled language use and a series of attractive classroom techniques. Process-based approaches are well-known tools for writing instructors to teach L2 writing since they have a number of benefits. When compared to other writing styles, process-based writing allows students to learn how to produce writing in L2. They can gradually enhance their writing since teachers will help them through the entire process of their writing assignments by providing feedback and allowing them enough time and opportunity to build a feeling of audience through peer and teacher critique. 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 and 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.

The process-based approach stresses the stages needed in writing and redrafting a text, as opposed to the product-based approach, which encourages students to write to activate their syntactic, lexical, and discourse repertoire. Several experts (Sutikno, 2008; Sarhadi, 2015) believe that the process-based approach is more beneficial than the product-based approach since it allows students to discover and develop their own writing style. Nonetheless, opponents of the technique frequently point to the lack of a good model as a major flaw. According to Torghabeh et al. (2010), the model can alleviate some of the strain of content creation for learners. The process approach to

writing is frequently unsuccessful in emphasizing the importance of written form, causing writers to produce erroneous work in terms of language usage. Furthermore, some practitioners (Rollinson, 2005) question how such a time-consuming method requiring the use of numerous pre-writing, writing, and post-writing activities can be adapted to the time restrictions encountered in real-world settings.

Graham and Sandmel (2011), on the other hand, characterized a process-based approach to writing as one that follows five guiding principles: 1) students engage in cycles of planning (i.e., setting goals, generating ideas, and organizing ideas), translating (i.e., putting a writing plan into action), and reviewing (i.e., evaluating, editing, and revising); and 2) students write for an extended period of time to convey their ideas and expressions to the audience. 3) Students' ownership, self-reflection, and evaluation of their writing are emphasized; 4) students write collaboratively with their peers, and the teacher facilitates the writing process in a supportive and conducive writing environment; and 5) writing conferences and teachable moments provide personalized and individualized writing instruction. The process-based method is one of the significant approaches that is explicitly indicated in the National Malaysian Curricula and Syllabi, as well as in the Malaysia Education Blueprint (2013-2025), as being appropriate for usage in Malaysian ESL writing classes (MOE, 2015).

Process writing is a type of writing in which language learners concentrate on the process of creating their written goods rather than the finished products. At the conclusion of the day, students must complete their work, but the writing process is emphasized more. Learners have a better understanding of themselves and how to go through the writing process by focusing on it (Brown, 2001). They can look into

which tactics are best suited to their learning style. According to Brown (2001), writing is a thinking process in which a writer generates a final written product based on their thinking. Writing should be viewed as an organic developmental process, not as a means of transmitting a message but as a means of growing and examining one. The process approach provides a way to think about writing in terms of what the writer does instead of what the product looks like.

Learners are seen as fundamental to learning in the process method, thus their requirements, expectations, objectives, learning styles, skill, and knowledge are all taken into account. Learners must make the most of their strengths, such as knowledge and skills, during the writing process by enlisting the teacher's and other students' assistance and participation. It enables students to feel free to express themselves in written messages by giving them lots of time and opportunity to review and edit their work, as well as seeking help from outside resources such as the instructor at each stage. One of the significant development 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 reflected skill partially because writing was not considered the most important skill in ESL learning, but just a sub-skill until the 1980's. The focus of ESL writing was mainly accuracy during the audio-lingual method that emphasized practice, punctuation and grammatical structure; learners had to copy sentence structures provided by the teacher until they acquired it. Writing classes continued to focus on grammar and precision, as they had in the Audio-lingual

technique, but they would copy the offered phrases and edit or fill in the blanks as needed. Controlled writing is the term for this. Controlled composition appears to have emerged from the oral method, which is founded on the ideas that language is speech (as defined by structural linguistics) and that learning is habit formation (from behaviorist psychology). This tendency lasted throughout the early 1980s, with grammatical structure or language-based writing being valued. Then, some ESL teachers and researchers began using a pattern-product approach to writing, which emphasizes on creative production and the organizational norms employed in academic prose in the United States.

Because of its usefulness in the 1980s, when ESL writing changed from a languagebased approach to a process approach, this approach is still viable in the contemporary academic setting. What brought the process approach to ESL is unclear. According to Reid (2001), it originated as a result of two factors: scholars' recognition of the newly burgeoning subject of NES composition and teachers' recognition of the necessity for English L2 pupils in the academic setting. NES composition studies completed previous to ESL became available in the 1980s. For example, Reid (2001) introduces the 'expressive method,' which was the most notable strategy in Native English speakers at the time. More recently, some researchers have presented the post-process approach for L2 writing (Atkinson, 2003; Matsuda, 2003) which adds more social dimensions to writers (Fujieda, 2006) but the process approach seemed to remain preferred and approved approach.

The process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. The learner is expected to function as a fluent and competent user of the language in the product approach, which focuses on the end outcome of the learning process. The process method, on the other hand, emphasizes the steps that writers take when writing a work. According to (Brown, 2001), the product approach focused on 'model' compositions that students would imitate, as well as how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations like spelling and punctuation. The process approach, on the other hand, allows pupils to control their own writing by allowing them to think while they write (Brown, 2001). Language skill is best learned when learners have their own intrinsic motives. 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 process approach to writing also focuses more on classroom activities that encourage the development of skilled language use, and a variety of fascinating classroom strategies have arisen from the process approach to writing, including 'conferencing' (Reid, 2001). It also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitude towards writing. The fundamental criticism of the process approach is that it ignores grammar and structure and places little emphasis on the final products (Reid, 2001). In L2 pedagogy, there is a false divide between process and product classrooms. Students were encouraged to use their inherent resources and individuality by process teachers, who prioritized fluency above precision. Product teachers, on the other hand, focused entirely on accuracy, proper rhetorical speech, and linguistic patterns, ignoring writing processes. In truth, most L2 students were taught process writing skills to help them produce good written communication (products), with some differences in emphasis. The process approach has been generally accepted, and has been widely used, even though many researchers are still doubtful of its effectiveness. Hyland (2003) states that despite considerable research into the writing processes there is no comprehensive idea of how learners' go about a writing task or how they learn to write. He goes on to say that it also remains unclear whether an exclusive emphasis on psychological factors in writing will provide the whole picture, either theoretically or pedagogically.

Process approach to writing skills emphasizes on the process by which learners generate their written products rather than on the products themselves (Onazawa, 2010). It views writing as a collection of several acts, with a focus on the stages in which students carry out these actions while creating meaning in their writing. Learners gain a better understanding of themselves and how to work through the writing process by focusing on the writing process. They can look into which tactics are best suited to their learning style. According to Shin and Grandale (2014), the process-based approach to writing aids learners in expressing their ideas, constructing meaning, and exploring their linguistic resources by guiding them through a series of steps to structure and communicate their ideas, focusing on expression in the early stages and only worrying about correct grammar or mechanics in the later stages. According to Sapkota (2012), the writing process not only aids learners in reconstructing their thoughts into written form, but it also provides crucial indications for increasing the coherence of their works. According to Serravallo (2017), the writing process includes cognitive, linguistic, affective, behavioral, and physical components. Writing techniques is concerned with how students comprehend their own writing processes and how they adapt them to changing demands. When writing,

planning, monitoring, and assessing, Serravallo (2017) recommends three major tactics. According to Hedge (2005), the process goes through a variety of steps. Monitoring, he claims, entails supervising the writing process in terms of both broad characteristics of writing, such as content and organization, and specific features, such as grammar and mechanics. At this point, using a checklist to guide learners' thinking and self-assess their writing is critical.

In contrast to the product-oriented approach to writing, the process-oriented approach focuses on the writing process. It combines two writing approaches. The communication method and the process approach are both viable options. Writing is viewed as a sophisticated and communicative activity in which people write to communicate with readers and achieve specific goals (Hyland, 2003). He points out that the process method has a big impact on how we think about writing and how we teach it. It is regarded as a recursive rather than a linear action. Learners are urged to consider their audience, or reader, as well as the objective of their writing. The emphasis is on meaning rather than form. Pre-writing, composing, and rewriting are the three steps of the writing process. The process-oriented approach to writing is in stark contrast to the product-oriented approach. Learners ponder and generate ideas based on their interests, experiences, and knowledge throughout the pre-writing stage, with little or no influence from the teacher. The teacher's job is to make the procedure easier. This is a very dynamic stage in which learners are encouraged to openly share their thoughts and opinions about the information, structure, language, supporting arguments, and the best strategy. It's worth noting that pre-writing is also known as planning, drafting is also known as translating, and revising is also known as reviewing. Pre-writing, drafting, and revising are all made easier with good grammatical abilities and linguistic expertise.

In conclusion, a process approach to learning is used, methodologies are crucial, and learning is non-linear and discursive. The idea behind the process writing approach is not to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process, but to construct process-oriented writing instruction that will affect performance (Asma & Fatimah 2018). The steps aren't in any particular order or sequence. Many good authors use a recursive, non-linear technique, in which creating a draft is stopped by further preparation, and revision leads to reformulation, with a lot of recycling back to earlier stages. Because it necessitates the orderly mediation of process capabilities, the process writing technique is highly structured. Teachers frequently arrange appropriate classroom activities to enhance the acquisition of certain writing abilities at each stage of the writing process (Ur, 2015).

Pre-writing, drafting, revising, editing, and publishing are the five stages of process writing, according to Coutts (2015). The planning and idea gathering stage is known as pre-writing. The time spent composing a preliminary draft is referred to as drafting. Revising is the process of refining a manuscript by rereading it and making changes based on the comments received. The final stage, or product, is editing, which entails correcting mechanical mistakes. Coutts (2015) describes the steps of the writing process as follows:

#### 2.3.2.1 Pre-writing

Pre-writing stage, according to Widodo (2008), prepares students for writing by requiring them to select what, how, and why they should write. This stage enables students to explore certain topics in an unstructured and non-threatening way before writing formal essays. This stage enables learners to choose a topic that interests them, narrow it to fit the writing task and collect information to develop ideas. It often includes brainstorming and other ways to organize the flow of ideas. Teachers will give students a writing assignment and assist them in generating language and ideas in class by using a variety of tactics such as brainstorming, clustering, and discussion, with no regard for correctness or appropriateness in the initial stage of writing. This is the process of coming up with concepts that will be used to write the content. Students with a limited lexicon have a tough time expressing themselves at the lower levels of competency. Teachers should support students in developing topic-related vocabulary and grammatical structures. This can be accomplished through brainstorming and note-taking, dialogues, visual organizers for eliciting, organizing, and building background knowledge, dictation, and information research.

# 2.3.2.2 Drafting

Once students complete activities at the pre-writing stage, they move to drafting in which they concentrate on getting ideas on paper. Students develop ideas into rough drafts without considering the grammatical accuracy. They form and express their ideas with the help of the outline. Learners will express what they wish to say in their writing using terminology and ideas learned in the previous stage. It involves putting ideas down on paper. It is time for experimenting and trying out ideas. Later, sift these ideas and vocabulary, which is an assumption to be amended later. Sharing and discussing ideas with peers is of great help for everyone because it helps students enjoy their writing and understand it better. Second draft writing will be based on instructor and peer feedback, and students will revise, add, and rearrange ideas from their first draft.

## 2.3.2.3 Proofreading

Is a complementary stage to revising which means carefully checking your writing and correcting any errors in grammar, spelling, punctuation and other mechanics of writing. In the final stage, student writers will not only discover new ideas and language forms to express their ideas in writing but also focus on the appropriate use of vocabulary, layout, grammar, and mechanics. Students use some of the notes, terminology, and structures developed during the pre-writing tasks to write down their ideas at this stage. Students should understand that their first draft does not need to be great, and that the goal of this activity is to get words down on paper. This is accomplished by using notes taken during pre-writing activities to provide students with a starting point and skeleton of ideas, which is especially helpful for second language students whose ideas are limited by their limited vocabulary, and sentence completions, which may address different ways to begin or end a paragraph or a story, or focus on vocabulary needed to describe or narrate a story.

# 2.3.2.4 Revising/Editing

Students examine the organization, primary points, supporting facts, examples, and connections between concepts during the revision step (Alodwan & Ibnian, 2014). Students examine what has been written to view how effectively they have communicated their ideas to the readers. This can be done in pairs, individually with the help of the teacher. Students are encouraged to revise their drafts as much as possible to focus on the content of writing and enhance coherence and organization (Bae, 2011). Editing on the other hand is meant to put the piece of writing in its final form by looking at grammatical, lexical, spelling, punctuation and other mistakes to be corrected before submission of essays. Learners will receive feedback from real

audiences, such as a writing teacher or their peers, during this writing stage, and then move on to fresh ideas in a new draft. It means improving what has been written, when the students take a fresh look at their writing besides peer comments. Students might add information, rearrange sentences, make an idea clear, and add new ideas and vocabulary. In order to polish their texts, learners will require support at the revising/editing step. During the writing process, a writer will engage in all of these actions. Peer feedback helps students to take care of their writing and pay attention to both form and content. Publishing and presenting involves formally sharing the students finished piece of writing with an audience. This stage recognizes students work as important which can be used to motivate students for writing and that they write for a real aim. The steps of the process method are linear, interactive, organic, and cyclical. Students may not proceed to the next step if one of the stages is not completed properly; instead, they must return to the previous stage to satisfy the prerequisites.

From the above, Harmer (2004) demonstrates that the stages of writing from planning to writing the final draft are not entirely satisfactory since little is told about how much weight is given to each stage. Furthermore by suggesting that the process of writing is linear, misrepresents the way in which the majority of writers produce a written text. The process of writing is not linear but recursive because writers can take many directions backwards, forwards up and down, until they reach their final version. Writers can even change their minds even after reaching their final draft. However, the degree to which writers draft and edit their work into a final product depends on the kind of writing they are doing, the content and length of the piece, who they are doing it for and the medium they are using. When students write, they are to be aware of the form and content of their writing. They have to take care of punctuation, indentation, capitalization, spelling mistakes and their handwriting. Taking care of ideas helps them to write well-structured sentences, coherence, unity, organizing their piece of writing and presenting it well is so important for the student writers and audience's train of thoughts.

It's worth mentioning that in the 1980s, the process-based approach became popular among ESL writing instructors. Around the same period, the writing process pedagogies began to be gradually introduced into the ESL profession (Mansor, 2008). The application of process writing skills in presenting information, for example, is outlined in the secondary school English syllabus (MOE, 2003). Malaysian government syllabi, for example, have outlined a process-based approach to be employed in writing instruction in ESL writing classrooms (Annamalai, 2016). As a result, the focus on ESL writing instruction in Malaysia has only recently shifted to a process-based approach as language specialists begin to pay attention to individual learning and the writing process itself (Palpanadan et al., 2015), especially with its formal inclusion in Malaysian educational policies, curricula, and syllabi.

Vengadasamy (2002) recommended devoting equal or similar attention to both the students' drafts and their final outputs while implementing the process-based approach. Students must go through a complex writing process guided by their writing teacher in order to generate good writing (Yunus, Nordin, Salehi, Redzuan, & Embi, 2013). In ESL writing education, a process-based approach has various benefits for both teachers and students. Continuous practice in the ESL writing classroom, combined with careful attention to writing mechanics, results in a good writing habit, which is reflected in a piece of competent writing in the students' final assessment (Ali & Yunus, 2004). Writing must begin early in the process-based approach, both in

primary and secondary schools, to justify improved writing competence at the postsecondary level (Chan & Abdullah, 2004). In addition, rather than focusing solely on the final output, writing should be taught as a developmental process that is fun and meaningful for kids (Tan, 2006). The process-based approach promotes autonomous learning and discovery, which boosts students' self-motivation and interest, making them more responsive to learning (Subramaniam, 2006). According to Vengadasamy (2002), continual practice in ESL writing leads to increasing competence among students; as a result, teachers should encourage their students to not only begin but also participate in the writing process.

Following the completion of the draft, evaluation occurs, which entails redrafting the text in terms of substance, organization, and conventions. When done as a peer assessment, it is more efficient. The integration of writing concepts and strategies into a process-based approach allows for a balance between the composition of a written work and classroom activities. For instance, explicit instruction, guided exercises, pair-sharing, and collaborative learning help students improve their communicative language skills. To improve their writing skills, kids need a lot of opportunities to write on topics that are related to them. Teachers must assign pupils motivating, straightforward activities in order to urge them to write while also enjoying the process.

According to Ali and Yunus (2004), when students write essays as part of their coursework, they not only get to create their masterpiece, but they also immerse themselves in the recursive writing process when they are prompted to visit or revisit any of the stages of the writing process whenever necessary. However, putting the genuine ideals of a process-based approach to writing into practice is a difficult

undertaking for both teachers and students. Many people believe that even after formal deployment and push for this strategy; teachers will continue to rely on the product-based approach, which is widely seen as the more approachable of the two. Since then, the process-based approach has been forgotten, and good scaffolding has been left out of the reduced writing process (Annamalai, 2016). The following is another method of teaching writing:

### 2.3.3 Genre-Based Approach

Genre writing is a type of writing that has a distinct style, a specified audience, and a certain purpose (Thoreau, 2006). It is a mixed approach between product and process approaches. It covers three main aspects namely writing style, readers and goal oriented. The way something is written, the words that are used, and the way the material is organized are all examples of writing style. Genre writing aims to look at writing from several angles (Dirgeyasa, 2005). Writing is rooted in social situations; therefore a piece of writing is intended to fulfill a certain goal that arises from a specific context. It follows a certain social standard for structuring communications since readers should be able to discern the purpose, such as telling a story, requesting something, describing a technological process, or reporting a past event, among other things (Hyland, 2003). The genre approach to writing encompasses two independent aspects of writing instruction and learning.

To begin with, genre is a type of text or written work in and of itself. It believes that the form of writing must be tied to the text's social function. The text's social function then suggests a certain social milieu and location where and when the text is used. Because of the many contexts and situations, this will change (Dirgeyasa, 2015). Second, genre as a process refers to how a piece of writing is created, taught, and learned. There is a definite procedure of writing work production and reproduction in this scenario. Genre as a method lays out specific stages or procedures for the writer to take in order to be able to generate creative work on their own.

Every genre, according to Hyland (2003) and Dirgeyasa (2015), has its own particular generic or schematic structure. Each genre-based literature, for example, contains various parts of text, such as titles or members, based on its physical structure. In terms of structure, one genre may be basic, while the other may be complex. Modeling, deconstruction, and language comprehension can all be used to build and perform genre writing as a process of teaching and learning writing. The teacher assigns a genre to the students during the modeling stage. The teacher and students next examine it to determine the nature of its language characteristics, text structures, and communication intent. The students complete the task in the second phase by changing and modifying the material provided in terms of appropriate language usage. Finally, the students attempt to create a certain genre kind utilizing their prior information and understanding (Dirgevasa, 2015). Genre writing can help the students learn to write gradually and systematically by comparing and contrasting their previous work to the final work of writing. As a result, the students are aware of their writing's strengths and faults (Weber, 2001). This approach to teaching and learning writing helps students become more aware of specific areas of difficulty while also encouraging learner autonomy (Weber, 2001).

The genre-based approach is defined by Hammond and Derewianka (2001) as a method of language and literacy education that integrates an awareness of genre with genre teaching in the writing class. Writing in the genre-based approach is considered as an extension of the product-oriented approach, according to Badger & White (2000), because learners have the opportunity to study a wide variety of writing

patterns, such as the business letter, academic report, and research paper. The genrebased method, like other writing techniques, is becoming more popular in the L2 writing classroom as a result of its advantages. In this method, the focus of writing is on integrating knowledge of a particular genre with its communicative goal, which can aid learners in producing written products that effectively communicate with others in the same discourse community.

Learning to write is an important component of becoming socialized in the academic community and learning what is expected of you and attempting to meet it. The reader is a seasoned member of the hosting academic community with well-developed schemata for academic discourse as well as clear and consistent views on what is proper. Learning specific genre building can thus be viewed as a means of assisting students in producing appropriate actual writing outside of the classroom. It also raises understanding of writing conventions such as organization, arrangement, form, and genre among students. Genre-based writing reflects a specific aim of a social setting during the writing process and helps students to intentionally gain writing abilities through imitation and analysis of each writing genre (Badger & White, 2000).

The disadvantage of using a genre-based method is that learners may lack the necessary language or vocabulary to explain what they want to say to a certain audience. Another flaw, as Badger and White (2000) point out, is that the genre method undervalues the writing skills that learners require to generate a written product while ignoring their other writing abilities. The flaws of the genre-based method should be modified in the following ways in order to incorporate and use it successfully as part of the integrated approach in the writing class. Instructors should explicitly identify the genres that students must master at the start of the writing class so that students can prepare and have ideas about how to use language in each genre.

Furthermore, teachers should guide students in the development of their written products in a step-by-step manner (Badger & White, 2000). Teachers may, for example, employ a brainstorming strategy to assist students in generating ideas and developing proper language use or specialized terminology for what they want to express to individuals in a given discourse community. Finally, teachers should focus on the abilities that will aid learners in developing their writing proficiency during the writing process. The following is another method for teaching writing:

## 2.3.4 The Integrated Approach

The benefits and disadvantages of each writing method demonstrate that the three methods are complementary. As a result, teachers should educate and enhance students' writing using a model that combines genre, product, and process methods, referred to as a "process-product hybrid" (Coterall et al., 2003). To integrate each approach in the writing class, teachers may follow the following steps. Teachers should start teaching writing with one approach and then adapt it by combining the strengths of other approaches in the writing classroom. Using the integrated method in the classroom has the primary goal of allowing students to naturally transfer the abilities they've learned from each approach to the next, allowing them to complete their writing projects more quickly. For example, in the product-based method, writing teachers may begin teaching students how to write using rhetorical patterns or so-called "rhetorical organizations" in order to educate them how to write according to a variety of academic prose organizational conventions. As part of developing the written output, instructors should integrate the strengths of process-based writing, such as readers' assistance and engagement in the process of meaning discovery.

A competent participant in a social engagement can establish supportive conditions for the beginner to participate in and extend present skills and knowledge to greater levels of competency by using speech (Coterall et al., 2003). Learners will strengthen their writing and critical thinking skills by working in groups or pairs and receiving feedback from their partners and teachers. Teachers should help students understand the value of each writing step equally throughout the writing process and give them the opportunity to self-correct their own writing errors to raise their awareness in L2 writing. As a result, teachers will be able to tap into their students' writing potential and students will be able to track their writing progress from beginning to end. When teachers perceive that their students' linguistic knowledge and writing competence are matured sufficiently to create a written product that fulfills a social purpose, they can use the genre-based method to teach actual writing for learners. To effectively teach a specific genre, instructors should combine the strengths of product-based writing, which focuses on the appropriate use of language for each genre, with the linguistic skills taught in the process-based approach, such as prewriting, drafting, revising, and editing in the writing class. Through interaction in the classroom when students are learning to produce their work, these are likely to assist students in coming up with acceptable language use and writing purpose for a certain audience.

Even though different genres necessitate different types of learner knowledge and writing skills, teachers must combine the strengths of product, process, and genre approaches and employ the methods below to help students write in a certain genre successfully. Teachers need to provide a clear model which allows students to identify the purpose of the social context in the first stage of teaching, Then, instructors should use the techniques of generating ideas, namely brainstorming, mind-mapping, and free-writing, to help learners think about the appropriate vocabulary, grammar, and

organization for writing in a specific genre. After the stage of generating ideas, students will be allowed to work in groups because collaborative learning will not only lessen students' stress but also promote the skills which are involved in writing development (Coterall et al., 2003). Another step which will make students' writing effective is redrafting and proof-reading, as they will help learners develop what they lack in their written products and a sense of audience. By learning through the integrated approach, students will have less difficulty in L2 writing since they have enough input to create their writing tasks.

Teaching writing skills to non-native students is a very challenging task for teachers because developing this skill takes a long time to see the improvement. Furthermore, teaching distinct writing approaches in a writing class may not be effective because the shortcomings of each writing style tend to stymie students' ability to write. As a result, writing teachers must include the three methods, product, process, and genre, into their writing classes in order to teach students. Each approach's qualities can complement one another, allowing teachers to assist students improve their writing skills by providing relevant information and skills input during the writing process (Coterall et al., 2003).

The standard process writing model should be adjusted in the following ways to address the limitations in the integrated approach. Instructors should give learners with some examples of the text type that they will be producing so that they can comprehend the purpose and framework of that style of writing (Coterall et al., 2003). Teachers should not devote too much time in class to one form of writing because this will lower students' willingness to study and prevent them from learning other sorts of writing. They should teach kids how to acquire an understanding of audience by having them take turns commenting on their classmates' work. The process-writing practice in class can help students build critical thinking skills and learn not to rely solely on feedback from the teacher. As a result, considerably more study must be conducted in order to provide learners with better instruction. Teachers have to find a more balanced approach which can motivate the students, and eventually improve their language abilities. Among various approaches to teaching and learning writing, the process approach theoretically holds the greatest potential in encouraging writing development in the learner (Coterall et al., 2003).

However, the mismatch between advancing in educational levels and writing competence in schools increases concern among educators. The disparity between students' writing skills and teachers' traditional techniques in providing ESL writing instruction in writing classes, as well as the writing skills required in education, necessitates quick action to address the challenges. Effective efforts must be done in the future to address the students' lack of ESL writing skills (Johari, 2006). Writing is often considered merely a part of teaching and learning grammar and syntax which resultantly underestimates its nature, importance and growth. Therefore, the development of writing draws considerable attention for its learning and teaching, which means that teachers must use appropriate pedagogical approaches to teach writing that conforms to learners learning styles that will enable them to develop personal approach to writing.

As a result, Kwan & Yunus (2014) theorized that English teachers' poor writing skills may have an impact on their students' writing. Furthermore, in ESL writing teaching, teacher feedback is still scarce (Maarof et al., 2011). As a result, students are ignorant of their flaws and are unable to enhance their ESL writing skills. Students gradually lose the ability to write well as a result of their lack of proficiency. The final consequence is subpar writing on the part of the pupils, which translates to a lack of preparedness for tertiary level writing. Many educators abandon the process-based approach in favor of the product-based approach, which leads to the product-based approach becoming the most often used method in classrooms, regardless of educational levels or student needs. Students of all ages, it appears, are having difficulty obtaining English language fluency, particularly in ESL writing.

## 2.4 Genres of Writing

There are different genres of writing especially as stipulated in the Kenya Secondary School English syllabus. Each type of writing and each occasion for writing offers the writer with unique problem-solving problems. The audience, the structural organization, knowledge of tactual ones and genre norms, backgrounds skills for each, reasoning skills needed for each genre, and writing strategies for each genre all differ substantially among writing genres. The Kenya Secondary School English Syllabus (K.I.E, 2006) divides writing instruction into two categories: creative writing and kinds of writing commonly referred to as functional writing. There are different types of writing under creative writing:

### 2.4.1 Descriptive Writing

The learner is asked to describe something, such as an object, a person, a place, an experience, an emotion, or a circumstance, among other things, through descriptive writing. The purpose of this genre is to paint a vivid image moving in the reader's mind. It improves students' abilities to write a written record of a particular experience while also allowing for a great lot of artistic license (Jack et al, 2013). Background knowledge skills are related to descriptive writing by promoting a richer inference and enhancing the composing processes. One of the first abilities afforded by domain

prior knowledge, according to Deane et al. (2008), is a straightforward feeling of relevance. The capacity to perceive relevance is important because it acts as a cue for retrieving relevant material from long-term memory that is appropriate for the rhetorical situation. When a writer can connect the importance of a topic to be described, he or she is more likely to write a good descriptive text. Otherwise, if they have no prior understanding of the subject, they will be unable to write about it. It is critical to recognize the various facets of an issue. It helps the author decide which topics to regard as central and topical, and which to treat as secondary, resulting in a well-organized plan.

Descriptive writing involves the following reasoning skills (Deane et al, 2008). Classification is the capacity to recognize which general categories are applicable to a specific instance and to separate sets of individual entities into coherent subclasses based on what characteristics are shared and distinct between two individual entities or concepts. Finally, illustration is the capacity to select suitable examples of a broad concept. Definition is the ability to unpack the meaning of a concept and express it in written form (organization). The important thing to remember about these talents for expository writing is that they are mental processes, not organizational patterns. An organized interpretation and explanatory reasoning about a topic is communicated through descriptive or expository writing (Deane et al, 2008).

## 2.4.2 Expository Writing

Expository writing (Jack Baker et al, 2013) is a sort of writing that explains, describes, provides information, or informs the reader. The text is ordered around a single theme and develops according to a pattern or mixture of patterns, which requires organizational abilities for text clarity. The author discusses a topic by

listening traits, features, and examples, which is one of the patterns utilized. It describes what something looks like, feels like, tastes like, smells like, or sounds like. The writer's knowledge and grasp of a topic is demonstrated in an expository essay. The author may also adopt a sequential or process pattern, in which he or she lists items or occurrences in numerical or chronological sequence, or a comparison pattern, in which the author describes how two or more things are similar and/or different. When two things are compared, they are compared, whereas when they are contrasted, they are contrasted. The author focuses on the relationship between two or more events or experiences when discussing cause and effect. The essay could talk about both cause and effect, or just one of them. An effect essay examines what happened. Finally, a problem/solution essay identifies a problem and suggests remedies. The question and answer format is a version of this pattern in which the author asks a question and then answers it (Jack Baker et al, 2013).

#### 2.4.3 Narrative Essays

A narrative essay is frequently personal, experiential, and anecdotal in nature. It gives kids the opportunity to express themselves in new and exciting ways. It has all of the elements of a story, including an introduction, plot, characters, climax, and conclusion (Jack Baker et al, 2013). The essay should have a distinct point of view and be prepared with a purpose in mind. In narrative essays, authorial perspective can occasionally be a source of creativity. All parts of narrative speech must be studied solely for literacy purposes. Plot, characters, place, and theories are examples of literacy aspects. However, the majority of narratives used outside of a solely literacy context are factual narratives such as newspaper stories and comparable everyday events.

Each aspect reflects a human activity aimed at comprehending social settings and, not only modeling the causal even structure of a narrative, but also relating character motivation and views to the events depicted. The building and maintenance of a situation model in which events and their relationships are kept is required for this type of interpretive reasoning (Svaan, 2004, Baddeley, 2000). Beyond the ability to map out the framework of a series of events, the ability to create an imagined world and model scenarios of interaction among people inside such an imagined world, which is acquired early in childhood, is linked to a complete set of abilities. Goalsetting, which is a sub-process of planning and one of the writing activities, is brought into play here. Goal-setting is the process through which a writer's creativity is fueled, and it distinguishes experienced writers from inexperienced ones.

### 2.4.4 Argumentative Writing

Is also known as persuasive writing, which is a type of writing that involves students to research a topic, gather, develop, and evaluate evidence, and establish a concise perspective on the subject. Argumentative essays necessitate substantial literature research and, in certain cases, empirical inquiry. An argumentative essay's structure is held together by a thesis statement that is clear, concise, and specified in the first paragraph of the essay, as well as clear and logical transitions between the introduction, body, and conclusion. Evidence-based body paragraphs, as well as a conclusion that does more than restate the thesis but addresses it in light of the evidence presented (Jack Baker et al, 2013). Variety of writing is taught in Kenyan secondary schools under functional writing, which includes writing for specific reasons and is divided into four categories: personal writing, social writing, study writing, and institutional writing. Students use the writing abilities they've learned in all sorts of writing and apply them appropriately. The structural formats, however, are

the sole difference. Each type of writing has an own format. As a result, the teacher should instruct students on how to properly format the various types of writing offered in the syllabus. Minute writing, formal letters, curriculum vitae, memos, advertising, and notices are examples of specific writings (K.I.E 2006). Despite the various varieties of writing explained, the students experience writing difficulties that will be looked in the following section:

# 2.5 Second Language Writing Difficulties

When learning to write in a second language, especially in academic settings, second language writers face a variety of problems. It can be tough to come up with fresh ideas because they require changing or reworking material, which is far more involved than writing. The following are some of the difficulties that L2 learner writers are likely to face:

Planning, organization, revision, and editing are not used by writers. Emerging authors are more likely to draft and then write. They also do not revise, as a result of which their texts are disorganized. Content organization issues, such as content selection, planning, and arrangement, are examples of organizational issues. Before beginning to write, a competent writer plans and organizes his or her content. They may contain concepts, but if they are presented in a chaotic manner, the reader will have difficulty understanding them (lack of text representation). Ideas that aren't organized together into discrete paragraphs can lead to poor structural organization. There is no introduction, body, or conclusion, and the paragraphs appear to be random, lacking a topic phrase or addressing too many themes in one paragraph, and lacking logical linkage. The ability to write well is dependent on a learner's ability to improve their language skills through time. Poor vocabulary, imprecise phrasing and unorthodox syntax, improper use of colloquial language, problems with sentence structure and word order, and difficulty reaching back to what is written are all signs of a language problem in a learner's writing (Galbraith) (2009). Language proficiency is required for excellent writing because it allows the writer to not only retrieve relevant knowledge from long-term memory for the writing assignment, but also to rewrite the text correctly.

Learners with this issue are unable to offer a sound argument or explain a complicated or abstract idea through writing (Kellogg, 2008). This issue can express itself in a variety of ways, including difficulties producing or expanding on ideas, difficulty developing and organizing ideas, a lack of opinion or sense of audience, and problems with writing tasks that involve creativity and/or critical thinking. This means that such students struggle with planning, organizing, and translating, all of which are crucial stages in the writing process, resulting in poor output.

To reduce working memory overload, many writing activities should be automated. Learners with this problem, according to Galbraith (2009), may have trouble remembering spelling, grammar, and punctuation rules, accessing prior information while writing, or structuring ideas. According to Galbraith (2009), a memory difficulty might show itself in a learner's writing as a lack of vocabulary, numerous misspelled words, and frequent capitalization, punctuation, and grammar problems. Learners who struggle with sequential ordering challenges, according to Beares (2000), have trouble putting or keeping letters, procedures, or concepts in order. Poor letter formation, transposed letters, spelling omissions, poor narrative sequencing, lack of transitions, and incoherence can all be signs of a sequential ordering problem in a student's writing.

Learners with this problem have trouble deciding on a suitable writing style, such as register formality/informality, literary techniques such as symbolism and imagery, and language choice based on the audience (Galbraith, 2009). Teachers need to assist the learners to overcome these problems. Next section deals with assessment of writing which teachers should also pay attention to.

### 2.6 Assessment of Writing Process

The evaluation stage of the writing process is critical. Assessment gives suggestions for revision, and feedback promotes teaching and learning of writing abilities, according to Arslan & Kizil (2010). There are three types of assessments that teachers might use to measure their students' writing skills. The first is diagnostic assessment, which assists the teacher in understanding the student's entry behavior prior to planning instruction. This test aids the teacher in catering to the needs of individual students. The second is formative assessment, which is the process of continuously assessing student knowledge and understanding during instruction in order to provide relevant feedback and make timely instructional changes to enable maximum student improvement (Noyce & Hickey, 2011). The teacher uses formative assessment to organize lessons, provide feedback, and track students' progress in writing skills on a daily basis. It encourages pupils to study since it includes a variety of exercises that elicit signs of learning. The third type of assessment is summative assessment, which is a periodic formal assessment used for grouping, grading, and reporting.

Summative assessment is a summary of what a learner can do, knows, and understands. It is frequently done at a transition point, such as when a student starts school, changes classes, or finishes a key stage (Mogere, 2014). Okwara (2012) found that a lack of sufficient assessment might readily impair students' writing competency in a study on factors connected to accomplishment in written English composition among secondary school students. It was suggested that a teacher should examine and correct students' essays, and that writing activities are significant in determining the learners' nature and growing their language competency. They will not gain coherence and competency in writing abilities without practice and sufficient instructor guidance through adequate assessment of students' writing. Several writing studies have been carried out in order to develop methods that can effectively assess students' writing. The following is a list of research-based recommendations for this concept.

## 2.6.1 Measuring writing quality

According to the "Standards for basic skills writing programs" developed by the National Council of Teachers of English and reprinted in the "National Standards: Oral and written communications" 1984, we should focus on before and after samplings of complete pieces of writing when measuring students' writing. An analytic scale analysis of abilities can be built and utilized effectively with samples of students' writing to gauge growth in the application of certain conventions (Cooper & Odell, 1977). In the following domains, this instrument briefly defines what is judged to be high, medium, and low quality levels: The pupils' ability to utilize words correctly and effectively, as well as their ability to use Standard English, punctuation, and spelling. Each of these abilities is rated on a scale of 1 to 6 for each paper (high). In addition to these tools, other writers give ways for assessing writing quality that they have developed.

For example, holistic scoring systems that includes general remarks and portfolios, as well as gauging specific writing goals as proposed by Cooper & Odell (1977), who identify limited types of discourse and construct exercises that promote writing within the proper range but not beyond it. They represent extremes connected with a writing feature related to a writing objective in their model, with the resulting measure of quality centered on that specific goal. The other is a four-part rating scale that should be utilized after the measurement characteristic has been determined. First, there is little or no presence of the characteristic; second, there is some presence of the characteristic; third, there is reasonably successful communication through detailed and consistent presence of the characteristic; and fourth, there is a highly inventive and mature presence of the characteristic. These processes are influenced by assessing the quality of students' writing using high order concerns (HOCs), which are concerned with details and organization; middle order concerns (MOCs), which are concerned with style and sentence order; and lower order concerns (LOCs), which are concerned with mechanics and spelling. Though time-consuming, the analytic method looks to be the best, and the inaccuracy of rating can be considerably decreased by consistent instructions and examiner training.

### 2.6.2 Writing assessment rubric

The Cognitive Level and Quality Writing Assessment (CLAQWA) were created by the University of South Florida (Penner, 2010). Penner looked at the relationship between learners' cognitive writing skills and the quality of the compositions they wrote, and discovered that those with higher cognitive skills wrote better compositions, and vice versa. The development of CLAQWA rubric was in response to valid academic concerns about students' writing skills that measures 2 scales on a 16 point rubric. Each point is evaluated on a 5 point continuum. CLAQWA divided the cognitive levels into four categories based on Bloom's (1984) work: 1) knowledge, 2) comprehension, 3) application, and 4) analysis, synthesis, and evaluation. The twopoint scale's writing quality assessment is based on well-known writing goals such as unity, coherence, support, and sentence abilities. The measure was created by the University of South Florida in response to a broad assessment that highlighted writing as a weak area. As a result of the exam findings, USF revised its education curriculum to incorporate process writing courses that focus on critical thinking skills.

CLAQWA has proven beneficial in comparison to other commonly used writing scales because it is more versatile, allowing it to be used across a greater number of disciplines while remaining as detailed as needed. It's also a rubric that assesses cognitive and writing abilities. CLAQWA has been changed in several versions to meet a variety of needs (Flateby, 2007). It can be used by teachers in a variety of formats for a variety of objectives, including assessing writing. Writing assignments do not only involve high order thinking skills, but also low order thinking skills. The instrument can enable instructors to tailor the rubric to the assignment and therefore helped the researcher in preparing the marking guide for the written task to suit the given assignment. Feedback is yet another important element of the writing process as explained below:

### 2.7 Feedback in the Writing Process

Irons (2008) define feedback as "any information process or activity that allows students to accelerate their learning based on evaluation or activity comments." Teacher criticism is widely recognized as one of the most important factors in students' ability to enhance their essay writing. Mottet (2008) defines teacher feedback as information on the correctness, accuracy, or appropriateness of a recipient's previous performance sent by a source to the recipient. In a study conducted in Spain by Archer (2010), it was discovered that many students respect teacher feedback and regularly score it higher than other forms of feedback. When students are requested to modify their writing, instructor criticism has also been found to have a favorable effect on accuracy. Azmat & Iriberri (2010) conducted a study with high school students and classified teacher comments into three categories: judgmental comments, reader response comments, and comments that evaluate the students' writing in terms of what is good, what needs more work, or what can be written better in the teacher's opinion.

Good comments have four characteristics: they are focused, applicable, clear, and encouraging (Humphries et al, 2014). Reader response comments provide the teacher's reaction to the students' writing as a reader and reflect his or her experiences reading the students' work. The comments are extremely personal, with a lot of firstperson statements. Coaching comments give students guidance on how to improve their writings, and they're usually facilitative, which means they work as prompts for students to think about aspects of their writing including word choice, sentence structure, organization, and writing style. They also encourage students to take a critical look at their work. The occurrence of errors in ESL writing is a key issue for English Language teachers (Williams, 2005). Students frequently make mistakes in both form and content. As a result, the teacher's feedback is primarily focused on these two types of faults. The form feedback entails the teacher correcting surface faults openly. The teacher points out the location and type of faults without correcting them. As a result, the teacher just shows the presence of faults by underlining them. Content feedback, on the other hand, entails the teacher's recommendations for future writing. According to Razali and Jupri (2014), using a range of feedback strategies can result in gratifying composition writing improvements.

Furthermore, feedback has been demonstrated to be beneficial in encouraging students to think of what they write as a draft rather than a finished product, and in assisting them in writing numerous drafts and revising their writing several times in order to generate a much improved piece of writing. In a classroom setting where rewriting is encouraged, feedback can be used and gained from (Quintan & Smallbone, 2010). According to Tootkaboni & Khatib (2014), with corrective feedback from the teacher in writing lessons, the student would be able to recognize the flaws or errors committed learn from them, and enhance his or her ability to write accurately. According to Temmerman (2017), in the lack of feedback, students can feel demotivated and lose track of how well they are doing and which areas of their writing they should focus on. According to Lee (2008), their efforts may be misplaced, and they may acquire an inaccurate perception of their writing abilities. Furthermore, Eisner (2017) contends that a lack of feedback may lead students to believe that they have effectively communicated their meaning, and so they do not see the need to modify the substance of their texts. Thus, feedback is an important aspect of writing. According to Hyland (2015), teacher corrections of errors in students' essays serve as examples of writers; however, most students benefit little from the corrections because they treat work handed in as a finished product rather than a stage in the process of improvement or completion.

# 2.8 Related Studies

The tactics and strategies teachers employ to help students improve their English language writing skills have been the subject of research. To begin, Kadmiry (2021) looked into the impact of two different writing approaches, process and product, on Moroccan EFL students' writing performance to see which one was more effective. It looked into process writing instruction using Hayes's (2012) methodology. Before the treatment, the participants were placed into two groups, A and B, and they all did a writing pre-test. Students in Group A got product-oriented argumentative writing education, while students in Group B were taught writing using Hayes' (2012) process writing paradigm. Following treatment, all participants were given writing post-test. The results demonstrated that group B participants improved their compositions significantly more than group A participants, indicating that the process-oriented approach is more effective in improving EFL writing than the product-oriented approach. It was recommended that EFL teachers adopt the process oriented writing instruction in their classrooms. This study is similar to the current one in terms of the methodology used.

On the other hand, Khaki & Tabrizi (2021) investigated EFL learners in a kind of process-product approach in writing and the possible effects of teachers' direct and indirect corrective feedback in four English language institutes. Four groups of intermediate students participated as a case in the study. The total number of participants was 120 female EFL learners selected based on a convenient non-random sampling method but randomly divided into four experimental groups. In the first group, the product based approach was used to teach writing and the learners received direct corrective feedback. In the second group again, product based approach was used to teach writing and the learners received indirect corrective feedback. In the second group again, product based approach was used to teach writing and the learners received indirect corrective feedback. In the learners received indirect corrective feedback, used in the last group, the learners received indirect feedback in process based writing. The writing performance of the students in all four groups was compared in terms of accuracy. The findings revealed that the

process through which direct feedback was provided was more effective than any other teaching writing approaches. It was recommended that more research is needed in this area to increase the quality of writing instruction in L2 learning classrooms to provide practical solutions.

The goal of the Haerazi et al (2020) study was to use a genre-based teaching strategy to increase pre-service teachers' EFL writing skills and creativity. A quasi-experimental research design was adopted in this study. The samples consisted of two classes, one of which was addressed using the process-based instruction (PBI) model and the other with the genre-based instruction (GBI) model. A creativity test and a writing test were used in the research. The results revealed that GBI model was more effective than the PBI model. As a result, the GBI aided pupils in improving their writing skills and increasing their creativity. This study is similar to the current one in terms of methodology in comparing two approaches to writing skills.

Nejla (2020) study identified which stages of the process writing approach students have difficulties most. A posttest experimental investigation was conducted with 50 first-year English translation and interpreting students. At the end of the procedure, the students were supposed to write an essay using the process writing approach. The essays were graded using a checklist created by the researcher based on the approach's steps. According to the findings, students are successful in implementing the technique in their writing classes. Students have difficulties in the application of the second stage, drafting, of the approach. It was found out that drafting and revising are the most problematic stages for undergraduate students. It was suggested that teachers warn students to prepare adequately prior to the production stage, and that separate classes on paragraph organization be held prior to the implementation of the strategy. It was suggested that the process approach be used in writing classes.

Listyani (2018) studied process writing which was applied to one group of academic writing class to find out how effective process writing strategy was when used to teach academic writing. The study was quantitative in nature and the design was one group pretest- posttest. The instruments used were pretests, posttests, and direct observation, video-recording and weekly journals that students wrote every time they passed a stage of the process writing. From the statistical analysis as well as from students' perceptions, it was concluded that process writing is effective to teach academic writing and that it can be used to teach any level of education provided that teachers adjust the material as well as the level of difficulty for the learners.

Hasheminezhed (2012) compared product, process, and post-process methods to writing ability in a study. The study's findings revealed that, while the post-process approach had no significant advantage over the product approach in terms of increasing learners' writing abilities, both the process and post-process approaches had a considerable advantage over the product approach. Similarly, Gholami & Haghi (2013) conducted a study on the process-product approach to writing in order to arrive at a balanced approach to be used instead of either product-based or process-based approaches, and found that the use of an incomplete model text in such an approach to writing has a positive impact on English as a foreign language learners accuracy in writing. Graham & Sandmel (2011) examined whether process writing instruction improves the quality of students' writing and motivation to write. The results showed that process writing instruction resulted in a statistically significant improvement in the overall quality of writing. Process approach to writing skills emphasizes on the process by which learners generate their written products rather than on the products themselves (Onazawa, 2010). It views writing as a collection of several acts, with a focus on the stages in which students carry out these actions while creating meaning

in their writing. Learners gain a better understanding of themselves and how to work through the writing process by focusing on the writing process. They can look into which tactics are best suited to their learning style.

Roybal (2012) research examines the effects of critical thinking on improving writing skills. The study evaluates strengths and weaknesses of the different strategies of writing and how they create better reflective thinkers. The research sought to determine how well students were able to create a piece of writing. Results indicated that students needed more practice in writing and more instruction in using critical thinking skills. Good writing skills help the learner to be clear, independent, comprehensible, and fluent and have imaginative ideas to write about. If learners master these skills; they will be able to write for themselves and for others. These skills can be mastered when the teacher uses effective teaching approaches. To find out the effective approaches, there is need for a comparative study which justifies the present study.

In Kenya's Bungoma North Sub-County, Wanjala (2016) investigated the challenges teachers and students face when using the integrated writing skills approach in secondary schools. The study found that the main challenges in using this approach by both teachers and learners were the learners' low language level and the approach's requirement for more writing time. Furthermore, several of the institutions lacked sufficient texts for both teachers and pupils to use. Most studies carried out on writing have focused on the strategies used to teach writing as a skill and the challenges involved. There is need to compare the different approaches used in order to establish the impact of these approaches.

According to Kemboi et al. (2014), writing is not adequately taught in Kenyan secondary schools. Inadequate resources, hard effort on the part of teachers, lack of enthusiasm, mother tongue impact, and limited use of English in schools and at home are all obstacles that teachers and students confront. On the other hand, Eyinda & Shariff (2010) carried out a similar study to investigate the teaching of writing in an ESL classroom in secondary schools in Kenya. The findings of the study indicated that most teachers dominated in classroom interaction. It was also reported that teaching methods used were mainly teacher centered such as lecturing, question and answer. The study findings indicated that although teachers use a variety of teaching and learning activities in their writing lessons, most of the activities used give teachers overwhelming control of the class proceedings. Teachers also face challenges such as lack of knowledge, skills and interest to teach writing, inadequate teaching and learning resources, large classes and lack of learners' interest in writing. From the explanation, there is need to compare the approaches to writing to find out their effectiveness.

Teachers and students' perceptions of strategies used in teaching and developing English writing skills in secondary schools were explored by Koross et al (2013). Both teachers and students expressed negative attitudes of the methods employed in teaching and developing English writing skills, according to the study. Okwara (2012) also looked into the characteristics that influence secondary school students' achievement in written English writing. The study found that a variety of factors influenced student achievement in written English composition, including the students' linguistic environment, a lack of appropriate reading materials, poor student quality, a lack of a proper foundation in primary schools, a lack of concerted efforts by teachers, and a lack of time for learning English, among others. Research should be carried out to establish how these problems affect learning of writing skills in English language. Koross (2012) investigated the use of oral language approaches in developing writing skills in English language in Rift valley Secondary Schools in Kenya. The findings revealed that problems found in schools were associated with students' attitudes, teachers' methodology of teaching, inadequate instructional materials and inability of learners to express themselves orally. This hindered the development of competence in writing among students.

Magut (2000) investigated the use of process approach in teaching writing skills. He observed lessons in class using observation schedules and also administered surveys. He noted that most teachers find teaching writing difficult, and as a result, composition writing is rarely taught. Furthermore, they used poor teaching methods such as the lecture method. The study suggests that more effective techniques to teaching composition, such as the process approach, be used, but it does not explain why the process approach is judged effective, necessitating a comparison study of the product and process approaches. Kochung (2012), on the other hand, looked into the tactics employed in teaching English compositions in Kenyan primary schools. To acquire data, he used observation schedules and instructor surveys.

The most commonly employed tactics in teaching composition were repetition, discussion, questioning, guided writing, and administration, according to the findings. Group work, peer teaching, cooperative teaching, and dramatization, on the other hand, were the least employed tactics in composition teaching yet were the most effective. He came to the conclusion that inefficient teaching practices were to blame for poor performance in English composition writing in Kenyan elementary schools. As a result, the study recommends that teachers adopt effective instructional tactics to help students enhance their English composition writing skills. The issue of effectiveness of strategies of teaching writing as a skill is raised here concerning its determination. The researcher should have considered this by comparing the strategies to determine the most effective one.

Odima (2015) looked into the usage of the process approach in teaching writing skills and found that most teachers find teaching writing difficult. They utilized ineffective methods, with the bulk lecturing students on how to write. Teachers simply assigned subjects to students and asked them to compose papers on them. According to other studies, English composition writing necessitates a grasp of grammatical rules, which can be attained through the educational process (Sollwander, 2016 & Jerotich, 2017). Furthermore, in order to achieve the overall goal of teaching English, students must learn not only how to employ basic grammatical structures such as sentences, clauses, phrases, and words effectively, but also how to write rationally and coherently. According to several researches, in order to impart meaning to text, a competent writer should observe patterns of word order and word structure, have a good grasp of sentence structure, and maintain coherence both inside and between sentences (Odima, 2015).

A study found that text-based writing instruction was inefficient due to a lack of variety of texts available to teachers (Onchera & Manyasi, 2013). At the secondary level, teachers do not provide good writing instruction and do not use a variety of tactics while writing essays. Discussion, repetition, guided writing, and cooperative instruction are the most often recorded ways for teaching composition writing in Kenyan schools (Ogada et al, 2012). In other words, a product-based approach to writing skills causes students to follow a set of fixed patterns regardless of the social-

cultural aspects involved in developing a written document, according to Shahrokhi (2017). Furthermore, despite the fact that the technique is based on modeling, the role of model texts in the approach is frequently confined to a teaching tool that serves as a source of feedback to students (Saeidi & Sahebkheir, 2011). In order to enhance writing skills in the English language, a number of ways for teaching composition writing must be used.

In conclusion, Asma and Fatimah (2018) state that teaching essay writing through a process approach speeds up the learning process. However, students and teachers must devote time, effort, and patience to the stages of the process writing method, such as planning, drafting, responding, rewriting, and editing. The process is an effective approach to teach essay writing as it leaves a positive effect on students' writing performance. Several studies compared the process writing approach to standard writing training and found that the process writing approach resulted in a more substantial improvement in students' overall performance. The researcher had interest therefore in this line of research in the Kenyan ESL context to fill the empirical gap in writing instruction and found it necessary to compare the effects of process and product approaches to teaching writing skills in selected secondary schools within Kenya.

### 2.9 Chapter Summary

This chapter reviewed literature on the writing skill by first briefly looking at the English language skills and then extensively exploring the writing skill in terms of approaches to teaching writing, genres of writing, and difficulties of writing, assessment and feedback in the writing process. The approaches reviewed include: the process, product, genre-based, and the integrated approaches. For the sake of this

study, the process and product approaches were looked at in detail. The five steps of the writing process, pre-writing, drafting, revising, editing, and publishing, were examined as part of the process approach. Pre-writing, for example, refers to the planning and idea gathering stage, whereas drafting refers to the time spent creating a rough manuscript. On the other hand, revising is the process of enhancing the manuscript by re-reading and changing the work in response to feedback, whereas editing is the process of correcting mechanical faults, and publishing is the final stage or output. The purpose of this quasi-experimental study was to compare the effect of process and product approaches to teaching English language writing skills in selected secondary schools within Kenya whose need emerged from an extensive review of related literature on studies previously done on process and product approaches to teaching writing skills in English language to help improve students' writing skills.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

## **3.1 Introduction**

The purpose of this quasi-experimental study was to compare the effect of process and product approaches to writing skills on students' performance in writing test in English language in selected secondary schools in Kenya. The objectives of the study were: to determine the students' performance in the writing test before and after instruction using the process approach to writing skills, to analyze the effect of process approach to writing skills on students' performance in the writing test, to determine the students' performance in the writing test before and after instruction using the product approach to writing skills, to analyze the effect of product approach to writing skills on students' performance in the writing test, and to compare the effect of process and product approaches to writing skills on students' performance in the writing test in English language in selected secondary schools in Kenya. The participants in this study were form three students and teachers of English in selected Extra County public single sex secondary schools in western region of Kenya. This chapter describes the overall approach that links methods to outcomes. It explains how the study was conducted by incorporating the philosophy of the study, research design, study area, population and sample size, data collection methods, data analysis techniques, and ethical considerations.

## **3.2 Research Paradigm**

A paradigm is a world view or a basic set of beliefs that guide action (Creswell & Creswell, 2018). A researcher brings to the subject a basic philosophical attitude about the universe and the nature of inquiry. A paradigm consists of various

philosophical assumptions namely ontology, epistemology and axiology (Denzin & Lincoln, 2005; Creswell, 2014). Ontology refers to beliefs about the nature of reality and that researchers need to take a stand regarding their perceptions on how things really are and how they work. Epistemology refers to beliefs about how reality is studied, that is how we come to know something that is how knowledge can be obtained and conveyed to other individuals while axiology refers to the nature of ethics. Based on ontology, two paradigms positivist/post positivist and interpretivist paradigms emerge. Positivists claim that social observations should be treated as entities in the same way that physical scientists treat physical phenomena. When examining human behavior and activities, post positivists reflect thinking after positivism by challenging the old notion of absolute truth of knowledge and admitting that we cannot be totally certain about our claims of knowledge (Creswell & Creswell, 2018). Post positivists focus on establishing and searching for evidence that is valid and reliable in terms of the existence of phenomena, rather than generalization (Kobus, 2016); this is in contrast to the positivists who make claim about absolute truth through the establishment of generalization and laws. The development of knowledge through a post positivist lens is based on observation and measurement of the objective reality that exists 'out there' in the world by generating mathematical measures of observations and analyzing individual behavior, which becomes crucial for a post positivist (Creswell& Creswell, 2018).

This study used the post positivist paradigm which holds that there is an objective reality that exists independently of the research process (Leavy, 2017). Rational researchers can study this reality by employing objective methods grounded in measurement, control, and systematic observation, for instance in this study knowledge about the product and process approaches to writing skills in English language at secondary school was based on the reality that existed in the schools. Numeric data was collected to compare the effect of process and product approaches to writing skills on students' performance in the writing test in English language in selected secondary schools.

#### **3.3 Research Approach**

Creswell (2014; 2018) defines an approach as a plan of action that links methods to research outcomes which are stated in the objectives. It refers to the coherent group of methods that complement one another to deliver data and findings that reflect the research questions and suit the research purpose. It refers to the techniques and procedures applied to conduct research (Creswell, 2014). The determination of a research approach lies primarily in the way a researcher selects research methods and how their efficiency and suitability is determined to find solutions to the research problem (Chinedu & Wyk, 2015; Creswell, 2014).

There are three research approaches: qualitative, quantitative and mixed. They are not as discrete as they first appear, but represent different ends on a continuum (Creswell, 2015). First, qualitative researchers contend that there are multiple truths and realities based on human perceptions. Ong'ondo & Jwan (2011) explain that a qualitative research is an approach to inquiry that emphasizes a naturalistic search for relativity in meaning, multiplicity of interpretations, particularity, detail and flexibility in studying a phenomenon or the aspects of it that a researcher chooses to focus on at a given time. They observe that qualitative research is concerned with "life as it is lived, things as they happen, and situations as they are constructed in the day-to-day moment". Thus in qualitative research, we endeavor to seek lived experiences in real life situations. Qualitative researchers use systematic procedures but maintain that there are multiple socially constructed realities. In this paradigm, researchers believe that each individual construct his or her own view of the world based on his /her own experience and perceptions. Qualitative research is a method for examining and comprehending the meaning people place on a social or human issue. Emerging questions and processes are part of the research process, as are data acquired in the participant's environment, data analysis that builds inductively from specifics to broad themes, and the researcher's interpretations of the data (Creswell, 2014; Creswell & Creswell, 2018). This sort of investigation values an inductive approach, an emphasis on individual meaning, and the necessity of documenting a situation's complexity.

Mixed methods research on the other hand resides in the middle of qualitative and quantitative continuum because it incorporates elements of both paradigms. It's a method that entails gathering both qualitative and quantitative data, combining the two, and employing various designs that may include philosophical assumptions and theoretical frameworks (Leavy, 2017; Creswell & Creswell, 2018). The key premise of this type of research is that combining qualitative and quantitative data offers additional knowledge beyond what either quantitative or qualitative data alone can provide. Through integrating the data, explaining the data, building from one database to another, or embedding the data within a wider framework, the two types of data are incorporated in the design analysis. These procedures are included into a specific mixed methods design that specifies the processes to be employed in the study in order to gain a thorough grasp of research problem and questions (Leavy, 2017; Creswell & Creswell, 2018).

On the other hand, quantitative approaches center on achieving objectivity in investigating causal relationships, association and correlation (Leavy, 2017). Ayiro

(2010) says that quantitative research is a means for testing objectives and hypotheses by examining the relationship among the variables. In this study, quantitative approach was used to collect data for testing hypotheses by examining the relationship between/among variables in comparing the effects of process and product approaches to writing skills on students' performance in English language within selected secondary schools in Kenya. The independent variables were the process and product approaches, while the dependent variable was performance in the writing skills in English language. By using quantitative approach, these variables were measured typically on instruments so that numbered data was analyzed using statistical procedures, and also tested the theory deductively by building in protections against bias and control for alternative or counterfactual explanations or extraneous variables.

### **3.4 Research Design**

A research design is a broad term referring to the entire research process encompassing research questions, paradigm, approach, method, sampling, data generation procedures and the relationships between them (Silverman 2006; Denzin & Lincoln 2005; Creswell, 2014; Creswell 2018). Research design situates the researcher in the empirical world and enhances the trustworthiness of the study (Burke & Christensen, 2012). It is the framework used to plan and conduct a study, the procedures and techniques used to address the research problem and the research questions (Wyk & Chinedu, 2015). Yin (2003) describes a research design as an action plan for getting from 'here' to 'there', meaning from questions to conclusions.

The study adopted a Quasi-Experimental research design in which Solomon fourgroup design (Creswell & Creswell, 2018) was used. Quasi experimental research design was used because it involves taking advantage of natural settings or groups, with experimental groups only or experimental and control groups. Solomon fourgroup design involves the random assignment of participants to four groups which is a rigorous design that controls for both the effect of the pretest and the effect of the intervention on posttest scores (Leavy, 2017). A researcher has access to only a single intact group such as a classroom of learners. Therefore, a researcher can randomly assign students to the intact classrooms in which different techniques are used because the school system will not allow reassigning students to classrooms for purposes of research (Burke & Christensen, 2014). It is for this reason therefore that the researcher conducted the study making use of the existing intact classes of students. Quasi-experimental design uses elements of true experimental designs whereby elements of variables are controlled by the researcher (Chinedu & Okeke, 2015). To account for the effect of the study, control groups were used in order to mitigate against the effect of the experiment itself, which was more preferable than designs that rely on single groups. Keith & Alis, (2014) contend that in quasi experiments, comparisons are possible because of naturally occurring treatment groups that are fairly clear cut, though not set up for research purposes. Therefore, the experimental treatment is not controlled by the researcher, but the researcher has some control over when to measure outcome variables in relation to exposure to the independent variable. Since classes were not separated for research purposes and not possible to assign treatment as in true experimental designs, the schools which were selected were randomly assigned treatment and control conditions as intact groups where pretests and treatments were varied for the four groups in each cohort. The design allowed assessment of the effect of process and product approaches on students' performance in the writing test. The design was represented as: -

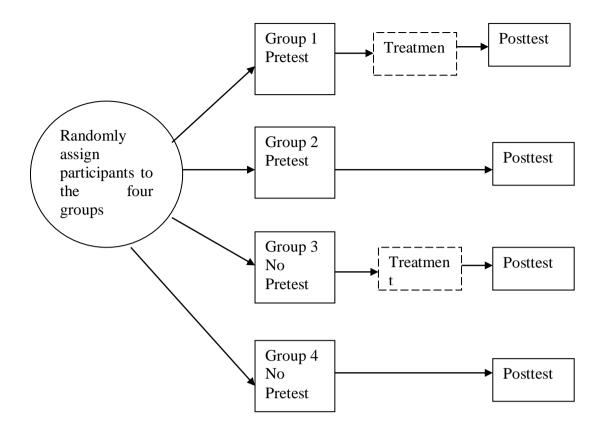


Figure 3.1: Solomon four-group design (Kobus, 2016)

Notably, there were 2 cohorts: Cohort 1 was taught using the process approach and cohort 2 was taught using the product approach, so that in each cohort, Group 1 represented the experimental group that received the pre-test, the treatment and the post-test. Group 2 was the control group which received a pre-test, control condition and a post test. Group 3 received treatment and post-test only, and Group 4 received post-test only. This design helped to assess the effects of the experimental treatment relative to the control condition, assess the interaction between pretest and experimental conditions, assess the effects of the pretest relative to no pretest and assess the homogeneity of the groups before administration of the treatment. It is ethically unacceptable that the other groups of participants are denied treatment (Kobus, 2016) therefore, the control groups received some kind of alternative treatment, a placebo to see if process and product approaches used in the experimental

groups effected positively on the performance of learners in writing test. Also, Solomon four-group design attempts to control for possible interaction effects that cannot be uncovered. It can be determined whether the pretest and/or the intervention have an effect on the outcomes of the study. In each of the two cohorts of process and product approaches to teaching writing, the comparison of post-test measures of group 1 and 2 was the critical analysis to see whether there was a treatment effect. The comparison of post-test measures of groups 1 and 3 served as a basis to see whether the pre-test in group 1 had an effect on top of the treatments. Group 4 provided some more controls in the sense that its post-test outcomes were similar to group 2 but different from groups 1 and 3.

## 3.5 Study Area

This study was carried out in the western region of Kenya which consisted of; Kakamega, Bungoma, Vihiga, Busia, Uasin Gishu and Transnzoia counties. There are 107 public extra county secondary schools in these counties (Uasin Gishu 22, Kakamega 24, Vihiga 17, Bungoma 16, TransNzoia 17 and Busia 11) of which 55 are Boys' schools and 52 are Girls' schools (County Education Offices, 2021). The researcher found it appropriate to undertake research in these counties due to large area which enabled the researcher to obtain a balanced representation of the characteristics of the variables under study. These counties have a relatively large number of public extra county secondary schools and the students come from different cultural backgrounds, and also the teachers are posted from different parts of the country therefore the findings can be generalized to other parts of the country.

## **3.6 Research Population**

All respondents who are willing and available to participate in the study are referred to as the research population. The research population comprised all form three students and teachers of English language in Extra County public single sex secondary schools in the western region of Kenya which consisted of; Kakamega, Bungoma, Vihiga, Busia, Uasin Gishu and Transnzoia counties. Choice of single sex extra county public secondary schools was guided by the fact that learners share the same academic context and have similar characteristics in terms of age and language proficiency level. This region is also multi-ethnic with most of the communities living in Kenya that meant participants represented the various ethnic groups found in Kenya. In addition, the KNEC report (2017) for all subjects indicate poor performance in English language paper 3 countrywide evidenced by inadequate composition writing skills. It therefore means that a similar research and any other in English language writing skills can be done in any part of the country. Form three students were selected because they have covered adequate content in English writing skills in secondary school syllabus, and those teachers of English use a range of approaches to teach them writing skills. The teachers who teach at form three are mostly experienced teachers who have on many occasions interacted with the English language syllabus at secondary school. They provided data for confirmatory purposes about the teaching and learning activities used in process and product approaches to writing skills during classroom observations.

## **3.7 Sampling Procedure and Sampling Size**

This study was carried out in six counties that form part of the western region of Kenya. These counties are: Kakamega, Bungoma, Vihiga, Busia, Uasin Gishu and Transnzoia counties. Public Extra county single sex secondary schools that form the second tier after national schools formerly referred to as provincial schools were used in this study. There are 107 public extra county secondary schools in these counties (Uasin Gishu 22, Kakamega 24, Vihiga 17, Bungoma 16, TransNzoia 17 and Busia 11) of which 55 are Boys' schools and 52 are Girls' schools (County Education Offices, 2021). Stratified random sampling was used to select public extra county schools as they were already stratified as homogenous subgroups within a wider group. This technique involves identifying groups in the population (Kasomo, 2015). Simple random sampling was also used to select schools that took part in the study because all participants had equal rights of being selected as a sample so that generalization is possible because random samples produce representative samples. The sample size was determined using the table adapted from Krejecie & Morgan cited in Christesen (2014) that recommends sample sizes for different population sizes (Appendix K). The approximate population of Form three students in the extra county secondary schools in the six counties was 52, 940 (County Education Offices, 2021). From the table the sample size is 381 students. However since it was not possible to randomly assign students to classrooms because the school year had already begun and also the school system could not allow reassignment of students to classrooms. Therefore a sample size of 438 students was used since the classes existed as single units. The researcher also used simple random sampling technique to select 8 public extra county single sex secondary schools (for 2 cohorts: Cohort 1 that was taught using the process approach and comprised 4 schools; while cohort 2 was taught using the product approach and had also 4 schools) that were all randomly assigned to control and treatment groups. In each cohort, group 1 and 3 were the experimental groups while group 2 and 4 were the control groups. In schools that had more than

one stream, only one stream was selected using simple random sampling to take part in the study. Both pretest and posttest were administered simultaneously to the control and experimental groups in the 2 cohorts, and also the conditions under which the instruments were administered were kept as similar as possible in all the selected schools where the study took four weeks.

Public extra county single sex secondary schools were purposively chosen. Purposive sampling is a non-random sample strategy used in naturalistic research in which the researcher recruits people with certain qualities to participate in a study, according to Burke and Christensen (2012). Public extra county secondary schools are well staffed with qualified and experienced teachers and also have similar facilities in terms of teaching and learning facilities, they are established schools that admit students from all over the country whose entry behavior at form 1 after K.C.P.E ranges between 350 to 390 marks, an indication that learners are of similar academic ability. The 8 extra county public secondary schools were single sex to avoid complexities arising from using different categories of schools. Creswell & Creswell (2018) observe that the success of quasi-experimental designs normally lies on stringent control of extraneous variables. Therefore, selecting one type of school minimized variation in the characteristics of the groups.

Type of School	Kakamega	Busia	Bungoma	Vihiga	Uasin Gishu	Trans- Nzoia	Total
Boys	14	5	9	6	11	10	55
Girls	10	6	7	11	11	7	52
Total	24	11	17	17	22	17	107

**Source: County Education Offices (2021)** 

The total number of students in cohort 1 (process approach) groups  $C_1$ ,  $C_2$ ,  $C_3$  and  $C_4$  were: 59, 55, 62 and 56 respectively while cohort 2 (product approach) groups  $D_1$ ,  $D_2$ , D3 and  $D_4$  were: 54, 49, 55 and 48 respectively. All students in each stream selected took part in the study as a whole class which consisted of 438 students (232 belonged to cohort 1 (process approach) and (206 belonged to cohort 2 product approach. 4 teachers of English whose classes took part in the study as experimental groups were purposively selected and for each teacher, at least 8 class periods of 40 minutes were observed. Purposive sampling was used to select the four teachers because they met the criteria for being in the sample (Too & Kirui, 2016), they taught the experimental groups.

## **3.8 Research Instruments**

A research instrument is a tool used to collect data (Creswell, 2014). Data was generated using a written test and lesson observation. A written test was administered to students as a pretest and later as a posttest, whereas lesson observation was used to collect data from teachers who taught the experimental groups. A written task (Appendix C) for students and a marking scheme (Appendix D) on the quality of the writing rubric and the analytic method were used. Also, a checklist (Appendix F) which was more specific and closed ended was used. Teaching writing using the process and product approach concurrently took place in the respective schools for 4 weeks. Prior to the administration of the pretest, the researcher sensitized and demonstrated to the teachers of the process and product experimental groups on how to teach using each approach during the experiment and convinced them to strictly adhere to the regulations and instructions for each approach as explained in the instructional manual (Appendix E).

## 3.8.1 Written task

A composition assignment was administered to the sample population of 8 secondary schools using form three students by the researcher which took 70 minutes to accomplish since recommended time for writing compositions in high school is between 70 to 90 minutes (K.I.E, 2006). Participants in both cohorts were assigned the same topic for a writing task, which served as a common platform in terms of topic, method of discourse, and writing time, ensuring that no one was disadvantaged. The following aspects were assessed: opening formula, coherence devices, reasoning, and quality of details, vocabulary choice, comprehensibility and closing formula. These aspects were to be reflected in the writer's overall evaluation of writing, organization and development, reasoning and consistency, language and aspects of style, and grammar and mechanics that are indicators of a student's ability to effectively use writing skills as indicated in (Appendix D). The written task's title was 'An interesting occurrence,' which was taken from the July 2012 Vihiga County KCSE Trial Examinations (101 English Paper 3). The marking scheme was developed by the researcher in accordance with the Analytic method (section 2.6.1) and the CLAQWA rubric (section 2.6.2) developed by researchers at the University of South Florida (USF), but was modified to suit the needs of the writing assignment and the context of the participants (Cooper & Odell, 1977; Hottleman, 1988; and Krest, 1987). All of the researchers have similar composition rating ideas, and they offer a four-part rating scale after determining a specific attribute to be examined.

The researcher gave the rating, and each aspect of the composition was rated on a 5point likert scale. The greatest score was 5, and the lowest score was 1, indicating that a student who received a grade 5 in a given trait had the best writing skills, while a student who received a grade 1 had the worst writing skills. Students who received ratings of 4 or 5 in most of the qualities of the five components evaluated showed mastery of writing skills. Those with primarily 3 grades, on the other hand, indicated an average ability in writing abilities, whilst those with grades below 3 demonstrated inability in writing skills. Higher grades scored indicated mastery of writing skills and lower grades showed lack of mastery of writing skills. The participants were talked to in the presence of their teachers of English before administering the written task to reduce participants' anxiety.

A single topic was chosen to provide participants with a common platform in terms of topic, mode of discourse, and writing time; as a result, no one was unfairly disadvantaged. To eliminate rater bias, the participants' identities were kept hidden. The learner's mastery of the following aspects of composition writing was determined through the written task: organization and development, consistency and logic, language use, grammar, and mechanics. These test items are also based on the K.I.E secondary school English writing syllabus. The researcher used expert help to verify the content of the written task and the marking guide for any amendment. The developed written task was administered to students scheduled to receive pretest and later given as post-test to all the groups. This enabled the comparison of the effects of process and product approaches to writing skills on students' performance in the writing test.

## 3.8.2 Lesson observation

Observation means getting data through critically watching a person(s) as they participate in particular activities with a view of obtaining deeper understanding about the activities the persons under study are engaged in (Cohen et al., 2007). Observation was naturalistically done in real world to observe the behavior of teachers and students in the classroom environment (Burke & Christensen, 2012). In quantitative

observation, structured observation involves the standardization of all observational procedures in order to obtain reliable data. It involves the standardization of who is observed, what is observed or what variables are to be observed, when the observations are to take place, where the observations are to be carried out, and how the observations are to be done. The researcher was checking for specific events during classroom observation of writing instruction to ascertain the use of process and product approaches to writing. A checklist (Appendix F) which was more specific and closed ended was used and guided by the objectives of interest to the researcher. Quantitative observation tends to be used for triangulation and confirmatory purposes, these data resulted in quantitative data, such as counts, frequencies and percentages (Burke & Christensen, 2012). Cohen et al. (2018) referred to triangulation as the use of multiple sources of data and methods of data collection in studying the same phenomenon to strengthen the findings. Lesson observation was combined with the written test to help understand best the activities in the classroom in confirming the use of the writing approaches.

Observation is viewed as an important strategy for obtaining comprehensive information where a composite of both oral and visual information become vital to a study (Leavy, 2017). The researcher is given an opportunity to look at what is taking place in situ rather than second hand. Observations were used in addition to the written task where the 4 teachers of English whose classes took part in the study were observed using non-participant observation. For each teacher, at least eight class periods of 40 minutes were observed. A total of 32 lessons were observed. This allowed the researcher to understand the phenomenon under investigation by entering into the social system involved while staying separate from the activities observed (Liu & Maitlis, 2010). Gillham, (2000) says the overpowering validity of observation

is that it is the most direct way of obtaining data. Borg (2006) advises that there is no correct figure in making decisions about the number of observations required in a study. However, given that reactive behaviors by teachers and students decrease over time; observational data collected on several occasions over a period of time may be more valid. However, practical issues such as time and availability of teachers will also affect the number of observations to carry out. The mode of observation was focused-observation that concentrated only on events relevant to the topic under investigation (Borg, 2006) whose purpose was to record activities, reactions and participant responses as well during writing lessons using either the process or product approach (Shank, 2002).

Observation enables the researcher to obtain a variety of information from the participants and achieve similarities and differences in the participants' responses. The participants were fully aware of the researcher's role as a researcher and contact with the informants was brief, formal and classified as observation (Freitag, 2005), that involved the researcher paying attention to the whole event as it took place. The researcher was able to notice aspects which entailed systematic noting and recording of events and behaviors in the classroom setting in monitoring the teaching of writing skills using the process and product approaches and also observed and reported data that reflected the subjective perspectives of participants (Creswell 2014; Rowlands, 2005).

## **3.9 Data Generation Procedures**

Before embarking on the field study, the researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), (Appendix H) courtesy of the department of Curriculum, Instruction and Educational Media in the School of Education of Moi University (Appendix G). After receiving the permit, the researcher visited the County Directors of Education and County Commissioner offices for clearance then proceeded to the selected public extra county secondary schools to clear with the principals before conducting the study. The researcher visited the teachers of English in their schools and tutored them on the use of the process and product approaches to writing using the instruction manual (Appendix E) for a period of one week.

The writing exam was delivered to both experimental and control groups as a pretest in the two cohorts before treatment using the process and product approaches to measure students writing skills before treatment using the process and product approaches. A total of 8 extra county public single sex secondary schools were used in the study. The schools were in 2 cohorts of 4 each: Cohort 1 was for process approach and cohort 2 for product approach, so that in each cohort; there was random assignment of participants to four groups. In each cohort, group 1 represented the experimental group which received the pre-test, the treatment and the post-test. Group 2 was the control group which received a pre-test, the control condition and a post test. Group 3 received treatment and post-test only, and Group 4 received post-test only. After four weeks of teaching (treatment) writing using the process or product approach, the writing test was administered as a posttest to investigate the effectiveness of the approaches in developing students' writing skills. Comparison was possible because of naturally occurring treatment groups though the experimental treatment was not controlled by the researcher, but 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 which

were selected were randomly assigned treatment and control conditions as intact groups where pretests and treatments were varied for the four groups.

The learners in cohort 1 (the process-based approach) were taught writing through a process-oriented approach. Initially, the students were separated into smaller groups of six students each. Every session began with the instructor and the student brainstorming ideas for the overall aim and organization of a certain writing job. The students were then asked to discuss their thoughts on general tactics for completing the work, with the teacher remaining in the background. The instructor only supplied language assistance when it was needed, in order to prevent the students from expressing their true feelings. Following that, the students were obliged to write the task's first draft in groups. Following the completion of the initial drafts, the learners in each group were requested to exchange their texts with one another, ensuring that each learner was a reader of one of his or her teammates' work. The rationale for changing the learner's position from that of a writer to that of a reader was to provide them the opportunity to become more conscious of the reality that the essay they were going to compose as a writer would be read and judged by someone else. Finally, the draft was returned, with changes made in response to peer comments, and the final draft was rewritten by each learner in the group. The final drafts were passed back and forth between groups for proofreading and final comments on the essays' edition.

In Cohort 2 (the product approach), the instructor modeled a document that represented a sample of the writing work and read it to the class, stressing key characteristics of the writing task. The instructor then went on to teach the language structure, lexicon, and basic strategies needed to complete it. The learners began writing using what they had been taught to make the final result after devoting a few of sessions to over teaching of the grammar, vocabulary items, and norms required to complete the writing task (essay). The researcher rated the learner's writings by assigning a letter grade to each one and making brief comments about the required revisions after analyzing the learner's final products. It's worth mentioning that the product-based group's students were not given a last chance to revise their texts in light of the feedback. This enabled comparison of process and product approaches to writing skills on students' performance in the writing test in English language within selected secondary schools.

## 3.10 Validity and Reliability of Research Instruments

Quality assurance of tools was done through pilot testing. Pilot testing involves running a trial of the main study in order to ensure feasibility and validity of procedures prior to the main study (Chinedu & Wyk, 2015). It can be used to change or modify certain aspects of the research instrument on a very small sample based on the feedback received. Piloting was done to establish whether the instruments used collected relevant data. Pilot testing, according to Creswell & Creswell (2018), is necessary to establish the content validity of an instrument's scores and to offer an early evaluation of the items' internal consistency, as well as to enhance questions, format, and instructions. All study materials are pilot tested to determine how long the study will take and to identify potential participant tiredness concerns, as well as to determine the number of people who will test the instrument and how their feedback will be incorporated into final instrument revisions (Creswell & Creswell, 2018). The writing task was pretested on a sample of 2 extra county public secondary school students in Nandi County which was not included in the actual study. The items in the research instrument were improved after feedback from piloting.

## **3.10.1** Validity of the research instrument

Validity is the extent to which an instrument measures what it is claimed to measure, that is to empirically represent the concept it purports to measure (Keith & Alis, 2014). Validity involves ensuring the use of adequate sampling procedures, appropriate statistical tests and reliable measurement procedures. Construct validity ensures that items measure hypothetical concepts which requires creation of highly specific operational definitions (Fallon, 2016). Construct validity focuses on how well a measure conforms to theoretical expectations and should therefore show relationships with other constructs which can be predicted and interpreted (Keith & Alis, 2014). While content validity ensures that the items measure the content they were intended to measure (Creswell & Creswell, 2018). Content validity focuses on whether the full content of a conceptual definition is represented in the measure, thus, a conceptual definition is a space, holding ideas and concepts, and the indicators in a measure should sample all ideas in the definition (Leavy, 2017). The writing test adequately addressed all aspects of writing. To ensure that the written test was valid, item analysis was done with the help of language experts to ensure that the objectives of the study were answered, and also the marking scheme was in line with the Analytic method (section 2.6.1) and the CLAQWA rubric (section 2.6.2) adopted from the University of South Florida (USF), developed by researchers, (Cooper & Odell, 1977; Hottleman, 1988; and Krest, 1987), that guides writing assessment, but was modified to suit the needs of the writing assignment. These researchers were experts who had already validated the rubric to be used as a marking scheme. The supervisors read through the instruments to ascertain content and construct validity to see whether the items reflected the concepts studied in writing skills and that the scope was adequate. They reviewed the instructions and expectations about the writing test and the rating scale that was used to score the items in the writing test.

### **3.10.2** Reliability of the research instrument

Reliability refers to the consistency or repeatability of an instrument (Creswell & Creswell, 2018). It refers to the accuracy of the measurement and is primarily concerned not only with what is being measured, but also on how well it is being measured. The more reliable instruments are the more consistent and dependable the results are. Reliability for quantitative research focuses mainly on stability and consistency (Keith & Alis, 2014), that for research data to be reliable, the data collection tools must have the ability to consistently yield the same results when repeated measurements are taken under the same conditions. The research instruments were pretested on a sample of 2 single sex extra county public secondary schools in Nandi County to ensure that the data was in line with the study objectives and to ascertain the timing and the level of difficulty of the writing test. These schools did not take part in the actual study. Two teachers of English whose classes took part in the pilot study were observed in classroom during the writing lessons, one teacher used the process approach to writing skills and the other teacher used the product approach. The researcher visited the teachers of English in their schools and tutored them on the use of the process and product approaches to writing using the instruction manual (Appendix E) before observation. For each teacher, at least 2 class periods of 40 minutes were observed for two weeks. The 2 schools and the 2 teachers belonged to the 2 cohorts respectively (cohort 1 was for process approach and cohort 2 for product approach).

The written task was administered to students as a pretest before they were taught using the treatment as specified in the two cohorts and later given as a post-test after treatment. The aspects that were assessed on a 5 point likert scale included: the writer's overall evaluation of writing, organization and development, reasoning and consistency, language and aspects of style, and grammar and mechanics (Appendix D), all of which had specific domains which were indicators of a student's ability to effectively use writing skills. Reliability can be determined using the Cronbach's Coefficient Alpha. This coefficient determines how items correlate among themselves and tests the internal consistency of the instrument in measuring the construct of interest (Burke & Christensen, 2012). Internal consistency refers to how consistently the items on a test measure a single construct or concept, for instance the writing skill in this case. The ability of the writing exam to capture the same data consistently under similar settings was referred to as its reliability (Burke & Christensen, 2012).

Cronbach Alpha was used to analyze the consistency of the data using the reliability coefficient. The reliability coefficient was computed to test the internal consistency among variables and select how the variables in the writing test correlated among themselves. The test-retest (pretest and posttest) method was used on 2 extra county schools (each cohort had 1 school), and 2 teachers who were not to be included in the actual study were observed in class when teaching writing using either the process or product approach. Using Cronbach's Alpha, the scores were computed and a coefficient of d = 0.93 for the product scale of items and d = 0.87 for the process scale of items was achieved which showed that the instrument was reliable (Burke & Christensen, 2012). The reliability coefficient of 0.7 and higher was recommended and a coefficient of less than 0.7 was considered lower and meant that the instrument be modified to increase reliability. The reliability coefficient was worked out on the five aspects in writing test that included: overall evaluation of writing, organization

and development, reasoning and consistency, language and aspects of style, and grammar and mechanics.

### **3.11 Data Analysis Procedures**

Quantitative data was collected and analyzed using descriptive and inferential statistics. Descriptive statistics involved frequencies, percentages and means to describe, summarize and make sense of data and arrange it into a more interpretable form (Babbie, 2013; Fallon, 2016). The descriptive statistics that were used in this study were mean and standard deviation. The mean was used to summarize scores on students' performance in the writing test. The data was in the form of an ordinal scale, and the standard deviation was used to establish the homogeneity of the population from which the sample was obtained. Inferential statistics entailed the use t-test for independent samples and one-way Analysis of Variance (ANOVA) to compare group means because there was one quantitative variable that is performance in writing test and one categorical variable that is the teaching approach that took 2 categories; product and process.

T-test was used to compare the results of two group means and One Way Analysis of Variance (ANOVA) was used to compare statistical significance of differences of more than two group means (Burke & Christensen 2014). ANOVA minimized type 1 error which could have inferred that a relationship existed that did not (Leavy, 2017). Data that was derived from the written task was summarized using descriptive statistics and analyzed using inferential statistics while data from lesson observations was analyzed using descriptive statistics. Analysis was done with the help of the Statistical Package for Social Sciences (SPSS) version 20.0 to generate the mean scores and standard deviations. All statistical tests were subjected to a test of significance at alpha level of 0.05, that is a margin error of 5% and a confidence level of 95% to accept or reject the null hypothesis.

The written task was administered as a pretest and posttest to the groups of the two cohorts (process and product approaches), marked and analyzed based on the marking guide that consisted of 5 aspects of writing skills: the writer's overall evaluation of writing, organization and development, reasoning and consistency, language and aspects of style, and grammar and mechanics (Appendix D), all of which have specific domains, whose scores ranged between 0 to 5, an average score on each aspect for each participant was calculated and the scores on all the aspects tested were summed up to a total score. On the other hand, lesson observation used a guide (Appendix F), whose data was in form of counts, frequencies and percentages. T- test was used to analyze data for objectives one, two, three and four, while one way analysis of variance (ANOVA) was used to analyze data for objective five because there was one independent variable with more levels of the dependent continuous variable. In this case the post test was the continuous dependent variable and the four groups of either process or product approaches were the independent variable. A summary of the research questions, instruments and statistical techniques that was used is represented in Table 3.1 below. The findings are presented in chapter four.

Research Objective	Methods	Analysis techniques
To determine the students' performance in the writing test before and after instruction using the process approach to writing skills in English language within selected secondary schools of Kenya.	Writing test, Lesson Observation	Descriptive statistics, inferential statistics: t- test
To analyze the effect of process approach to writing skills on students' performance in the writing test in English language within selected secondary schools of Kenya.	Writing test, Lesson Observation.	Descriptive statistics, inferential statistics: t- test
To determine the students' performance in the writing test before and after instruction using the product approach to writing skills in English language within selected secondary schools of Kenya.	Writing test, Lesson Observation	Descriptive statistics, inferential statistics: t- test
To analyze the effect of product approach to writing skills on students' performance in the writing test in English language in selected secondary schools in Kenya.	Writing test, Lesson Observation	Descriptive statistics, inferential statistics: t- test
To compare performance of students taught using the process and product approaches to writing skills in English language within selected secondary schools of Kenya.	Writing test, Lesson Observation	Descriptive statistics, Inferential statistics: one way ANOVA

 Table 3.2: Summary of Research Objectives and Statistical Tests of the study

## **3.12 Ethical Considerations**

Prior to initiating the study, the researcher followed ethical guidelines; during data collection and analysis; and in reporting, distributing, and preserving the data, the researcher followed ethical guidelines (Creswell & Creswell, 2014). Prior to conducting the study the researcher obtained approval of individuals in authority to gain access to the schools and study participants. The researcher obtained a research permit from the National Commission for Science and Innovation (NACOSTI), (Appendix H), and permission from the County Commissioners and Directors of Education and the respective Principals of the secondary schools that were visited. The study allowed objectivity of the research because the researcher did not have vested interest in the counties selected for the study. The problem identified was to benefit individuals to be studied and also be meaningful to the researcher and others. This was accomplished through a pilot study that established trust and respect with the participants, allowing the inquirer to notice any possible marginalization of participants even before the study started. The goal of the study was explained to the participants through written instructions, and participation in the study was entirely voluntary, as stated in the informed consent form signed by student participants (Appendix A), as well as instructor participants (Appendix B).

The researcher respected all anticipated differences in participants and schools that took part in the study, and therefore disrupted as little as possible the school programs so that they were left undisturbed after the study especially on the flow of activities of participants. The researcher should have some reciprocity back to the participants for their involvement in the study by sharing the final research report. The researcher acknowledged the privacy of participants by respecting the anonymity of individual participants, roles and incidents in the study, abbreviations or pseudonyms for participants and schools were used to protect their identities. Sensitive information was also not disclosed. In reporting, sharing and storing data, the researcher provided an accurate interpretation of data by avoiding inventing findings to meet the researcher's needs and using bias by communicating clearly and using appropriate language. Raw data and other materials were kept for a reasonable period of time before being discarded (APA, 2010). Researchers should also not engage in duplicating or piecemeal publishing of the same data, discussions, and conclusions of this study without offering new material.

## **3.13 Chapter Summary**

The focus of this chapter was on the many details of the study's research design and methods. Details on the study region, demographic, and research techniques, as well as how they were used to collect data were discussed. Data analysis methods that were used in the study and finally ethical considerations have also been presented in this chapter. The next chapter presents key findings of the study.

## CHAPTER FOUR DATA ANALYSIS, INTERPRETATION, PRESENTATION AND DISCUSSION

## **4.0 Introduction**

This chapter presents data analysis, interpretation, presentation and the findings of the effect of process and product approaches to writing skills on secondary students' performance in English language writing skills. The analysis of data starts with the demographic profile of the respondents. The findings were guided by the research objectives. Three hypotheses were tested and each hypothesis analyzed results were presented in tabular form and a conclusion was made either to accept or reject the null hypotheses based on the stated significance level ( $\alpha$ =0.05 level).

## **4.1 Demographic Information**

The study involved 438 students who were categorized in 2 cohorts: Cohort 1 had 4 groups  $C_1$ ,  $C_2$ ,  $C_3$  and  $C_4$  with samples of 59, 55, 62 and 56 respectively. Cohort 2 had 4 groups  $D_1$ ,  $D_2$ ,  $D_3$  and  $D_4$  with samples 54, 49, 55 and 48 respectively. These subjects were drawn from six counties as explained in the study area. Two of the groups in each cohort ( $C_1$ ,  $C_2$ ,  $D_1$  and  $D_2$ ) were pretested and all the eight groups ( $C_1$ ,  $C_2$ ,  $C_3$ ,  $C_4$ ,  $D_1$ ,  $D_2$ ,  $D_3$  and  $D_4$  were post tested. Groups C1, C3, D1 and D3 were given treatment before post-test. The experimental groups  $C_1$  and  $C_3$  were taught using the process approach while  $D_1$  and  $D_3$  were taught using the product approach. 232 students (53%) participated in the experiment to assess the effect of process method, 206(47% participated in the experiment to assess the effect of product approach as shown in Table 4.1.

Approach	Frequency	Percent	
Process	232	53	
Product	206	47	
Total	438	100	

 Table 4.1: Summary of Student Respondents for Process and Product Approaches

The study also involved 4 teachers of English with a Bachelor of Education qualification and an experience of 5 years and above teaching English at form three classes. The reason for using only four teachers of English was because their classes belonged to the experimental groups C1 and C3 for process approach and D1 and D3 for product approach. Two teachers belonged to Cohort 1 (process approach) and 2 teachers belonged to Cohort 2 (product approach). Each teacher from both process and product approach was observed 8 times making a total of 32 classroom observations of teaching writing. Before administration of the process and product intervention, the four teachers were privately tutored on the techniques to use in each cohort as shown in the instruction manual (Appendix E). They were observed using the lesson observation guide (Appendix F). The teachers' names were confidential and secret numbers were used to conceal their identity.

## 4.2 Findings

The study was guided by the following objectives:

- (i) To determine the students' performance in the writing test before and after instruction using the process approach to writing skills in English language within selected secondary schools in Kenya.
- (ii) To analyze the effect of process approach to writing skills on students' performance in the writing test in English language within selected secondary schools in Kenya.

- (iii) To determine the students' performance in the writing test before and after instruction using the product approach to writing skills in English language within selected secondary school in Kenya.
- (iv) To analyze the effect of product approach to writing skills on students' performance in the writing test in English language within selected secondary schools in Kenya.
- (v) To compare performance of students taught using the process and product approaches to writing skills in English language within selected secondary schools in Kenya.
- (vi) To develop a process approach conceptual model for teaching English language writing skills in secondary schools in Kenya.

The following three null hypotheses were tested at  $\alpha = 0.05$  significant level:

**HO1**. There is no statistically significant difference in students' performance in the writing test in English language between the process approach control and experimental groups within selected secondary schools in Kenya.

**HO2**. There is no statistically significant difference in students' performance in the writing test in English language between the product approach control and experimental groups within selected secondary schools in Kenya.

**HO3.** There is no statistically significant difference in students' performance in the writing test in English language between students taught using the process and product approaches to writing skills within selected secondary schools in Kenya.

## 4.3 Presentation and Analysis of Quantitative Data

The findings in this part were solely quantitative and detailed below for objectives one, two, three, four, and five.

## 4.3.1 Effect of process approach to writing skills on students' performance in writing test

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

The objective was to find out if there was any effect on students' performance in the writing test when they are taught using the process approach to writing skills. Process approach to writing skills in this study was defined as a method of teaching writing skills that emphasizes the five stages of writing: Pre-writing, first draft composing, feedback, second, draft writing and proof-reading to develop writing skills at different stages (Sutikho, 2008; Sarhadi, 2015; Serravala, 2017; & Onozawa, 2010). Students work collaboratively and are also responsible for one another's learning as well as their own. Process approach in this study was taken as a group task where students worked together through brainstorming, discussion, feedback and proofreading one another's work and therefore, drawing upon their experiences to create new knowledge in the process of developing writing skills.

Performance in the study was perceived at two levels. In the first level students were tested on writing a complete piece of writing. An analytic scale of skills was used effectively with samples of students' writing suggested by Cooper & Odell (1977) that describes what is considered high, mid and low quality levels of writing (section 2.6.1). The second level tested students' deeper understanding of concepts and principles of writing developed by University of South Florida; the Cognitive Level and Quality Writing Assessment (CLAQWA) rubric evaluated on a 5 point continuum (Appendix C) to make writing assessment clear because the instrument can enable instructors to tailor the rubric to their writing tasks (Flateby, 2007).

The two levels of performance were measured by use of a writing test where experimental students were subjected to treatment and later to a post-test after being taught using the process approach (treatment). The findings are presented in table 4.2. For the process method, 121 (52%) of the students were in treatment group ( $C_1$  and  $C_3$ ) where C1 received a pretest, treatment and posttest but for  $C_3$ , there was no pretest, but received treatment and posttest. One hundred and eleven (48%) of the students were in the control group ( $C_2$  and  $C_4$ ), where C2 received a pretest and posttest while C4 received only a posttest. The following Table 4.2 shows independent samples t-test on students' scores in process approach pretest.

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

 Table 4.2: Independent Samples t-test on Students' Process Approach Pre-test scores

	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 the Table 4.2 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 group did not differ in their pretest scores. Table 4.3 below shows the independent samples t-test on students' post test scores in process approach.

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

Table 4. 3: Independent Samples t-test on Students' Process Approach Post test

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

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 that 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 administration of treatment. They were similar in their pretest scores but differed in their post test scores.

Therefore, the null hypothesis (H01) which stated that: there is no significant difference between the process approach control and experimental groups in students' performance in the writing test in English language was rejected since the results indicated a significant difference.

# 4.3.2 Analysis of the effect of process approach to writing skills on students' performance in the writing test

The objective was to analyze the effect of the process approach to writing skills on students' performance in the writing test. The students were subjected to a writing test before and after the treatment and the results are shown in Tables 4.2 and 4.3 respectively. The mean values in the pretest scores for the experimental and control groups were 11.4576 and 11.9091 respectively. However, to test whether there was any significant difference in the two means, an independent t-test was done as shown in the Table 4.2. The results showed that there was no significant difference in the two means (t = .167, p > 0.05) suggesting that students who were in the experimental group (treatment) and those who were in the control group (no treatment) did not differ in their pretest scores in process approach to writing skills.

On the other hand the mean values in the process approach post test scores for the experimental and control group were 14.5785 and 11.7027 respectively. Apparently, the mean of the subjects in the experimental group (14.5785) was higher than the mean of the control group (11.7027). This indicates that the subjects in the experimental group scored higher in the post test than those in the control group. To find out if there was any significant difference in the two post test score means, an independent t-test was done as indicated in Table 4.3. The results showed that there was a significant difference in the post test scores between the experimental and control groups (t = .000, p < 0.05). This indicates that students who were in the experimental group and those who were in the control group differed in their post test scores. It shows that the post test scores obtained by the subjects are statistically different. Later Tukey post hoc test was used to find out where these differences lie. The Tukey post hoc test has been explained under objective 5 using one-way

ANOVA. Post Hoc test is a follow-up test to the analysis of variance (Burke & Christensen, 2014). The ANOVA test generates the F-value that shows the significant differences among means. However, this test does not indicate between which groups there are significant differences (Kobus, 2016), but Post-hoc test shows this difference. The commonly used one is Tukey Honestly Significant Difference (HSD) which was used to indicate which groups there were significant differences in the post test scores as explained later under objective five.

# 4.3.3 Effect of product Approach to writing skills on students' performance in writing test

The objective was to find out if there was any significant difference in students' performance in the writing test when taught using the product approach to writing skills. Product approach to writing skills in this study was defined as a method of teaching writing skills that stresses the finished product which is a written composition without errors that is an error-free coherent text (Oguta 2015: Eslami, 2014). The product approach is a model approach that concentrates on the product—the written text that acts as a model for the learner, with all students copying all of the excellent aspects of writing from a model text and becoming successful writers as a result (Eslami, 2014).

Students are given a text of a good writer to study before embarking on their own writing (Oguta, 2015). It is founded on the notion that the creative components of the writing process are mysterious, therefore the teacher focuses on form, syntax, grammar, mechanics, and organization, with an emphasis on accuracy and fluency. Product approach is taken as an individual task where the teacher models a text representing a sample of the writing task, highlighting important features and the

learner commences writing utilizing what has been taught to produce the final product. The instructor then rates the learner's writing assigning a mark and making brief comments about the required revisions. The learners are not given chance to modify their texts based on the remarks given.

Performance in writing test was rated at two levels. In the first level, students were tested on writing a complete piece of composition. The second level students were tested on writing a complete piece after being taught using the product approach to writing skills. Their writing was assessed using the CLAQWA assessment rubric and scores were generated at two levels. The students in the product approach were divided into 4 groups: D1, D2, D3 and D4. Those who received treatment and participated in pretest in D1 were 59 (05%), those who were in control group and participated in pretest, D2 were 55(24%), those who did not participate in pretest but were in treatment group D3 were 62 (27%) and the students who were in control group and had no pretest, D4 were 56 (24%). The table below shows the independent sample t-test on students' pretest scores in product approach.

	Scores				
	Product	Ν	Mean	Std	Std Error
				Deviation	Mean
	Treatment	54	10.6852	1.97937	.26936
Pretest	No treatment	49	10.6939	1.24506	.17787

 Table 4. 4: Independent Sample T-test on Students' Product Approach Pre-test

 Scores

Levene's Test for Equality of Variance			t-test for Equality of means					
		F	Sig	t	df	Sig (2	Mean	Std
						failed	difference	difference
	Equal Variances	8.215	.005	026	101	.979	00869	.32971
Pretest	Assumed							
	Equal variances			027	90.333	.979	00869	.32278
	Not Assumed							

Those who participated in the treatment scored (M=10.69, SD = 1.98) and those in the control group scored (M=10.69, SD= 1.25) df = 101, p= 0.98> 0.05. This means that students in the experimental group and those in the control group did not differ in their pretest scores in product approach to writing skills. There was no significant difference in their post test scores. Table 4.5 shows independent sample t-test on students' product approach post-test scores.

	Process	Ν	Mean	Std Deviation	Std Error Mean
-	Treatment	109	10.3991	1.75829	.16841
Posttest	No treatment	.97	10.5155	1.70852	.17347

 Table 4.5: Independent Sample t-test on students' Product Approach Post-test

 Scores

Levene's Test for Equality of variance			t-test for equality of means				
		F	Sig	t	df	Sig (2	Mean
						tailed)	difference
	Equal variances	.142	.707	1.584	204	.115	.38362
posttest	Assumed						
	Equal Variances			1.587	202.412	.114	.38362
	Not Assumed						

The mean values in the product approach post test scores for the experimental group was 10.8991 and control group was 10.5155. However, there was no significant differences in the post test scores among students who were in the experimental and control groups for the product approach as shown from the independent t-test results where M= 10.89, SD = 1.76) and M = 10.52, SD= 1.71 respectively, df = 204, p = 0.115> 0.05. The post-test scores for the experimental group and the control group were similar. Therefore the null hypothesis (H02) that stated; there is no significant difference between the product approach control and experimental groups in students' performance in the writing test was accepted.

## 4.3.4 Analysis of the effect of the product approach to writing skills on students' performance in the writing test

The objective was to analyze the effect of the product approach to writing skills on students' performance in the writing test. The students in this cohort were subjected to a writing pretest and posttest after the treatment, and the results are shown in Tables 4.4 and 4.5 respectively.

The mean values in the post test scores for the experimental group was 10.6852 and for the control group was 10.6939. An independent t-test was done to determine if there was any significant difference in the two means. The results showed that (t = 0.89, p> 0.05), meaning that students who were in the experimental group and those in the control group did not differ in their pretest scores in product approach to writing skills.

In addition, the product approach posttest scores for the experimental and control groups were 10.8991 and 10.5155 respectively. The mean of the experimental group is a little but higher than the mean for the control group. Therefore to find out if there was any significant difference in the two post test score means, an independent t-test was done as shown in Table 4.5. However, the results showed that there was no significant difference in the post test means among students who were in the experimental and control groups for the product approach to writing skills (t= 0.115 > 0.05 meaning that the students in the experimental group did not differ in their post-test scores with those students in the control group in product approach to writing skills because the post test scores obtained by the subjects in both experimental and control groups are not statistically different.

# 4.3.5 Comparison of the effects of process and product approaches to writing skills on students' performance in the writing test

The objective was to compare students' performance in the writing test when they are taught writing skills using the process approach and when taught using the product approach. There were 2 cohorts each with 4 groups of students. The first cohort was the process approach that had 4 groups of students. Group C1 (Experimental group) received treatment after taking the pretest. Group C2 (Control group) participated in

the pretest. Group C3 (the other experimental group) did not take the pretest but was given treatment and Group C4 (control group) had no pretest. All the groups received a post-test.

The second cohort was the product approach that had 4 groups of students. Group D1 (Experimental group) received treatment after taking the pretest. Group D2 (control group) participated in the pretest. Group D3 (the other experimental group) did not participate in the pretest but was given treatment and Group D4 (control group) did not take a pretest, however all the groups received a post test.

To compare means, one-way Analysis of Variance (ANOVA) was used. In each cohort, there was one independent variable (teaching approach) with four levels (groups) and one dependent continuous variable. In each cohort, posttest was the continuous dependent variable and the four groups in each cohort (process and product approaches were the independent groupings. Table 4.6 below shows the Analysis of Variance of posttest in process approach.

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

 Table 4.6: Analysis of Variance of Post Test in Process Approach

The results in Table 4.6 indicated significant difference in the four means as indicated by 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) was 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 ( $\alpha$ ) = 0.05, 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. This is shown in Table 4.7 below.

]	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

Table 4. 7: Tukey HSD Post –Hoc Multiple Comparisons Test Results of Process Post-test

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

From Table 4.7, 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. These results indicated that:

- a) There were significant differences in posttest scores between treatment and control groups that participated in pretest (Group C<sub>1</sub> and C<sub>2</sub>)
- b) There were significant differences in posttest scores of students in treatment group who participated in pretest and control group who did not participate in pretest (Group C<sub>1</sub> and C<sub>4</sub>).

c) There was no significant difference in posttest mean scores between groups of students of treatment groups that participated in pretest and those that did not participate in pretest (Group  $C_1$  and  $C_3$ ). This difference is 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<sub>2</sub> and C<sub>4</sub> (control groups). Notably, in Table 4.8 Analysis of Variance of posttest product approach is shown.

	Sum of squares	df	Mean square	F	Sig
Between groups	7.857	3	2.619	.862	.462
Within Groups	613.813	202	3.039		
Total	621.670	205			

The results in Table 4.8 indicated no significant difference in the four means as indicated by lower F ratio (3.202) = .862, (p = .462 > 0.05. The F ratio is statistically not significant between and within the 4 groups  $(D_1, D_2, D_3 \text{ and } D_4)$ . It indicates that the post test scores obtained by the subjects in the four groups are not different. However, a post-hoc test of multiple comparisons using Tukey HSD was performed at alpha ( $\alpha$ ) = 0.05, so that the probability of any false rejection among all the comparisons made was not greater than 0.05 as shown in Table 4.9.

Post-test					
(1) Group	(J) Group	Mean Difference (1-J)	Sig		
DI	D2	.36206	.719		
	D3	09360	.992		
	D4	.31019	.806		
D2	DI	36206	.719		
	D3	45566	.545		
	D4	05187	.999		
D3	D1	.09360	.992		
	D2	.45566	.545		
	D4	.40379	.645		
D4	D1	31019	.806		
	D2	.05187	.999		
	D3	40379	.645		
L	1	1	1		

 Table 4. 9: Tukey HSD Post-Hoc Multiple Comparisons Test Results of Product Post-test

### \*The mean difference is significant at p < 0.05 level

From Table 4.9, there were no significant differences between the mean scores of the experimental groups ( $D_1$  and  $D_3$ ) and control groups ( $D_2$  and  $D_4$ ). The results indicate that (a) There were no significant differences in posttest mean scores between treatment and control groups that participated in pretest (group  $D_1$  and  $D_2$ ) (b) There were no significant differences in posttest mean scores of students in the experimental group who participated in pretest and control group who did not participate in the pretest (group  $D_1$  and  $D_4$ ) (c) There were no significant differences in posttest mean scores in posttest mean scores between groups of students of the experimental groups that participated in pretest and those who did not participate in the pretest (group  $D_1$  and  $D_3$ ).

Therefore, the intervention of the product approach to writing skills did not lead to any increased scores of students in the writing test unlike the process approach to writing skills that led to increased scores in the writing test and therefore an effective approach compared to the product approach to writing skills as seen in Table 4.7 and 4.9 respectively. Therefore the null hypothesis (H03) that states that: there is no significant difference between the process approach control and experimental groups and the product approach control and experimental groups in students' performance in the writing test was rejected. In addition to inferential statistics explained above, the means and standard deviations of both process and product pretests and their posttests are shown.

of Process and Product Approaches					
Group	Variable	Ν	Mean	SD	Std error
					mean
Process	Pretest	59	11.4576	1.64340	.21395
	Post test	59	14.5785	1.97801	.17982
Product	Pretest	54	10.6852	1.97937	.26936
	Posttest	54	10.8991	1.75829	.16841

 Table 4.10: Descriptive Statistics of Comparison of Pre-test and Post test Scores of Process and Product Approaches

Table 4.10 shows that learners' performance in the pre-test and post-test measures increased significantly from pre-test to post-test in both process and product based groups. For process approach (M= 11.4576, SD=1.64) in the pretest to (M=14.5785, SD= 1.98) in the posttest, for product approach (M=10.6852, SD= 1.98) in the pretest to (M=10.8991, SD= 1.76) in the posttest. However, the amount of improvement in the process based approach was higher than that of product based approach as shown above. Tukey HSD Post-Hoc Multiple Comparisons Test results of process and product post-test are shown in Table 4.11 to indicate where the differences lie.

	Group	(J)Group	Mean Difference (I-J)	Sig
Process	C1	C2	2.82712*	.000
		C3	.09486	.993
		C4	3.01998*	.000
Product	D1	D2	.36206	.719
		D3	9360	.992
		D4	.31019	.806
Process	C2	C1	-2.82712*	.000
		C3	-2.73226*	.000
		C4	.19286	.952
Product	D2	D1	.36206	.719
		D3	45566	-545
		D4	05187	.999
Process	C3	C1	09486	.993
		C2	2.92512*	.000
		C4	2.92512*	000
Product	D3	D1	.09360	.992
		D2	.45566	.545
		D4	.40379	.645
Process	C4	C1	-3.01998*	.000
		C2	19286	.952
		C3	-2.92512*	.000
Product	D4	D1	31019	.806
		D2	.05187	.999
		D3	40379	.645

Table 4. 11:Tukey HSD Post-Hoc Multiple Comparisons Test Results of<br/>Process and Product Post-test

### \*The mean difference is significant at p < 0.05 level

Table 4.11 shows that there was a significant difference in the post-test scores between the process approach and product-approach groups (p < 0.05). The difference between the two approaches was found to be significant. Results indicated significant differences between group pairs C1 (experimental group) and C2, C4 (control groups), C2 (control group) and C1, C3 (experimental groups), C3 (experimental group) and C2, C4 (control group) and C1, C3 (experimental group) and

attributed to the intervention of the process approach that was used in the experimental groups C1 and C3 that obtained higher scores than the control groups C2 and C4 that had no intervention. On the other hand, there were no significant differences between groups in the product approach meaning the intervention did not increase the posttest scores. The next sub-section presents descriptive statistics that was used.

#### **4.4 Descriptive Statistics**

The researcher used classroom observation to check for specific events or activities to ascertain the use of process and product approaches to writing. Quantitative observation tends to be used for confirmatory purposes. These data resulted in quantitative data, such as counts, frequencies and percentages. Four teachers of English with a bachelor of Education qualification were used for classroom observation. Each cohort had 2 teachers who were observed 8 times each. Cohort 1 was for process approach and Cohort 2 for product approach. These teachers had a teaching experience of 5 years and above teaching at form three classes. Prior to the administration of the intervention, the researcher had a private session with these teachers on how to use the process and product approaches for process and product experimental groups ( $C_1$  and  $C_3$ ;  $D_1$  and  $D_3$ ) respectively.

Table 4.10 captures the frequencies and percentages of the process approach techniques observed on a five point likert scale of always, often, sometimes, rarely and never while Table 4.11 captures the frequencies and percentages of the product approach techniques observed on a five point likert scale. The highest score on the

134

likert scale was 5 points for always, 4 points for often, 3 points for sometimes, 2 points for rarely and 1 point for never in both approaches. The following Table 4.12 shows frequencies and percentages of techniques used in process approach.

	Frequency and Percentage				
Activities	Always	Often	Sometimes	Rarely	Never
Learners 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 1 <sup>st</sup> draft in groups	2(12.5%)	10(62.5%)	4(25%)	0(0%)	0(0%)
Exchanging drafts within	1(6.2%)	10(62.5%)	5(31.3%)	0(0%)	0(0%)
groups					
Reading each other's work	1(6.2%)	11(68.8%)	4(25%)	0(0%)	0(0%)
Peer feedback and modifying	1(6.2%)	9(56.3%)	6(37.5%)	0(0%)	0(0%)
draft					
Writing final drafts	3(18.8%)	10(62.5%)	3(18.8%)	0(0%)	0(0%)
Proof reading final draft in	2(12.5%)	10(62.5%)	4(25%)	0(0%)	0(0%)
groups and making comments					

 
 Table 4.12:
 Descriptive Statistics Showing Frequencies and Percentages of Techniques used in Process Approach

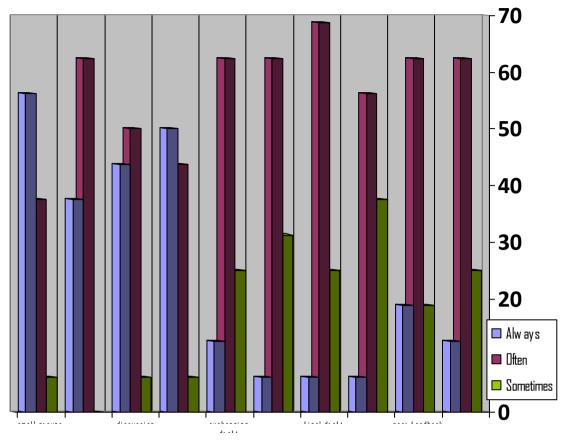
### Source: Field Data (2021)

From classroom observations carried out, results in table 4.12 shows 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 technique 15(94%). They either often or always supported learners 15(94%) to generate vocabulary and grammatical structures. In addition, teachers often or always made learners write their first draft in groups 12 (75%), and about 11 (19%) of the observations, teachers made learners to exchange their drafts in groups after writing for peer correction: most of the time teachers who used the process approach made

learners to 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 to write either final draft often or always 13 (81%) and finally, the learners proof read 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 process approach to writing skills.

#### 4.4.1 Strategies used for teaching writing skills in the process approach

In this study, process approach strategies were categorized into ten: learners put in groups, brainstorming, discussion, instructors support, writing of first draft, exchanging of the drafts in groups, reading of peer work, peer feedback, writing of final draft and proof reading the final drafts. These were the strategies observed under process approach to writing skills. The study findings revealed that the frequency of the use of these strategies differed as shown in Figure 4.1 below:



Techniques in Process Approach

Figure 4.1: Observed Strategies of Teaching Writing Skills in the Process Approach

From Figure 4.1 it can be concluded that teachers used strategies of process approach to writing skills always, often and sometimes to help students develop writing skills. The use of these strategies is important because students engage in planning by setting goals, generating ideas and organizing them. They translate the ideas into a writing plan of action and review the plan through evaluating, editing and revising in their groups. Students write for a long time in order to convey their feelings and thoughts to the audience. They take ownership of their work, self-reflect, and analyze their writing as they collaborate with their peers in a supportive and conducive setting, with the teacher facilitating the writing process. Individualized and personalized writing instruction is available. The next Table 4.13 shows means and standard deviations of techniques used

in process approach.

%

	Mean	Standard Deviation		
08	4.500	.63246		
	4.3750	.50000		
	4.3750	.61914		
	4.4375	.62915		
	3.8750	.61914		
	3.7500	.57735		
	3.8125	.54391		
	3.6875	.60208		
	4.0000	.63246		
	3.8750	.61914		
Grand mean 4.069				
Variance	Deviation	n No. of items		
16.763	4.09420	10		
		205 4.500 4.3750 4.3750 4.4375 3.8750 3.7500 3.8125 3.6875 4.0000 3.8750 4.069 Variance Deviation		

 Table 4.13: Descriptive Statistics Showing Means and Standard Deviation of Techniques used in Process Approach

#### Source: Field Data (2021)

From the Table 4.13 putting learners into groups was most commonly used technique (mean = 5.50, SD= .63) and use of peer feedback was the least techniques used (mean = 3.69, SD = .60) the minimum score on the likert scale was 10 and the maximum score was 50. The mean score of 40.68, SD = 4.09 suggest that teachers always and often used the process approach to teaching writing skills. The next Table 4.14 shows frequencies and percentages of techniques used in product approach.

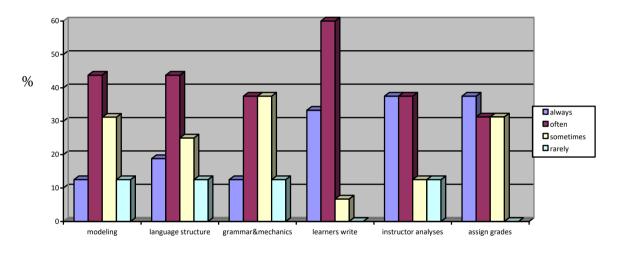
Activities	Always	Often	Sometimes	Rarely	Never
n=16					
Modeling a text	2(12.5%)	7(43.8%)	5(31.2%)	2(12.5%)	0(0)
Teaching language	3(18.8%)	7(43.8%)	4(25%)	2(12.5%)	0(0)
structure & general					
strategies					
Teaching grammar,	2(12.5%)	6(37.5%)	6(37.5%)	2(12.5%)	0(0)
vocabulary items &					
mechanics					
Learners write	5(33.3%)	9(60%)	1(6.7%)	0(0)	0(0)
Instructor analyses learners	6(37.5%)	6(37.5%)	2(12.5%)	2(12.5%)	0(0)
writing					
Instructor assigns grades &	6(37.5%)	5(31.3%)	5(31.3%)	0(0)	0(0)
comments					

Table 4. 14: Descriptive Statistics Showing Frequencies and Percentages ofTechniques used in Product Approach

Results in Table 4.14 show that classroom observations carried out often or always used modeling a text as a technique in the product approach 9 (56.3%) and the technique of teaching language structure 10 (62.6%) was always and often used. Teachers often or always used teaching grammar, vocabulary and mechanics technique 8 (50%) but sometimes or rarely used this technique 6 (37.5%). The technique where learners wrote compositions 14(93%) was always and often used. Where the instructor analyzed learners writing 12(75%) was always and often used. Lastly, the technique of assigning grades and writing comments about learners compositions 11(68% was always and often used. It was observed that specific events were used to confirm the use of product approach to writing skills as shown.

### 4.4.2 Strategies used for Teaching Writing Skills in the Product Approach

In this study, product approach strategies were categorized into six: modeling a text, teaching language structure and general strategies, teaching grammar, vocabulary and mechanics, learners write, instructor analyses learner's work and instructor assigns grades and comments. These were strategies observed under product approach to writing skills. The study findings revealed that the frequency of the use of these strategies differed as shown in Figure 4.2 below.



Techniques in product approach

### Figure 4.2: Observed Strategies of Teaching Writing Skills in the Product Approach

From the study findings in Figure 4.2, it can be concluded that teachers used strategies of product approach to writing skills often, sometimes and always to develop students' writing skills. The use of these strategies is important because it helps the learners to concentrate on the final product. It prioritizes classroom activities and asks students to imitate and modify model texts while focusing on the proper use of language, syntax, and coherent techniques. Product approach involves familiarization, controlled writing, guided and free writing. It is thoroughly a teacher centred

approach. Table 4.15 shows means and standard deviations of product approach techniques used.

**Product Approach Techniques Techniques** N = 15Mean Standard Deviation Modeling a text 3.6667 .81650 Teaching language structure & general 3.7333 .96115 strategies

3.5333

4.2667

4.1333

4.1333

3.911

.91548

.59362

.91548

.83381

 Table 4. 15:
 Descriptive Statistics Showing Means and Standard Deviation of

Mean	Variance	
23.4667	18.838	4.34029

Source: Field Data (2021)

mechanics Learners write

Grand mean

Teaching grammar, vocabulary items &

Instructor analyses learners writing

Instructor assigns grades & comments

From the Table 4.15 learners write as a technique (mean = 4.26, SD = .59) was the most commonly used while teaching grammar, vocabulary items and mechanics (mean = 3.53, SD = .92) was the least technique used. On the likert scale, total minimum score was 6 and the highest was 30. Mean score was 23.46, SD = 4.34which was more than the average score suggesting that the teachers always or often used the product approach in teaching writing skills.

#### **4.5 Discussion of the Results**

The results are discussed according to the objectives of the study

### 4.5.1 Effect of process approach to writing skills on students' performance in writing test

Process approach to writing skills is a method of teaching writing as a skill that conforms to five underlying principles (Graham & Sandrel, 2011). Students participate in planning cycles in which they define goals, produce and organize ideas, translate them by implementing a writing plan, and review, which includes evaluating, editing, and rewriting. Students write for a long time in order to convey their feelings and thoughts to the audience. Students examine and self-reflect on their own writing. They collaborate on writing with their classmates, and the teacher guides them through the process in a helpful and conducive writing atmosphere. Writing conferences and teachable moments give personalized and tailored writing education. When compared to other techniques, the process-based approach to writing is a well-known instrument for writing (Sarhadi, 2015, Sutikho, 2008) since students can learn how to write in L2.

Asma & Fatima (2018) note that the idea behind the process writing approach is not to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process, but to construct process-oriented writing instruction that will affect performance. They can gradually enhance their writing since teachers will help them through the entire process of their writing assignments by providing feedback and allowing them enough time and opportunity to build a feeling of audience through peer and teacher critique. Teachers frequently construct appropriate classroom activities that assist the learning of specific writing skills at each step (Ur, 2015), allowing students to not only reflect on their prior work but also evaluate the possibility of various points of view. By focusing on writing as a process, students gain a better understanding of themselves and learn how to go through the writing process by providing insights into the steps writers use to create the final output (Kadmiry, 2021) and examining which tactics are appropriate for their style of learning. In this study, process approach to writing skill had ten features or activities that were observed in the writing classrooms. Learners were put in small groups of 5-8 members, there was brainstorming of learner's ideas, discussion of their opinions, instructor supporting the learners and writing of their first drafts in groups. The learners also exchanged their drafts within their groups, read the group mates work, peer feedback and modifying of drafts, writing and proof reading final drafts in groups and making final comments. 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 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. The focus on ESL writing education has switched to a process-based approach, according to Annamalai (2015), as language experts have begun to pay attention to individual learning and the writing process itself. Magut (2000) carried out a study on the investigation of the use of process approach for effective teaching of writing skills in Uasin Gishu District. The findings were in tandem with this study that process approach was a more effective approach to use to teach composition writing.

Researchers agree that writing is a process that involves planning, translating and reviewing of 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 of multiple drafts, the writer moves from exploration of ideas both to the writer and the reader and therefore becomes a proficient writer. Therefore students taught writing as a process are likely to be proficient writers. This is in agreement with the findings of this study that process approach to writing skills improves learners' scores as shown in Table 4.3.

The present results have implications for language teachers especially in identifying and adopting effective methods of tackling problems of writing skills. 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 the training programs for pre-service language teachers and more research should be done for the continuous review of the approach to improve its effectiveness.

# 4.5.2. Analysis of the effect of the process approach to writing skills on students' performance in the writing test

To analyze is to look at the individual parts closely and determine how they are connected. Table 4.13 shows the results of a five-point likert scale test of ten items. The table below displays the findings of the descriptive analysis of ten observed techniques of the process approach to writing skills with a mean score ranging from the lowest 3.69 "peer feedback" to the highest at 4.5 "learners put in groups." Five items scored below the grand mean of 4.07 implying that these techniques of the

process approach to writing skills had less influence on students' performance the writing test. These techniques included "writing first drafts in groups, exchanging drafts within groups, reading peer work, peer feedback and proof reading final drafts in groups and making final comments." Five techniques had a mean score above the grand mean of 4.07 these were: 'learners put in groups, brainstorming, discussion, instructors support and writing of final drafts' meaning these techniques positively influenced the students' scores in the writing test. Therefore most of the techniques used in the process approach to writing skills enhanced the learner's performance in the writing test in English language.

Process writing is a type of writing in which language learners concentrate on the process of creating their written goods rather than the finished products. Learners must, and are compelled, to complete their products at the end of the day. As shown in Table 4.13, the writing process is emphasized more in this study. By focusing on the writing process, learners gain a better understanding of themselves and learn how to work through the writing process 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; after going through the process, a writer produces a final written product based on their thinking. 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 in learning, so that learner's needs, expectations, goals, learning styles, skill 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 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. The process approach, in contrast to the product approach, which focuses on the end result of the learning process and expects the learner to perform as a fluent and competent user of the language, emphasizes the process that writers go through in composing texts and allows students to manage their own writing by allowing them to think while they write (Brown, 2001). That is, students use the complex writing process of prewriting, drafting, revising, and editing to communicate their messages to readers in written form. Writing as a language skill is best learned when learners have their own intrinsic motives. According to Onazawa (2010), students in the process approach do not write on a particular topic in a set amount of time and then hand in the composition; rather, they investigate 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 process approach focuses more on classroom activities which foster the development of skilled language use and a variety of intriguing classroom strategies that come from the process approach to writing, such as 'conferencing' (Shin & Crandall, 2014). It also encourages collaborative group

work between learners as a way of enhancing motivation and developing 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 views writing as a collection of several acts, with a focus on the stages in which students carry out these actions while creating meaning in their writing. Learners gain a better understanding of themselves and how to work through the writing process by focusing on the writing process. They can look into which tactics are best suited to their learning style.

Students are urged to read ahead of time on the writing topic in order to obtain enough information in the process approach (Samsudin, 2016). While modifying and editing their essays, they also read their work. Reading is an effective tool that enhances writing at many levels and students who read while receiving process writing instruction improve in their writing performance in terms of content, organization and mechanics (Samsudin, 2016). The process-based approach to writing, according to Shin & Grandale (2014), helps learners 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 worrying about accurate grammar or mechanics in the later stages.

This research backs up Hedge (2005), who claims that the process approach helps learners become more fluent and precise writers over a number of stages. According to Sapkota (2012), the writing process not only aids learners in reconstructing their thoughts into written form, but also provides crucial clues for increasing the coherence of their works. Writing strategies are concerned with how students

comprehend their own writing processes and how they adapt them to changing demands. According to Serravallo (2017), monitoring entails controlling the writing process in terms of general aspects of writing, such as content and organization, as well as specific aspects, such as grammar and mechanics, and that using a checklist is helpful at this stage to help learners guide their thinking and self-assess their own writing. Therefore, this current study used a checklist to assess learners writing to conform to this assertion.

By providing learners with time and opportunity to consider and modify their writing the process approach allows them to transmit their own thoughts or emotions in written communications, and it encourages them to seek support from outside resources such as the instructor at each level. Process encourages collaborative group work among learners as a way of encouraging motivation and positive attitude towards writing. Engaging learners in the process approach enabled them to improve their performance in the writing test. Their improved performance in the writing test was attributed to the fact that language learners prefer the process approach to the product approach because they communicate with each other and the teachers during the writing process, so the class is not boring.

## 4.5.3 Effect of product approach to writing skills on students' performance in writing test

Product approach to writing skills is a method of teaching writing skills concerned with the final result of the writing process or the written text that serves as the model for the learner (Eslami, 2004), Saedi & Sahebkheir, 2011). It is thought that if students read a model text written by an accomplished and competent writer, they will reproduce all of the positive aspects of writing and therefore become good writers. Whether emphasizing grammatical rules or rhetorical patterns, this technique focuses pupils' exposure to written sentences and paragraphs. Proponents of the product approach believe that if students are given a competent writer's composition to read before beginning their own writing, they can learn how to write with few faults (Oguta, 2015). The major purpose of this method is to produce a manuscript that is free of errors and cohesive (Eslami, 2014). Writing assignments are offered to students to reinforce language structures learned through imitation and manipulation of grammatical patterns. Therefore the product approach to writing is regarded as a product generated by an individual writer. The teacher in this approach focuses on form, syntax, grammar, mechanics of writing, choice of vocabulary, accuracy and fluency of the final product (Gathumbi & Masembe, 2005).

In this study, product- approach to writing skills had six features or activities that were observed in the writing classrooms. Teachers modeled a text representing a sample of the writing task by highlighting the important features. Then the teacher embarked on teaching language structure, lexicon and general strategies of writing. There was also over teaching of grammar, vocabulary items and the conventions of coherence and mechanics. Then the learners commenced writing utilizing what they had been taught. The teacher analyzed learners' productions and lastly rated them by assigning grades and making brief comments about the required revisions. Learners were not given chance to modify their texts based on the remarks. Students in the product approach to writing were divided into 4 groups ( $D_1$ ,  $D_2$ ,  $D_3$  and  $D_4$ ).  $D_1$  are those students in the experimental group that received treatment after a pretest.  $D_2$  were in the control group and took the pretest,  $D_3$  did not take the pretest but were in the control group and received treatment, and lastly group  $D_4$  were in the control group and had no pretest. All the groups took a post test. Data from the four

groups indicated that students in the experimental group and those in the control group did not differ in their pretest scores. There were also no significant differences in the post test scores between students in the experimental group and those in the control group for the product approach to writing skills in the writing test. The scores were all similar.

Product approach to teaching writing skills is teacher-centred as explained in the study carried out by Eyinda & Shariff (2010) to investigate the use of product approach in teaching of writing skills in an English classroom in secondary schools in Kenya. The findings indicated that most teachers dominated classroom interactions and that learners did not perform well in writing skills. This is similar to the findings in this study where there was no significant difference in the post test scores of students in the experimental and control groups in the product approach to writing skills. Onchera & Manyasi (2013) carried out a study on pedagogical hindrances to writing communication skills in secondary schools in Kisii, Kenya and found out that teachers do not use effective instructional methods in writing at secondary level since they mostly use guided writing. Guided writing is equivalent to product based approach to writing. This has had no remarkable influence on performance. Their study is similar to this study in the sense that the product approach to writing skills did not improve performance of students in the writing test in any way.

Challenges teachers and students experience in utilizing the integrated writing skills approach in Bungoma North, Kenya,' writes Wanjala (2016) in his study established that the approach combines the use of process and product approaches which calls for more time allocation for writing and concluded that teaching writing using the two approaches separately results in unbalanced writing performance, but claims that the process approach holds the greatest potential in encouraging writing development in the learner than the product approach. This is similar to the current study that found out that the process approach to writing yields better performance than the product approach to writing as attested by the results.

The product approach to teaching writing skills assumes that the creative components of the writing process are mysterious and cannot be taught (Gathumbi & Masembe, 2005). The study and instruction of writing skills is limited to discourse conventions and mechanics such as modes and structures of discourse, features of diverse genres, and style and usage norms, and so the teacher focuses on form, syntax, grammar, mechanics, and organization. The product method is thought to be teacher-centered (Shahrokhi, 2017), and that the skills, strategies, and processes involved in writing are a key flaw in the approach since students are forced to follow a set of predefined patterns, regardless of the myriad aspects that go into writing a piece. Although the technique is generally centered on modeling, the role of model texts in the approach is often confined to a teaching tool that serves as a source of feedback to students, according to Saedi & Sahebkheir (2011). From the results shown in this study, students cannot write an error free coherent text through imitation and manipulation of grammatical patterns since there was no significant difference between the students pretest and posttest scores in the writing test. This implies that the product approach did not improve the learners' performance in the writing test.

The product approach stresses the finished product while providing no insight into the path taken by writers to arrive at that final output, i.e. the composing process (Kadmiry, 2021). We only provide them standards to measure the goodness or

badness of their finished product while emphasizing the product in teaching writing to our pupils; 'we have not taught them how to make that product.'

### 4.5.4 Analysis of the effect of the product approach to writing skills on students' performance in the writing test

Table 4.15 shows the results of a five-point likert scale test on six items. The table displays descriptive results for the six observed strategies of the product approach to writing skills, with mean scores ranging from the lowest 3.533 to the highest 3.533 "teaching grammar, vocabulary items, coherence and mechanics" to the highest at 4.267 "learners write". Three items scored below the grand mean of 3.911 implying that these techniques of product approach to writing skills had less influence on students' performance in the writing test. These techniques include modeling a text, teaching language structure, lexicon and general strategies, and teaching grammar, vocabulary items, coherence and mechanics. Three techniques had a mean score above the grand mean of 3.911 meaning these techniques positively influenced the students' scores in the writing test. However there was no significant difference between the mean scores of the experimental and control groups as shown in Table 4.9. Therefore the techniques of the product approach to writing skills did not lead to improved scores of students' performance in the writing test.

The 'models method,' which focuses on the product—the written text that acts as a model for the learner—is also known as the 'product approach.' It was thought that if pupils read a model book written by an accomplished and competent writer, they would copy all of the desirable features of writing and therefore become good writers (Eslami, 2004). Whether emphasizing grammatical roles or rhetorical patterns, this technique focuses pupils' exposure to written sentences and paragraphs. Proponents of

the product approach believe that if students are given the composition of a skilled writer to examine before beginning their own writing, they can learn how to write with few errors (Oguta, 2015). The major purpose of this strategy is to produce an error-free, cohesive narrative in which pupils are given writing activities to reinforce language structures that they have acquired through grammatical pattern imitation and manipulation. Controlled compositions, in which students are given a paragraph and required to execute substitutions, expansions, or completion exercises, are examples of such writing activities (Eslami, 2014). As a result, the product approach to writing is thought of as a product created by a single writer.

In this study, it was discovered that the product approach has three common features: the teacher assigns a title, learners are asked to write a composition with a set word limit, teachers mark the composition but do not provide feedback to the students, and teachers mark the composition but do not provide feedback to the students. It is founded on the premise that the creative components of the writing process are mysterious and unteachable. The study and teaching of writing using a product approach is limited to the conventions and mechanics of discourse, such as the modes and structures of discourse, the features of various genres, and the standards of style and usage, according to (Gathumbi & Masembe, 2005). The teacher focuses on form, syntax, grammar, mechanics, and organization, with a particular emphasis on vocabulary selection. Notably, precision, fluidity, and attention to the end output are prioritized. Brown (2001) claims that in the product approach, a lot of emphasis is placed on 'model' compositions that students would emulate, as well as how well a student's final product measures up against a list of criteria that includes content, organization, vocabulary use, grammatical use, and mechanical considerations like spelling and punctuation.

This study findings support what scholars such as (Sutikno, 2008; Sarhadi, 2015) report that Insofar as it allows learners to explore and create their own personal approach to writing, the process method is more effective than the product-based approach. However, the product method frequently lacks a good example for learners to imitate, which is a major flaw. Furthermore, traditional writing instructions drawn from the product-based approach are still forced on ESL students to suit the needs of achieving results in school-based evaluations and public examinations (Singh, 2013). The writing process has been harmed as a result of this. Also, according to Palpanadan, Ismail, and Salam (2015), focusing on the end product at the expense of the writing process would not help students become successful writers. They also stated that teachers are satisfied with the way they were educated and that they choose to adapt and implement writing classes based on how they learned to write in school, university, or teacher education institution. This raises the issue of teaching writing, which has traditionally been predicated on a product-oriented strategy that has resulted in unfavorable outcomes for students, particularly in terms of their diminishing ESL writing skills. From the study findings, product approach did not improve learners writing scores and therefore the study supports Palpanadan, Ismail, & Salam (2015) argument.

## 4.5.5 Comparison of the effect of process and product approaches to writing skills on students' performance in the writing test

The study compared the effect of process and product approaches to writing skills on students' performance in the writing test. The mean scores of the groups in the pretest results showed that the students' prior knowledge level in the writing test was homogenous before treatment. However, after the treatment, the results in the post test scores showed that process approach to writing skills was a better method to use than the product approach to writing skills. The process approach to writing skills is a direct contrast to the product approach to writing skills. In the process approach, writing is conceived as a communicative act where people write to communicate with readers (Hyland, 2003). The process method has a significant impact on how we perceive the nature of writing and how we teach it. Learners think and produce ideas based on their interests, experiences, and knowledge without much interference or limits from the teacher during the pre-, drafting, and revision stages of the writing process. The function of the instructor is that of a facilitator. Unlike the product method, which encourages students to write by activating their syntactic, lexical, and discourse repertoire, the process approach emphasizes grammatical skills and language mastery in order to facilitate pre-writing, drafting, and revision (Matsuda, 2003). The product approach to writing skills, on the other hand, focuses on the product-like written text that serves as a model for the learner to read, copy, and thus become good writers (Eslami, 2004) so that students can learn how to write with minimal errors when given the texts of good writers to study before beginning their own writing (Oguta, 2015).

The conclusions of this study are comparable to those of Adeyemi (2009), who investigated how to teach English composition writing in junior secondary school. The findings revealed that most teachers teach composition writing using a productoriented approach, which contributed significantly to students' poor development of writing skills, such as incorrect spelling and punctuation, a lack of organization and vocabulary, and an inability to compose and communicate effectively in writing. The mean values in the product approach post test scores in the experimental and control groups were not significantly different, according to the findings of this study. The scores were similar even after treatment had been administered. The activities used in the product approach included; modeling of texts, teaching language structure, lexicon and general strategies, teaching grammar, vocabulary items, coherence and mechanics, and the instructor analyzing learners productions, assigning grades and making brief comments. Despite all these strategies, there was no improvement in learner's post test scores. In support of this assertion (Kwan &Yunus 2014; Maarof et al, 2011) explain that teachers dwell on writing instruction by marking and proof reading students' written assignments instead of devoting much of classroom time to effectively prepare learners to communicate well by producing well thought pieces of writing. Since their needs through the use of appropriate writing techniques is lacking, Muhammad (2016) says that the students end up with writing anxiety and poor writing skills.

Several studies (Graham & Sandmel, 2011; Mehr, 2017; Samsudin, 2016; Sarhardy, 2015) compared process writing teaching to traditional writing education and discovered that process writing instruction resulted in a more significant improvement in students' overall performance. Students are involved in recursive operations that require them to apply planning, drafting, revising, and editing skills. As a result, these assist students in the search for ideas and concepts as well as the refinement of their own writing, which stimulates free, critical, and creative thinking. Sarhadi (2015) notes that process approach is more effective, than the product approach that disregards procedures involved in the writing process and makes students to follow a number of fixed patterns. This statement is true from the findings of this study; process approach to writing skills had better scores in the writing test than those scores in the product approach as shown in Tables 4.7 and 4.9 respectively. Furthermore, according to Samsudin (2016), students engage in a lot of reading as part of the process approach.

which helps them enhance their writing performance in terms of content, organization, and mechanics. Reading and writing do, in reality, have a significant connection. Reading helps students enhance their writing by giving them the rhetorical and structural information they need to construct, adapt, and activate schemata, which are extremely useful while writing. Reading provides students with knowledge of traditional features of written texts such as grammar, vocabulary, organizational patterns, and interactional devices, which enriches students' knowledge and influences the quality of their written texts as well as the amount of cognitive effort they devote to writing.

Similarly, Hasheminezhed (2012) conducted a comparison study of writing ability approaches based on product, process, and post-process. The study's findings revealed that, while the post-process approach had no significant advantage over the product approach in terms of increasing learners' writing abilities, both the process and postprocess approaches had a considerable advantage over the product approach. In contrast to the product-oriented approach to writing, the process-oriented approach focuses on the writing process. It combines two types of writing approaches: communicative and process writing. Writing is conceived as a complex and a communicative act where people write to communicate with readers and to accomplish specific purposes (Hyland, 2003). He points out that the process method has a big impact on how we think about writing and how we teach it. It is regarded as a recursive rather than a linear action. Learners are encouraged to see their reader as their audience, and the purpose of writing is emphasized over form. Pre-writing, composing, and rewriting are the three steps of the writing process. Learners ponder and generate ideas based on their interests, experiences, and knowledge throughout the pre-writing stage, with little or no influence from the teacher. The teacher's job is to make the procedure easier. This is a very dynamic stage in which learners are encouraged to openly share their thoughts and opinions about the information, structure, language, supporting arguments, and the best strategy. It's worth noting that pre-writing is also known as planning, drafting is also known as translating, and revising is also known as reviewing. Grammatical skills and language mastery are both key in facilitating the processes of pre-writing, drafting and revising. Instructions on how to take a process-oriented approach One of the primary aspects that makes it more gratifying and effective than the product approach instruction, which provides feedback after pupils finish writing and is ineffective, is feedback while writing. The process approach provides positive and useful feedback to students throughout the writing process. Feedback is important when given at the right time.

Teachers who use the process approach always suggest post-writing activities that acknowledge the importance and value of students' compositions, motivating them to write and preventing them from making excuses for not writing. Post-writing activities, peer collaboration, personal responsibility, and a positive learning environment are among the instructional components thought to improve students' writing skills in the process approach to writing skills. Unlike the product approach to writing, when students aren't fully involved in writing or aren't inspired to write, and hence see writing as a mundane and dull task in the classroom. The participants who were taught writing using the process approach outperformed their counterparts who were taught writing using the product approach, according to the findings. The study discovered that the process approach to writing skills had a greater impact on students' writing test performance than the product approach. The efficacy of the process approach to writing skills in enhancing the learners writing skill is shown in this study. For better writing performance, teachers should employ the process approach to teach writing skills and have students focus on the processes involved in writing rather as a sole focus on the final written output as highlighted in the product method.

Since writing as a language skill is looked at as a process and not a product, the process approach outperforms the product approach in developing learners writing skills as evidenced in this study. However, the mismatch in writing competence in schools increases concern among educators. The mismatch between students' writing skills and teachers' traditional techniques in providing ESL writing education in writing classes and the writing skills necessary necessitates quick action to address the concerns. Effective efforts must be done in the future to address the students' lack of ESL writing skills (Johari, 2006). Students are planners, writers, feedback providers, and editors in a process approach to writing abilities. First and foremost, they plan and organize their writing before starting to write. After writing, they review and evaluate their own and their friends' manuscripts. They explain their ideas about the draft and suggest changing something or correcting errors in it. Students assume responsibilities for their writing development. Writing, on the other hand, is frequently viewed as merely a component of teaching and learning grammar and syntax, resulting in an underestimation of its nature, significance, and growth. Therefore, the development of writing draws considerable attention for its learning and teaching, which means that teachers must use appropriate pedagogical approaches to teach writing that conforms to learners learning styles that will enable them to develop personal approach to writing.

### 4.6 Summary of Chapter Four

In this chapter, the study was guided by the objectives. The findings were used to accept or reject the null hypotheses stated for testing the process and product approaches to teaching writing skills as shown in the students' performance in the writing test. Objective one was to find out if there was any effect on students' performance in the writing test when they were taught using the process approach to writing skills. The findings of this study showed that there was a significant difference between those students who were taught using the process approach and those who were not taught using the process approach. Therefore the null hypothesis (H01) which stated that "there is no significant difference between the process approach control and experimental groups in students' performance in the writing test" rejected. Based on the t-test results for independent samples of the process approach posttest scores, the mean of the subjects in the experimental group was higher than the mean of the subjects in the control group which indicated that there was a significant difference in the students' performance in the writing test.

The third objective was to find out if there was any difference in students' performance in the writing test between the product approach control and experimental groups. A t-test for independent samples showed that there were no significant differences in the mean scores among student who were in the experimental and those who were in the control groups. Therefore the null hypothesis (H02) that stated 'there is no significant difference between the product approach control and experimental groups in students' performance in the writing test was accepted. From the results an independent t-test was done that showed that there was no significant difference in the post test means among students who were in the experimental and those who were in the control group in the product approach to writing skills meaning that the product approach to writing skills did not improve student scores in the writing test.

This study compared the effect of the process approach and product approach to writing skills. The mean scores of the groups in the pre-test results showed that the students' entry behavior was homogeneous before treatment of both approaches. However after treatment the results showed that the process approach to writing skills was a better method to use than the product approach to writing skills. This was achieved by conducting one way Analysis of variance (ANOVA) for both process and product approaches to writing to compare means.

In the process approach, there were significant differences in the four means as indicated by higher F-ratio between and within the 4 groups (C1, C2, C3 and C4) which indicated that the post test scores obtained by subjects in the four groups were statistically different. Post-hoc tests of multiple comparisons using Tukey HSD was performed to point out the source of the observed significant differences among the group means. Tukey HSD was used with alpha 0.05 which showed significant differences in posttest mean scores between group pairs. The results indicated significant differences in posttest mean scores between treatment and control groups that took the pretest. There were significant differences in posttest mean scores of subjects in treatment group who participated in pretest and control group who did not participate in pretest. There was no significant difference in posttest mean scores between subjects of treatment groups who participated in pretest and those who did not participate in pretest. These differences in the writing test scores were attributed to the intervention of the process approach to writing skills (treatment) that was administered.

On the other hand, in the product approach, there were no significant differences in the four means as indicated by the lower F-ratio between and within the 4 groups. The post test scores that were obtained by the subjects in the four groups were not different. A post-hoc test of multiple comparisons using Tukey HSD was performed at alpha 0.05 so that the probability of any false rejection among all the comparisons made was not greater than 0.05. There were no significant differences between the mean scores of the experimental and control groups. There was no significant difference in post test scores between treatment and control groups that participated in the pretest. There were no significant differences in mean scores of subjects in the experimental group who participated in pretest and control group who did not participate in the pretest. There were no significant differences in posttest mean scores between groups of students of the experimental groups that participated in pretest and those that did not participate in pretest. Therefore the intervention of the product approach to writing skills did not improve the students' scores in the writing test.

Therefore, the process approach was a better approach to writing skills than the product approach because the process approach improved the students' scores in the writing test that unlike the product approach that did not improve their scores. There was need to reject the null hypothesis (H03) that stated that: There is no significant difference between performance of students taught using the process and product approaches to writing skills in English language within selected secondary schools of Kenya. Process approach to writing skills can help students improve their writing skills unlike the product approach.

### CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### **5.1 Introduction**

The purpose of this study was to compare the effects of process and product approaches to teaching English language writing skills on student performance within selected secondary schools of Kenya. The study was guided by five objectives: to determine the students' performance in the writing test before and after instruction using the process approach to writing skills; to analyze the effect of process approach to writing skills on students' performance in the writing test; to determine the students' performance in the writing test before and after instruction using the product approach to writing skills; to analyze the effect of process approach to writing skills on students' performance in the writing test; to determine the students' performance in the writing test before and after instruction using the product approach to writing skills; to analyze the effect of product approach to writing skills on students' performance in the writing test and to compare the effect of process and product approaches to writing skills on students' performance in the writing test in English language in selected secondary schools in Kenya. This chapter contains a summary of the study's findings, conclusions, and recommendations.

#### **5.2 Summary of Study Findings**

Based on the study objectives, a summary of the findings was offered.

## 5.2.1: Students' performance in the writing test before and after instruction using the process approach to writing skills

This section highlights the conclusions of the study's initial objective, which was to determine the students' performance in the writing test before and after instruction using the process approach to writing skills in English language in selected secondary schools in Kenya. The study established that the process approach to writing skills

was significant in enhancing writing skills. Writing processes are a writer's tool kit since the writer is not obligated to use them in a specific sequence or in stages because utilizing one tool may necessitate the use of another. Because authors aim to reformulate their thoughts and approximate the meaning of what they wish to express in their work, the writing in the process method is dynamic. Learners are able to learn how to compose writing by improving their writing step by step. 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. This allows them not only to reflect upon their previous writing but also to consider the possible existence of other viewpoints. Process approach to writing skills involved five stages:

- Pre-writing which includes brainstorming, planning and idea gathering to be used in producing the text. It involves discussion without concern for correctness or appropriateness through activities such as note-taking, dictating and researching for information.
- 2) Drafting which involves putting ideas down on paper. It is time for experimenting and trying out ideas to be amended later. Sharing and discussing ideas with peers is of grant help to everyone because it helps students to enjoy their writing and understanding it better.
- 3) Revising is a strategy for improving a draft by rereading it and making changes based on the feedback received. It entails carefully checking one's writing and correcting of errors in grammar, spelling, punctuation and other mechanics of writing.

- 4) Editing which involves correcting mechanical errors received from the teacher or peers. Students add information, rearrange sentences, and add new ideas and vocabulary assisted by the teacher to polish up their work.
- 5) Presenting or publishing which involves formally sharing their finished piece of writing with an audience, in this case their peers.

The process approach to writing skills in this study involved ten activities that were commonly practiced:

- (1) Learners were initially put in smaller groups each containing six members
- (2) The instructor opened each class by asking the students for their thoughts on the overall goal and format of the writing assignment
- (3) Learners shared their thoughts on the broad methods required to complete the writing activities.
- (4) The instructor provided language support where it was required
- (5) Learners wrote their first draft of the task in groups
- (6) They exchanged their drafts with each other in their groups.
- (7) Each one was a reader of his/her group mate's work.
- (8) The drafts were modified upon peer feedback
- (9) Learners wrote their final drafts
- (10) The final drafts were exchanged within the groups for proof-reading and making the final comments.

The results indicated that there was a significant difference in post test scores between the students whose teachers used the process approach (treatment group) and those that had no treatment (control group). 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.

## 5.2.2 Effect of process approach to writing skills on students' performance in the writing test

A summary of the second objective is presented here which sought to analyze the effect of process approach to writing skills on students' performance in the writing test in English language in selected secondary schools in Kenya. The findings indicated that there was a significant difference in post test scores between the experimental groups and the control groups. A post-hoc test using Tukey honestly significant difference (HSD) multiple comparisons revealed that:

- There were significant differences in post-test scores between treatment and control groups that participated in pretest
- (2) There were significant differences in post-test scores between treatment group who participated in pretest and control group who did not participate in pretest.
- (3) There was no significant difference in post test scores between treatment groups who participated in pretest and those that did not participate in pretest. The intervention of the process approach to teaching writing skills led to higher scores in the writing test. Classroom observations established that teachers often used the process approach to writing skills to teach writing and therefore the improvement in the students' posttest scores in the writing test was attributed to the intervention of the process approach.

### 5.2.3 Students performance in the writing test before and after instruction using the product approach to writing skills

This part summarizes the findings of the third objective of the study which sought to determine the students' performance in the writing test before and after instruction

using the product approach to writing skills in English language in selected secondary schools in Kenya. The study established that the product approach to writing skills was not significant in enhancing writing skills because there were no improved students' posttest scores in the writing test. Product approach to writing skills asks learners to imitate and transform model texts. It involved four stages of writing: familiarization, controlled writing, guided and free writing. It involves learners in a model text demonstration, writing based on the model text, and editing of the learners' final result. The teacher concentrated on form, syntax, grammar, mechanics and organization. The product approach to writing skills involved six activities in the study that were commonly practiced:

- (1) The instructor modeled a text representing a sample of the writing task highlighting important features
- (2) The instructor then embarked on teaching the language structure, lexicon, and general strategies required to accomplish it.
- (3) Teaching of grammar, vocabulary items, and the conventions required to do the writing task such as coherence and mechanics.
- (4) Students began drafting the final essay using what they had learned in class.
- (5) The instructor evaluated the students' work.
- (6) The instructor graded the students' writing and gave them a grade and made brief comments about required revisions and learners were not given chance to modify their texts based on the remarks.

The performance of the learners showed no significant differences in the post test scores among students who were in the experimental and control groups for the product approach as shown from the independent t-test results where M= 10.89, SD = 1.76) and M = 10.52, SD= 1.71 respectively, df = 204, p = 0.115> 0.05.

# 5.2.4 Effect of product approach to writing skills on students' performance in the writing test

A summary of the findings of the fourth objective of the study which sought to analyze the effect of product approach to writing skills on students, performance in the writing test in English language in selected secondary school in Kenya. The findings indicated that there was no significant difference in the post test scores between the experimental and control groups. A post hoc test using Tukey honestly significant difference (HSD) multiple comparisons revealed that:

- (1) There were no significant differences in post test scores between treatment and control groups that participated in pretest.
- (2) There were no significant differences in posttest mean scores of the experimental group who participated in pretest and control group who did not participate in the pretest
- (3) There was no significant difference in posttest mean scores between the experimental groups that participated in pre-test and those that did not participate in pretest. Therefore, the intervention of the product approach to writing skills did not improve students' posttest scores in the writing test despite the teachers often using the product approach to writing to teach writing skills.

# 5.2.5 Comparison of the effects of process and product approaches to writing skills on students' performance in the writing test

In this objective the study compared the effects of process and product approaches to writing skills on students' performance in the writing test in English language in selected secondary schools in Kenya. The findings indicated that there was a significant difference in post test scores between the experimental groups and the control groups in the process approach to writing skills whereas there was no significant difference in post test scores between the experimental and control groups in the product approach to writing skills. This implied that subjects in the process approach scored higher than those in the product approach in the post test scores of the writing test. The post- Hoc multiple comparisons test results indicated that:

- (1) There were significant differences in post test scores between treatment and control groups that participated in the pretest in the process approach unlike in the product approach where there were no significant differences in post test scores between treatment and control groups that participated in the pretest
- (2) There were significant differences in posttest scores between the treatment group who participated in pretest and control group who did not participate in pretest in the process approach, unlike in the product approach there were no significant differences in post test scores between the experimental group who participated in the pretest and the control group who did not participate in the pretest
- (3) In both the process and product approaches, there were no significant differences in post test scores between the experimental groups who participated in the pretest and those that did not participate in the pretest. The intervention of the process approach to writing skills improved the students' scores in the post test unlike the product approach that did not lead to any improved scores in the post test. Therefore the process approach to writing skills than the product approach.

#### **5.3 Conclusion**

Given the facts and interpretations, this section gives the study's conclusion which indicates their implications that led to the drawing of recommendations of the study.

#### 5.3.1 Effect of process approach to writing skills on students' performance

- (i) Process approach to writing skills improved students' performance in English language writing after they had been instructed using the approach unlike before the approach was used.
- (ii) Process approach to writing is non-linear and recursive. The different stages in the writing process can be repeated when the learners need to.
- (iii) The teacher assisted the learners at all stages of the writing process as need arose, otherwise teacher plays the role of a facilitator
- (iv) The students' performance in English language writing skills in secondary schools can be greatly enhanced if process approach to writing instruction is used.

#### 5.3.2 Effect of product approach to writing skills on students' performance

- Product approach to writing skills did not improve students' performance in English language writing skills.
- (ii) Product approach techniques, strategies and processes are not recursive.They are linear, the teacher moved from one step to next.
- (iii) The teacher focused on form, syntax, grammar, and mechanics of writing, choice of vocabulary, accuracy and fluency of the final product.

# 5.3.3 Comparison of the effects of process and product approaches to writing skills on students' performance

(i) Process approach to writing skills improved students' performance in English language writing than the product approach. Learners' writing performance improved as a result of the process approach to writing skills, which focused on the processes involved in writing rather than the final written product, resulting in superior writing performance. In the process teaching, students worked on a variety of writing activities while also receiving peer correction. They also worked in groups and individually to create multiple drafts.

(ii) Learners in the process approach were seriously involved at different stages associated with writing process which made them to break down the writing task into its component parts. This lessened the complexity of the writing task. Students who used the process method used a number of strategies, including pre-writing activities including defining the audience, using a variety of materials, planning writing, drafting and rewriting, and group reviews of their work. They were given the opportunity to complete their writing process while receiving appropriate criticism from their instructors and peers. In this method, they were able to change unstructured first manuscripts with numerous grammatical problems into final drafts that were better organized and contained fewer grammatical faults.

(iii) Product approach to writing skills did not improve students' performance in English language writing skills. This is attributed to the fact that students in the product approach to writing skills emphasized mechanical aspects of writing such as grammatical and syntactical structures and imitated models and the teacher assigned a topic to the learner assessed and scored the essay.

(iv) The process approach to writing skills is more effective than product approach. Therefore, students' performance in English language writing skills in secondary schools can be greatly enhanced if process approach to writing instruction is used than the product approach.

#### **5.4 Theoretical Contribution**

The theoretical framework of this study was the Systemic Functional Linguistic Theory by Michael Halliday (1978; 2004). This theory proposes developing learners' language meta-linguistic understanding of the interrelation among form, meaning and context so that learners adjust to materials used in their learning and learning practices. Learners should internalize language knowledge from both open educational resources and traditional textbooks. Use materials flexibly instead of passively following the content in the mandatory textbook to independently apply knowledge in critical construction and deconstruction of discourses. This study acknowledged that assumptions of this theory hold in particular contexts. Mansour (2013), for example, claims that learning to write freely necessitates paying more attention in writing classes to engage students in various authentic contexts in order to improve their writing skills and to consider effective teaching approaches for assisting learners in developing their writing skills (Hasan & Akhand, 2010). The right sort of language is determined by the context, which includes the subject matter, the speaker and writer's relationships, their intentions, and the type of writing. The expectations for content, its arrangement, vocabulary, and suitable grammar choices can all be explicitly articulated and then taught once the context has been identified.

172

SFL describes how languages work rather than only its forms. It is a well-developed theory with applications to teaching second languages that is founded on careful study of real language of individuals, with experienced practitioners eager to select what makes teaching effective from it. Multiplicity of purposes, influence of context on content and language patterns, relation of grammar to meaning, flow of information, and distinction between writing and speech are five concepts that can be applied to teaching to demonstrate its potential. Because process instruction necessitates the ordered mediation of process capabilities, teachers frequently plan appropriate classroom activities that support the learning of specific writing skills at every stage, allowing learners to not only reflect on their previous writing on writing as a process, students gain a better understanding of them and learn how to work through the writing process by learning about the steps writers use to create the final output (Kadmiry, 2021) and determining which tactics work best for them.

In product approach, model texts are read and features of the genre are highlighted usually in isolation (Eggins, 2004). This approach favours the organization of ideas as more important than the ideas themselves and as important as the control of language. Students are unable to produce coherent and well organized writing texts without errors attributed to the fact that emphasis is on teaching writing based on the formal aspects of written texts and ignoring the functional aspects. Drills and tasks that are decontextualized are the major focus (Abu Rass, 2015; El-Bassuony, 2017; Maxwell-Reid, 2014). At the end students choose from a choice of comparable writing tasks, and individually, they use the skills, structures and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language. However, based on the findings of this study, this does not work as seen in

the learners' performance in the product approach that did not show any significant improvement in the writing skills. Zine (2014), for example, observes that components of teaching are inadvertently ingrained in the teaching and learning cycle, as seen by the classroom activities of teaching and learning. Scaffolding, a text's relationship to its surroundings, general structure, and linguistic qualities of a text are some of these aspects. The goal of the instructor is to assist students in their learning and to ensure that they have a clear knowledge of the purpose of text and language use in cultural and situational situations.

Although the product method is centered on modeling, Saedi & Sahebkheir (2011) remark that the role of model texts is generally confined to a teaching tool that serves as a source of feedback to students. The product approach stresses the finished product while providing no insight into the path taken by writers to arrive at that final output, i.e. the composing process (Kadmiry, 2021). While we emphasize the product when teaching writing to pupils, all we are doing is teaching them the standards by which they can measure the quality of their finished output, not how to make it. On the other hand process approach tends to focus more on the varied classroom activities to promote the development of language use by generating ideas through brainstorming and discussion, but the teacher remains in the background to provide language support if required so as not to inhibit students in the production of ideas. Notably, writing involves cognitive skills, psycholinguistic, psychomotor, social cultural and affective variables, and therefore, writers should be predisposed to a number of vast knowledge expressed in terms of the content knowledge of what they are writing about and the context knowledge with regard to the social context of what they are writing about. Harmer (2004) developed a writing process model that had five stages; pre-writing, drafting, revising, editing and publishing. Writing strategies were to be developed at each stage. Students used a written example to discuss ideas and write outlines for their drafts during the pre-writing stage. The students wrote freely and changed their drafts using a checklist with the teacher's assistance during the monitoring stage. At the evaluating stage, the students proofread, received peer feedback and edited their work. This would enhance effective teaching of writing skills using the process approach.

In this study, the process approach strategies 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 proof reading of final drafts. However, from the study findings, putting learners into small groups, brainstorming, discussion and teacher's support were the most commonly used strategies unlike writing of first drafts, exchanging them in groups, reading peer work and peer feedback that were less commonly used. Writing of final drafts and proof reading were often used. All these strategies are equally important in developing students writing skills using the process approach. Students engage in planning by setting goals, generating ideas and organizing them. They translate the ideas into a writing plan of action and review the plan through 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 intensive study of language where trained practitioners are enthusiastic to select what makes teaching effective by focusing more on varied classroom activities which 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 to structure texts.

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 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 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 writing to help focus on the process of creating texts through various stages. The conceptual model for teaching writing skills using process approach is represented diagrammatically below in Figure 5.1.

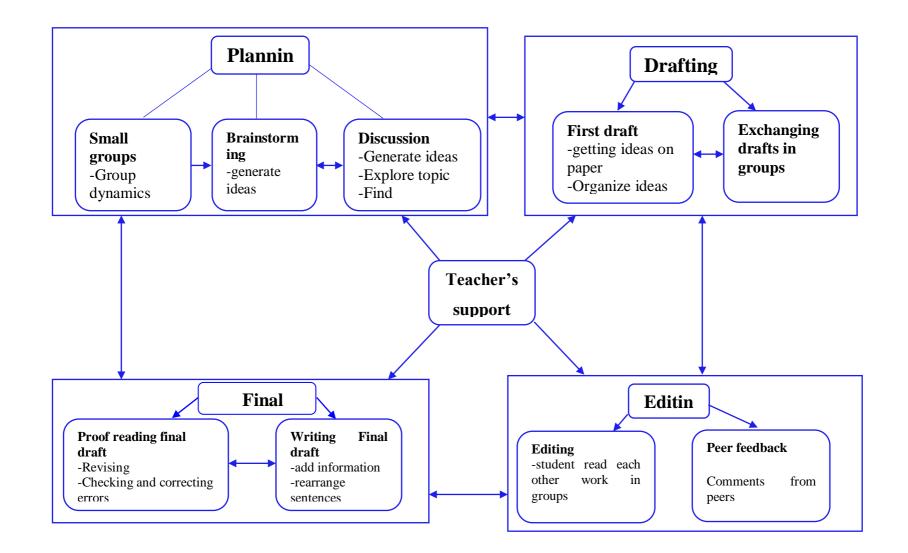


Figure 5. 1: Conceptual model for process approach to writing skills Source: Developed by the researcher from literature reviewed and data collected (2021) In process approach to writing, students are planners, writers, feedback providers and editors. Before they begin writing, the students must first 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 generation of ideas to persuade the students about the usefulness of the activity by encouraging them to make 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 to 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 to draw on their previous experiences and personal interests.

Drafting involves getting ideas on paper with little attention on 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 that is done by exchanging of drafts in groups and reading of peer work. This strategy is more efficient when done as 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, and length of text, organization and mechanics of writing. At the end the product will look different since it has gone through an editing process.

From the study findings, strategies that were less commonly used included; writing of first drafts, exchanging and reading drafts in groups, and peer feedback. It is important that students should go through all the stages of process writing before the final production stage. Process approach to writing skills requires much time which can be examined in other studies in longer periods. This study advocates for the adoption of the process approach to writing because its findings indicate that the approach is effective to writing instruction as seen in students' significant improvement in writing performance because the approach is a combination of several interactive and recursive stages.

#### **5.5 Recommendations**

#### 5.5.1 Recommendations for improvement of English writing skills

Based on the findings of the study, the following recommendations were made to enhance effective learning of English language writing skills among secondary school students in Kenya.

(i) Teachers of English language to opt for the process approach to writing instruction to encourage collaborative group work among learners to enhance students' performance in English language writing skills in secondary schools.

- (ii) English language curriculum developers should therefore increase time for teaching English language so that more time can be allocated for teaching writing using the process approach.
- (iii) Process approach to writing skills has beneficial effects on the development of writing skills hence teachers of English should develop interesting postwriting activities as a means to make classroom writing tasks more meaningful. The process approach to writing skills post-writing activities, peer collaboration, personal responsibility and a positive learning environment can be used to enhance students' writing skills. Unlike in the product approach to writing where students are not fully engaged in writing process and therefore perceive writing as a classroom routine and an uninteresting activity.
- (iv) Since every strategy that teachers use is context dependent in the process approach, teachers should therefore adjust materials as well as the level of difficulty to teach any level using the process approach to writing skills.
- (v) Teachers should use the process approach model shown above to teachEnglish language writing skills to improve students' performance.

#### **5.5.2 Suggestions for further research**

More research can be undertaken to enrich the present study and to establish more effects of the process and product approaches to writing skills.

- (a) More longitudinal studies including larger samples from different educational levels should be carried out.
- (b) There is need for a similar study to be carried out in different counties and comparisons be made on the findings.

- (c) More studies should be carried out to craft models for teaching using the process and product approaches to writing skills to help teachers to effectively teach writing skills.
- (d) Research should be carried out to establish challenges students encounter when using the process approach to writing skills and how the challenges can be overcome.
- (e) Research should be carried out on how to improve product approach to writing skills and ways to make it an effective approach for teaching English language writing skills
- (f) Similar research should be carried out with students of various academic competences and environments so that broader conclusions can be drawn.

#### REFERENCES

- Abd-Alfatah, N. A. (2013). The effect of a program based on brainstorming strategy in developing writing paragraph for preparatory stage students. *Studies in Curricula and Teaching Methods*, (193), 58-67.
- Abu Rass, R. (2015). Challenges face Arab students in writing well developed paragraphs in English. *English Language Teaching*, 8 (10), 19-60.
- Adeyemi, D. A. (2009). Approaches to teaching English composition writing at Junior Secondary School in Botswana. University of S. Africa: Pretoria.
- Ahmad, N., Khan, N., & Munir, N. (2013). Factors affecting the learning of English at Secondary School level in Pakistan. *International Journal of English Language and Literature Studies*, 2 (2), 95-101.
- Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Norwood, NJ: John Wiley & Sons.
- Akinwamide, T. K. (2012). The influence of process Approach on English as second language students' performance in Essay writing. *English Language Teachers*, 5(3), 16
- Akram, A. & Malik, A. (2010). Integration of Language Learning Skills in Second Language Acquisition. *International Journal of Arts and Sciences*, 3(14), 231-240.
- Akinyenye, C., & Pluddemann, C. (2016). The story of a narrative: Teaching and assessing English writing in a township school. *Journal of the Reading Association of South Africa*, 7 (1), 1-8.
- Akinyenye, C. (2012). Investigation to the teaching of writing in English as second language in senior phase classrooms in the Western Cape, Master's thesis, Faculty of Education, University of Western Cape.
- Ali, Z., & Yunus, M. (2004). An ESL Writing Course. Unraveling students' needs and concerns. *The English Teacher*, 33, 114-126.
- Alodwan, T. A., & Ibnian, S. K. (2014). The effect of using process approach to writing on developing university students' essay writing skills in EFL. *Review of Arts and Humanities*, 3 (2), 139-155.
- Alqurashi, F. (2015). Perspective of Saudi EFL learners towards teacher response in writing courses. *International Journal of English Linguistics*, 5 (5), 37-46.
- American Psychological Association. (2010) Publication Manual for the American Psychological Association. 6th (ed). SAGE

- Annamalai, N. (2016). Exploring the writing approaches in the facebook environment. *Teaching English with Technology*, 16 (1), 71-87.
- Archer, J. C. (2010). State of the science in health professional education effective feedback. *Medical Education*, 44 (1), 101-108.
- Arslan, R. S, & Sahin-Kizil A. (2010). How can the use of blog software facilities the writing process of English Language Learners? *Computer assisted language learning*, 23(3), 183-197.
- Arvon Foundation (2006) online at http://www.arvonfoundation.org. Accessed 14.05.06
- Atkinson, D. (2003). L2 Writing in the post. Process era: Introduction Journal of Second Language Writing 12, 3-15.
- Asma, A. B., & Fatimah, H. A. (2018). EFL Learners Perspectives on the Process Approach to Essay Writing at the College of Education, Salahaddin University Erbil. 9<sup>th</sup> International Conference on Educational Studies and Applied Linguistics.doi 10.23918/vesal2018.a17
- Ayiro, P.L. (2010). *Quantitative Methods*. Paper presented at Moi University 5<sup>th</sup> Campus Wide Research Workshop, Moi University, Eldoret, Kenya.
- Azmat, G; & Iriberri, N. (2010). The importance of relative performance feedback information: Evidence from a natural experiment using high school students. *Journal of Public Economics*, 94 (7-8), 435-452.
- Bae, J. (2011). Teaching process writing for intermediate/advanced learners in South Korea. Unpublished M.A Thesis. University of Wisconsin-River Falls, South Korea.
- Badger, R., & White, G. (2000). A process-genre approach to teaching writing.*ELT Journal*, 54 (2), 656-661.
- Barasa, P. L. (2005). *English Language Teaching in Kenya; Policy, Training and Practice*. Moi University: Moi University Press.
- Bayat, N. (2014). The effect of PWA on writing success and anxiety. *Educational Sciences: Theory and Practice*, 14(3), 1133-1141.
- Beare, S. (2000). Differences in content generating and planning processes of Adult L1 & L2 proficient writer. PhD thesis, University of Ottawa, Canada, Retrieved from <u>http://researchcommons.ottawa.ac.nz/handle/1026813243</u>.

BECF (2017). Basic Education Curriculum Framework. KICD: Nairobi.

- Bednar, A. K., Cunningham, D., Duffy, T. M., & Perry, J. D. (1991). Theory into Practice: How Do We Link? In G. J. Anglin (Ed.) *Instructional Technology: Past, Present, and Future*. Englewood, CO: Libraries Unlimited.
- Bell, J. (2001). Introduction: Workshops. In J. Bell & P. Magris (eds). *The Creative Writing Coursebook* (pp. 292-295). London: Macmillan.
- Bereiter, C., & Scardamalia M. (2013). The psychology of written composition. Routledge: CUP
- Bilal, H., Tariq, A., Latif, H., & Anjum, M. (2013). Investigating the problems faced by the teachers in developing English writing skills. *Asian Journal of Social Sciences and Humanities*, 2 (3), 238-244.
- Borgard, J.S., & Mackin, M. (2015). Writing is magic using mentor text to develop the writers craft. CA: Teacher Created Materials Publishing.
- Brown., H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd Ed)*.New York: Addison Wesley Longman.
- Burke, J., Christensen, L. (2012). *Educational Research: Quantitative, Qualitative and Mixed Approaches.* (4th Ed). USA: Sage.
- Burke, J., Christensen, L. (2014). Educational Research: Quantitative, Qualitative and Mixed Approaches. (5th Ed). USA: Sage.
- Butt, M., & Rasul, S. (2012). Errors in the writing of English at the degree level: Pakistan teachers' perspective. *Language in India*, 12 (9).195-217.
- Chan, S. H., & Abdullah, A. (2004). Exploring affect in ESL writing behavior. *The English Teacher*, 33, 1-12.
- Chan, S. H., Abdullah, A. & Tan, H. (2003). Malaysian ESL academic writing skills: Establishing knowledge bases, attitudes and processes. *Studies in Foreign Language Education*, 18 (10), 143-156.
- Christmas, B. (2011). The role of brainstorming in improving students writing performance in the EFL classroom. https://sydney.educ.au/cet/docs/research.
- Chinedu, O., & Wyk, V.M. (2015). *Educational Research. An African Approach*. South Africa: Oxford University Press.
- Chow, T. (2007). The effects of the process-genre approach to writing instruction on the expository essays of ESL students in Malaysian secondary school. Unpublished dissertation, University Sains Malaysia, Penang.

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. (8<sup>th</sup> Ed.). New York: Routledge
- Cohen, L., Manion, L., & Morison, K. (2007). Research Methods in Education. (6th ed.). London: Routledge.
- Cooper, C., & Odell. L. (1977). Evaluating writing: Describing, Measuring, Judging. Urbama: National Council of Teachers of English, 1977,33-39. ED 143020. Retrieved from http://www.learner.org/channel/workshops/writing.
- Coutts, C.E. (2015). Learning and Teaching Assessment cycle, in planning for Effective Assessment, presentation made on behalf of OHC school improvement project. Hawar: Bahrain.
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* (4th Ed.).Thousand Oaks, CA: Sage.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* (5th Ed.). USA: Sage.
- Dar, M., & Khan, I. (2015).Writing anxiety among public and private Pakistan undergraduate university students. *Pakistan Journal of Gender Studies*, 10 (1), 121-136.
- Daze, B., & Ebibi, J. (2014). Effect of process approach to writing on senior secondary students' achievement in writing. *International Journal of Arts* and Humanities, 3(4), 47-59.
- Deane, P., Odendah, N., Quinla, T., Fowles, M., Welsh, C. (2008). Cognitive models of writing: Writing proficiency as a complex integrated skill. *Princeton: Educational Testing Service*. (ETS).
- Dirgeyasa, W. I. (2015). *What and how to assess a Genre-based Writing Language Education.* Indonesia. State University of Makasar.
- Dornbrack, J., & Atwood, M. (2019). Teaching Writing in the FET Phase, Literacy Association of South Africa. https://litasa.org.za/assets/Download/Dornbrack.pdf.
- Duignan, G. J. (2012). Teaching International Teachers: How Saudi Arabian teachers experience learning about teaching during a New Zealand professional development course. *ELT Journal* 50 (4): 312-317.
- Eggins, S. (2004). An Introduction to Systemic Functional Linguistics (2<sup>nd</sup> ed.). London: Continuum.

- Eisner, E.W. (2017). *The enlightened eye: Qualitative Inquiry and the enhancement of educational practice*. New York: Teachers College Press.
- Elashri, I. I. (2013). The Impact of the Direct Teacher Feedback strategy on the EFL Secondary Stage Students' writing performance. Online Submissions ERIC, 2013.
- El-Bassuony, J. M. (2017). The role of the multisensory approach in developing English writing skills and metacognitive awareness of struggling writers at the preparatory stage. *Studies in Curricula and Teaching Methods*, (226), 41-95.
- Escobar, A., & Evans, R. (2014). Mentor texts and the coding of academic writing structures. A functional approach. *Colombian Journal for teachers of English*, 21(2) 94-11
- Eslami, E. (2014). The effects of direct and indirect corrective feedback techniques on EFL students' writing. *Procedia social and Behavioural Sciences*, 98, 445-452.
- Eyinda, C. & Chariff, Z. (2010). Teaching learning and assessing in second language contexts. A paper presented at Suza- SPINE International Symposium.
- Fallon, M. (2016). *Writing quantitative research*. Rotterdam. The Netherlands: Sense Publishers.
- Fitzgerald, B. Smith, L, & Monk, J. (2012). Celebrating creativity collaboratively: Inspiring PGCE English trainees to teach creative writing, *English in education*, 46 (1): 56-69.
- Flateby, T., & Metzger. A. (2007). CLAQWA: Cognitive Level and Quality Writing Assessment System. Retrieved from http// usfuebz.usf.edu/assessment/index.shtml.
- Fujieda, Y. (2006). A brief history sketch of second language writing studies: A retrospective. *Kyoai Daigaku*, 6, 59-72.
- Fortun, K. (2010). *Writing culture. The Poetics and politics of ethnography.* California: University of California Press.
- Galbraith, D. (2009). *Conceptual processes in writing: From problem-solving to Textproduction* (pp. 79-97). Amsterdam: Amsterdam University Press.
- Gallagher, K. (2011). Write like this: teaching real-world writing through modeling and mentor texts. Portland: Stenhouse Publishers.

- Gardner, H. (2001). *Fifty Modern Thinkers on Education. From Piaget to the present*. London: Routledge.
- Gathumbi, W, A., & Masembe, C. S. (2005). *Principles and Techniques in Language Teaching: A Text for Teacher Educators and Pre-service Teachers*: Nairobi: JKF.
- Gathumbi: A. W. (2013). Underachievement Reading and writing skills and the implications in promoting lifelong Learning. *Journal of Education and Practice*. Vol.4, No. 13, 2013.
- Geok-lin, L. S. (2003). 'The Strangeness of Creative Writing: An Institutional Query'. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition and Culture.* 3:151-169.
- Gholami, P., & Haghi; E. (2013). Process-product approach to writing the effect of model essays on EFL learners' writing accuracy. *International Journal of Applied Linguistic & English Literature*, 2/1, 75-79
- Gonye, J., Mareva, R., Dudu, T., & Sib, J. (2012). Academic writing challenges at universities in Zimbabwe: A case study of great Zimbabwe University. *International Journal of English and Literature*, 3(3), 71-83.
- Graham, S., & Perin, D. (2007). Using mentor texts to improve students writing. PCG: Education.
- Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. The *Journal of Educational Research*, 104 (6), 396-407.
- Grainger, T., Gouch, K & Lambirth, A (2005). *Creativity and writing developing voice and verse in the classroom.* London: Routledge.
- Groenewegen, T. (2008). Benchmarks for English Language Education: Phoenics Publishers: Nairobi.
- Haerazi, H., Irawan, L., Suadiyatna, T., & Hidajatullah, H. (2020). Triggering preservice teachers' writing skills through genre-based instructional model viewed from creativity. *International Journal of Evaluation and Research in Education* (IJERE), 9(1), 234-244.
- Haider, G. (2012). An insight into difficulties faced by Pakistan student writers: Implications for teaching of writing: *Journal of Educational and Social Research*, 2 (3), 17-27.
- Halliday, M. A. (2004). The Language of Early Childhood. Collected Works of M.A. K. Halliday, Vol.4. London: Bloomsbury.

- Halliday, M. A. (1978). Language as Social Semiotic Explorations in the Development of Language. London: Edward Arnold.
- Harmer, J. (2010). *The Practice of English Language Teaching* 4<sup>th</sup> ed. Pearson: Longman.
- Harper, G. (2007). Responsive Critical Understanding: Towards a creative writing treatise. *New Writing* 3 (1).
- Hasan, K., & Akhtand, M. (2010). Approaches to writing in EFL/ESL Context: Balancing product and process in writing class at tertiary level. *Journal of NELTA*, 15 (1), 77-88.
- Hashemnezhad, H., & Hashemnezhad, N. (2012). A comparative study of product process, and pest-process approaches in Iraman EFL students writing skill. *Journal of Language, Teaching and research*, 314, 722-729.
- Hashim, H. H. (2011). Peer Feedback with Checklists in Writing Classes: Saudi learners' and teachers' attitudes and perceptions. Unpublished master's thesis. Kind Saudi University, Riyadh.
- Hashuri, H. H. (2011). Peer Feedback with checklists in writing classes: Saudi learners' and teachers' attitudes and perceptions. Unpublished master's thesis. Kind Saudi University, Riyadh, retrieved from http://repository, ksu.edu.sa/gspui/bitstream.
- Hedge, T. (2005). Writing. Oxford. UK: Oxford University Press
- Holland, S. (2003). *Creative Writing: A Good Practice Guide*. London: English Subject Centre
- Hoogeveen, M., & Van Geldreven, A. (2013). What works in writing with peer response? A review of intervention studies with children and adolescents. *Educational Psychology Review*, 25 (4) 473-502. http://www.elimu.net.
- Hussin, S., Maarof, N, & D'Cruz, V. (2001). Sustaining an interest in learning English and increasing the motivation to learn English: An Enrichment program. *The Internet TESL Journal*, 7 (5), 1-7.
- Hyland, K. (2003). Teaching and Researching Writing. London: Pearson Publication.
- Hyland, K. (2015). Teaching and Researching Writing. Routledge: CUP.

- Indira, N., & Michelle, P., & Harsha, K. (2011). 'It's not just the learner; it's the system' Teachers' Perspectives on written language difficulties: Implications for speech language therapy. South Africa Journal of Communication Disorders, 58,(2).
- Irons, J. (2008). Evidence in support of written corrective feedback. *Journal of* Second Language Writing, 17, 102-118.
- Isleem, H. A. (2012). A suggested program based on individualized activities for developing Palestinian sixth graders' writing skills. Unpublished master's thesis. The Islamic University of Gaza, Palestine.
- Ismail, S.A, (2011). Exploring students' perceptions of ESL Writing. *Journal of English Teaching*, 4(2), 73-83.
- Jerotich, F. (2007). Factors influencing the implementation of integrated business studies curriculum in public secondary schools of Nandi North Sub-County, Nandi County, Kenya. Doctoral dissertation: Moi University.
- Johari, S. (2006). Mirrors for an ESL classroom: Using reflective teaching to explore classroom practice and enhance professional growth. *The English Teacher*, 35, 99-116.
- Kadmiry, M. (2021). The Comparison between Process-oriented approach and the Product-oriented Approach in Teaching Writing. The Case of Moroccan EFL Students in Preparatory Classes for the Grades Ecoles. Arab World English Journal (AWEJ), Vol.12(1),14.
- Kalikokha, C. (2008). The perceptions of first year undergraduate Malawian students of essay writing process. Unpublished doctoral dissertation. Aukland University of Technology New Zealand.
- Kane, C. M. (2012). Investigating the impact of a mentor text inquiry approach to narrative writing instruction on attitude self-efficacy and writing processes of fourth grade students in an urban elementary school-unpublished doctoral thesis, San Diego state. University San Diego, Argentina.
- Kangáhi, M., Indoshi, F. C., & Othuon, C. A. (2012). Teaching Styles and Learners Achievement'. International Journal of Academic Research in Progressive Education and Development, Vol.1 (3), pp. 62-82.
- Kasomo, D. (2015). *Research Methods in Humanities and Education*. JKF: Printing Services Ltd.
- Keith, F. P., & Alis, O. (2014). Introduction to Research Methods in Education. London: Sage.

- Kellog, R. T. (2008). Improving the Writing Skills of College Students. *Journal of Writing Research*, 1 (1): 1-26.
- Kemboi, G., Andiema, N., & M'mbone, J. (2014). Challenges in teaching composition writing in Secondary Schools in Pokot County, Kenya. *Journal* of Education and Practice, 5 (1) 132-138.
- Kenya Institute of Education. (2002). *Secondary Education Syllabus*. Vol.1. Nairobi: Government Printers.
- Kenya Institute of Education. (2006). Secondary Education Teachers handbook. Nairobi: K.I.E.
- Kenya National Examination Council. (2017). *Report on candidates' performance in Kenya Certificate of Secondary Education*. Nairobi: KNEC.
- Kenya National Examination Council. (2013). *Report on candidates' performance in Kenya Certificate of Secondary Education*. Nairobi: KNEC.
- Kenya National Examination Council. (2012). *Report on candidates' performance in Kenya Certificate of Secondary Education*. Nairobi: KNEC.
- Kirui, J, E., & Too, J, K. (2016). A Step by Step Research Guide for Students. A Practical Handibook: Ramaeli: Masterpiece Creations
- Khaki, M. & Tabrizi, H. (2021). Assessing the Effects of Direct and Indirect Corrective Feedback in Process-based Vs Product-based Instruction on Learners' Writing. *Language Teaching Research Quarterly*, Vol.21, 35-53.
- Kobus, M. (2016). First Steps in Research. Pretoria: Van Schaik Publishers.
- Kochung, E. J. (2012). Strategies used in Teaching English Composition to learners with Hearing Impairment in Nyanza Province. Master's thesis, Maseno University, Kenya. From jeteraps. Scholarlinkresearch.org
- Koross, B.T. (2012). The use of oral language approaches in developing writing skills in English language among secondary school students in Rift Valley, Kenya. Developing County Studies, 2(10), 28-33.
- Koross, B.T., Indoshi, F. C.,& Okwach, T. (2013). Perception of teachers and students towards methods used in teaching and learning of English writing skills in secondary schools. *International Journal of English Language and Linguistics Research*, 1 (1), 32-38.
- Leach, J., & Moon, B. (2008). The power of pedagogy, London: Sage

- Leavy, P. (2017). Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based and Community-Based Participatory Research Approaches. New York, London: The Guilford Press.
- Lee, C. (2008). The relationship between writers Perceptions and their performances on a field specific writing Test. *Assessing Writing* 13 (2).
- Listyani, I. (2018). Promoting Academic Writing Students' Skills through Process Writing Strategy. Advances in Language and Literary Studies, Vol. 9 (4), 173-179.
- Little-Wood, B. (2014). Assignment Writing Services, Trusted, Reliable and Secure. Nottingham: All Answers Ltd.
- Luchini, P. L. (2010). Evaluating the effectiveness of a complementary approach to teaching writing skills. *International Journal of Language Studies (IJLS)*, 4 (3), 73-92.
- Lynne, R., & Capelli, R. (2007). *Mentor texts: teaching writing through children's literature*. K-6 Portland: Stenhouse Publishers.
- Maarof, N., Yamat, H., & Kee, L. (2011). Role of teacher, peer and teacher-peer feedback in enhancing ESL students' writing. World Applied Sciences Journal, 15 (Innovation and Pedagogy for Lifelong Learning), 29-35.
- Mackatiani, C. I. (2017). Influence of Examinations Oriented Approaches on Quality Education in Primary Schools in Kenya. *Journal of Education and Practice*, *Vol. 8 (14)*
- Magut, Z. C. (2000). An Investigation into the use of Process Approach by Teachers of English for Effective Teaching of Writing Skills in Kenyan Secondary Schools. A study of Uasin Gishu District (unpublished Master's thesis) Moi University, Eldoret, Kenya.
- Mahboob, A. (2014). *Epilogue: Understanding language variation: Implications for EIL pedagogy*. Switzerland: Springer.
- Mansour, G. I. (2013). A suggested program for developing EFL reading and writing skills among secondary school students in light of the constructivist learning approach. *Studies in Curricula and Teaching Methods*, (194), 1-27.
- Mansoor, S. (2005). Language Planning in Higher education: A case study of Pakistan. Karachi: OUP
- Matsuda, P. K. (2003). Second language writing in the twentieth century: A situated history perspective. In B Kroll (Ed) *Exploring the dynamics of second language writing* (pp 15-34). Cambridge: Cambridge University Press.

- Maxwell-Reid, C. (2014). Genre in the teaching of English in Hong Kong: A perspective from systemic functional linguistics, English Language Education and Assessment. Singapore: Springer.
- Mehr, H. (2017). The Impact of Product and Process Approach on Iranian EFL Learners' Writing Ability and their Attitudes toward Writing Skill. *International Journal of English Linguistics*, 7 (2), 158-166.
- Meyers, C. (2009). Writing with confidence writing Effective Sentences and paragraphs. New York: Vango Publication.
- Mogere, G. N. (2014). Teachers' instructional strategies in insha and their influence on class seven pupils' performance in Garrisa County, Kenya Doctoral Dissertation, Moi University, Kenya.
- Mosayebnazhad, F., & Assadi Aidinlou, N. (2015). The effect of systemic genre instruction on the writing performance of Iranian EFL high school students. *MAGNT Research Report*, 3 (1), 377-388.
- Mottet, T.P. (2008). Teacher Feedback. *The International Encyclopedia of communication*.
- Muhammad, F., Almas, A., & Muhammad, B. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education and Social Sciences, Vol.4 (2), 1.*
- Mukundan, J. (2011). Developed world influences on ESL/EFL writing situations: Differentiating realities from fantasies, *Writing Academic English across Cultures* (pp.179-194). Bingley, UK: Emerald Group Publishing.
- Muodumogu, C.A., & Unwaha, C.O. (2013) Improving students' achievement in essay writing: What will be the impact of mini lesson strategy? *Global Advanced Research Journal of Arts and Humanities* (GARJAH), 2 (6), 111-120.
- Murphy, J. J. (Ed) (1990). A short history of writing instruction from ancient Greece to twentieth century America. Davis, CA: Hermagoras Press.
- Murunga, F. (2013). Influence of the institutional process on the teaching and acquisition of listening skills in Kiswahili language in Kenya. Doctoral Dissertation Moi University, Kenya.
- Naoroji, D. (2012). Using mentor texts to improve student writing. Content literacy project. MCLP Heinle: Heinle.
- Nejla, G. (2020). Difficulties faced by the undergraduate students in the process writing approach. Journal of Language and Linguistic Studies, 16 (2), 565-579.

- Ngubane, N. (2018). The nature and pedagogical implications of English first additional language writing among FET phase learners in Pinetown district, PhD thesis, Faculty of Education, University of Zululand.
- Noyce, P. E., & Hickey, D. T. (2011). *New Frontiers in Formative Assessment*. Cambridge, MA: Harvard Education Press.
- Nurdin, S., & Mohammad, N. (2006). The best of two approaches: Process/ genrebased approach to teaching writing. *The English teacher*, 30, 75-85.
- O'brien, T. (2004). Writing in a foreign language: Teaching and learning. *Language Teaching*, 37: 1-28.
- Ochera, P. O., & Manyasi, B. (2013). The Pedagogical hindrances to writing communication skills in Kenya: A case of secondary schools in Kisii County. *Educational Research*. Vol. 4(7): 536-542.
- Odima, L .E. (2015). Effect of teaching an acquisition of English language writing skills in primary schools in Busia County, Kenya. Doctoral dissertation, Kenyatta University, Kenya.
- Ogada, R., Orachi, P., Mata, P.M & Kochung, E. J. (2012). Strategies used in Teaching English Composition to learners with Hearing Impairment in Nyanza. Journal of Emerging Trends in Educational Research and Policy Studies, 3(5). 638.
- Oguta, L.A. (2015). Use of a holistic approach in the teaching and learning of English Language in Secondary schools. A study of Busia County, Kenya (Doctoral Dissertation, Moi University).
- Okwara, M. O. (2012). A study of factors related to achievement in written composition among secondary school students in Busia district. Unpublished master's thesis. Kenyatta University, Kenya.
- Olajide, J. (2013). Effect of integrated approach on polytechnic students' achievement in essay writing. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 4 (6), 917- 924.
- Onosawa, C. (2010). A study of the process writing Approach: A suggestion for an eclectic writing approach. *Research Note*, pp. 153-163.
- Ortenburger, R. H. (2013). Mentor text. Content area literacy task force, 1(4).Retrieved from <u>http://ekuwritingproject.org./uplondi/5/2/4/0/5240502</u>.
- Otunga, N. R., Odero, I. I., & Barasa, P. L. (2011). A Handbook for Curriculum and Instruction. Moi University: Moi University Press.

- Palpanadan, S., Ismail, F., & Salam, R. (2015). Role of model essays in developing students' writing skills in Malaysian schools: *Mediterranean Journal of Social Sciences*, 6 (2), 56-61
- Penner, I. (2010). Comparison of Effects of Cognitive Level and Quality Writing Assessment Rubric on Freshman College Student. Writing. Published Dissertation for D.Phil, Liberty University, Canada). Retrieved from http/ usfuebz.usf.edu/assessment/index.shmtl
- Pugazhenthi, V. (2012). The Role of English Teacher in language Learning. *Teaching* and Assessment Language in India, 12(10)
- Pytash, K. E., & Morgan, D.N. (2014) Preparing Pre-service teachers to become teachers of writing. *English Education*, 47 (1) 6-37.
- Quintero, L. (2008). Blogging: A way to foster EFL writing. *Colombian Applied Linguistics Journal*, 10(1) 7-49.
- Quinton, S., & Smallbone, T. (2010). Feeding forward: Using feedback to promote student reflection and learning a teaching model. *Innovations in Education and Teaching International*, 47 (1), 125-135.
- Rahman, M. (2011). Genre-based writing instruction: Implications in ESP classroom. English for specific purposes, *World*, 11 (33), 1-9.
- Rahman, T. (2002). Language, ideology and power. UK: OUP.
- Razali, R., & Jupri; R. (2014). Exploring teacher written feedback and student revisions on ESL Students Writing. *Journal of Humanities and Social Sciences*, 19 (5) 63-70.
- Reid, J.M. (2001). The Cambridge guide to teaching English to speakers of other languages. In R. Cater & D. Nunan (Ed), Writing (p. 23-33). Cambridge: CUP.
- Richards, J.C., & Rodgers T.S (2014). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rico, A. (2014). Identifying factors causing difficulties to productive skills among foreign language learners. *Opening Writing Doors Journal*, 11(1), 65-86.
- Robertson, C. (2008). Integration of model course management system (CMS) into an EFL writing class. *The JALT Call Journal*, 4 (1), 53-59.
- Rollison, P. (2005). Using peer feedback in the ESL writing class. ELT Journal, 23-30.

- Roybal, R.A. (2012). *Creating Critical Thinking Writers in Middle School*. University of California-San Rafael, CA. Retrieved March 2015 from http://eric.ed/govSCL+critical thinking.
- Saeidi, M., & Sahebkheir, F. (2011). The effect of model essays on accuracy and complexity of EFL learner's writing performance. Middle- Ernst. *Journal of Scientific Research*, 10 (1), 130-137.
- Samsudin, Z. (2016). Comparing the Process Approach with the Product Approach in Teaching Academic Writing to First –Year Undergraduates. *AJELP: Asian Journal of English Language and Pedagogy*, 4, 84-104.
- Sapkota, A. (2012). Developing students writing skill through peer and teacher correction: An action research. *Journal of NELTS*, 17(1-2, 70 80).
- Sarhady, T. (2015). The effect of Product/ process oriented approach to teaching and learning writing skill on university student performance. *International Journal of Language and Applied Linguistics*, 1 (2), 7-12.
- Sermsook, K., Liamnimiti, J., & Pochakorn, R. (2017). An analysis of errors in written. English sentences. A case study of Thai EFL students. *English Language Teaching*, 10(3), 101-110.
- Serravala, J. (2017). *The writing strategies book. Your everything guide to developing skilled writers.* Portsmouth, NH: Heinemann.
- Shahrokhi, M. (2017). The impact of product and process approach on Iranian EFL learners' writing ability and their attitudes towards writing skill. *International Journal of English Linguistics*, 7 (2), 158-166.
- Shin, & Crandall, A. (2014). *Teaching young learners English. From theory to practice*. Boston, MA: National Geographic Learning.
- Siddiqui, S. (2007). *Rethinking education in Pakistan. Perceptions, practices and possibilities.* US: Paramount Publishing Enterprise.
- Singh, A. (2013). Effects of infusing Socratic questions in mind maps on the development of ESL students' writing skills. Retrieved http:// ethesis. Upm.edu.my/id/eprint/8223.
- Sollwander, M. (2016). Teachers' use of E- readers in Kenyan classrooms . Journal of college literacy & Learning, 39, 21-37.
- Spigelman, C., & Grolnmun, L. (2005). *Theory and practice in classroom-based* writing tutoring. Logan: Utah State University Press.

- Sutikno, M. K. (2008). Responding to students' writing. *Journal Pendidikan Penabur*, 10(7) 51-59: The writing centre approach. *The English Teacher*, 35, 1-14.
- Tan, B., Emerson, L., & White, C. (2006). *Reforming ESL writing instruction in tertiary education*. Logan: Utah State University Press
- Tangpermpoon, T. (2008). Integrated Approaches to Improve Students Writing Skills for English major students. *ABAC Journal*, 28(2), 1-9.
- Teal, W. H., Paciga, K.A., & Hottman, J. L. (2007). Beginning Writing Instruction in Urban Schools: The Curriculum Gap. *The Reading Teacher*, Vol. 61, No.4.
- Temmermen, N. (2017). Unfair Teacher Feedback means Demotivates students, University of World News, 17 March 2017, No. 45741.
- Thang, M. (2010). Investigating autonomy of Malaysian ESL learners: A comparison between public and private universities. *The Southeast Asian Journal of English Language Studies*, 15, 97-124.
- Thoreau, M. (2006). Write on track. New Zealand: Pearson Education.
- Tootkaboni, A. A. & Khatib, M. (2014). The efficacy of various kinds of error of EFL Learners. *Bellaterra Journal for Teaching and Learning Language and Literature* 7(3), 30-46.
- Torghabeh, R.A., Hashemi, M.R., & Ahmadi, H. S. (2010). Writing through literature: A novel approach to EFL writing instruction. *Iranian EFL Journal*, 6/4, 7-23.
- Ur, P. (2015). A course in language teaching: practice and theory. Cambridge: CUP
- Vengadasamy, R. (2002). Teaching writing: Student response to teachers' written comments. *The English Teacher*, 2, 10-17.
- Wanjala, W. J. (2015). Challenges teachers and students face in using the integrated writing skills approach: Evidence from schools in Bungoma North, Kenya International Journal of multidisciplinary Research and Development, 2 (7), 278-284.
- Weber, J.A. (2001). Genre Approach to ESP Essay Writing. ELT Journal, ST (1).
- Widodo, H. P. (2008). Process-based academic essay writing instruction an EFL context. *Bahasa Dan Seni*, 36 (1), 101-111
- Williams, J. (2005). *Teaching of writing in second Language or Foreign Language Classrooms:* Boston: McGraw-Hill.
- Wong, M. (2010). Beliefs about language learning: A study of Malaysian pre-service teachers. *Regional Language Centre (RELC) Journal*, 41 (2), 123-136.

- Wyk, V.M., & Chinedu, O. (2015). *Educational Research: An African Approach*. South Africa: Oxford University Press.
- Yunus, M., Nordin, N., Salehi, H. & Embi, M. (2013). A review of advantages and disadvantages of using ICT tools in teaching ESL reading and writing. *Australian Journal of Basic and Applied Sciences*, 7 (4).
- Zeng, D. (2005). The process-oriented Approach to ESL/EFL writing instruction and Research, *CELEA Journal* Vol. 28, (5), South East Missouri. State University.
- Zine, A. (2014). The genre-based approach to teaching writing for business purposes. Unpublished doctoral dissertation. University Mohamed Boudiaf, M'sila, Algeria.

### **APPENDICES**

# **APPENDIX A: STUDENTS' INFORMED CONSENT FORM**

Your class.....

Your secret number.....

Date.....

Dear participant,

Please fill in the information required and sign at the end to show that your participation in the study will be of your own free will, and that you will not be forced by anybody to take part in the study.

I ...... (Indicate your secret number, NOT your name) do hereby declare that I fully understand the purpose of this research and the implications of my participation. Therefore, I willingly accept to participate in it as one of the respondents.

Your Signature.....

#### **APPENDIX B: INFORMED CONSENT FOR TEACHERS**

Beatrice Nasambu Wasike, Department of Curriculum, Instruction & Educational Media, Moi University. P.O. Box 3900-30100, Eldoret.

Dear Participant,

#### **RE: Informed Consent**

I am a PhD student of Moi University carrying out a research entitled ' Effects of Process and Product Approaches to Teaching English Language Writing Skills on Student Performance Within Selected Secondary Schools in Kenya' I kindly request you to participate in my study by honestly and accurately following the instruction manual provided to teach writing skills as will be tutored. Please do not discuss the method you will use with other teachers whether in or out of your school. Do not write your name on any of the papers. You have full right to withdraw from the study at any time you wish. You may contact me for more information about this study.

Please sign in the space provided below if you accept to participate in the study. Thank you for volunteering to participate.

Yours sincerely,

Beatrice Wasike (Researcher).

Participant's Signature..... Date.....

# **APPENDIX C: WRITING TASK**

Write a 250-500 word composition titled "An exciting event."

Source: July 2012 KCSE Trial Examinations in Vihiga County (101 English paper 3)

# **APPENDIX D: MARKING GUIDE FOR WRITTEN TASK**

**Task:** Write a composition of between 250- 500 words entitled "An exciting event." The following aspects will be assessed:

1. Opening.

- 2. Coherence devices.
- 3. Closing.
- 4. Reasoning.
- 5. Quality of details.
- 6. Vocabulary choice.
- 7. Comprehensibility.

These aspects should be present in the writer's organizational skills, language use and aspects of writing style. The composition will be assessed on five point likert scale of each aspect. The highest will be 5 and the lowest 1.

# 1) Overall evaluation of writing

#### a) Writing requirements

- 5 points- the learner addresses and develops each aspect of writing.
- 4 points- only addresses each aspect of writing.
- 3 points- addresses the appropriate topic and partially fulfills writing requirements.
- 2 points- addresses appropriate topic but omits most writing requirements.
- 1 point- the learner is off the topic/ vague.

#### b) Main idea

- 5 points- maintains main idea.
- 4 points- introduces a rare element though maintains main idea.
- 3 points- adds unrelated ideas that distract the reader.
- 2 points- unclear
- 1 point- vague.

# c) Audience

- 5 points- shows a keen awareness of audience needs.
- 4 points- shows some awareness of the reader.
- 3 points- addresses the appropriate audience although with some ambiguity.
- 2 points- lacks reader awareness and addresses inappropriate audience.
- 1 point- completely lacks reader awareness.

# d) Purpose

- 5 points- purpose is clear, obvious and appropriate
- 4 points- purpose present and appropriate.
- 3 points-purpose not clear.
- 2 points-inappropriate multiple purposes
- 1 point- purpose is missing.

# 2) Organization and Development

This will include opening, coherence, paragraphing and closing.

# a). Opening

5 points- introduces main idea and clearly prepares the reader for the story.

- 4 points- uses opening to introduce main idea
- 3 points- identifies main idea.
- 2 points main idea is not clear.
- 1 point- opening is missing.

# b) Coherence

5 points- words, phrases, sentences and paragraphs are well connected.

4 points- coherence devices mostly used to impact reader's understanding

- 3 points- lacks some coherence to ensure flow.
- 2 points- ineffective coherence devices.
- 1 point-coherence devices are missing.

### c) Paragraph construction

- 5 points- paragraphs logically constructed to support main idea.
- 4 points-occasionally paragraphs not unified on a single topic
- 3 points- some unrelated and misplaced paragraphs
- 2 points- illogical misplaced paragraphs
- 1 point- no paragraph breaks.

### d) Closing

- 5 points- closing summarizes the elements of the story.
- 4 point- closing somehow summarizes the elements of the story.
- 3 points- summarizes the story but introduces unrelated details.
- 2 points-does not summarize the story
- 1 point- closing is missing.

# 3) Reasoning and Consistency

- It includes reasoning, quality and quantity of details.
- 5 points- logical presentation of quality and sufficient ideas to support the main idea.
- 4 points- sufficient clarity and accuracy of main idea.
- 3 points- progression of ideas interrupted by errors, not sufficient details to develop main idea
- 2 points- errors in logic, contradictions, lack of clarity and accuracy to develop main point.
- 1 point- illogical ideas, no details to develop text.

# 4). Language and aspects of style

- This will include word/ vocabulary choice, comprehensibility and sentence construction.
- 5 points- word choice and vocabulary vividly used, clear sentences, reflect audience and purpose.
- 4 points- strong grasp of language, sentences vary degree of complexity, clear and understandable.
- 3 points- inconsistent grasp of language, inappropriate to the audience, limited sentence variety with some grammatical errors.
- 2 points- inaccurate vocabulary, vague word choice, simple sentences, repetition and frequent grammatical errors.
- 1 point- vague and erroneous word choice, lack of sentence clarity, simple and repeated sentences.

# 5) Grammar and mechanics

- 5 points- sentences are grammatically and mechanically correct.
- 4 points- rare grammatical and mechanical errors that do not affect readability.
- 3 points- limited grammatical and mechanical errors exist
- 2 points- a variety of grammatical and mechanical errors affecting readability
- 1 point multiple grammatical and mechanical errors obstructing meaning.

This information is represented in table form as shown below:-

Characteristics to be assessed	Rating/ points				
	5	4	3	2	1
1) Overall evaluation of	well addressed and	Only addresses	partially addressed	omits most requirements	off topic
writing.(i) Topic	developed	aspects of writing.			
ii) Main idea	maintains main idea	rare element introduced	adds unrelated ideas	unclear	vague
iii) Audience	keen awareness of audience	some awareness	somehow ambiguous	addresses inappropriate audience	completely lacks reader awareness
iv) Purpose	clear, obvious appropriate	present	not clear	inappropriate multiple purposes	missing purpose
<ul><li>2) Organization and Development.</li><li>i) Opening</li></ul>	well introduced and prepares reader for story	uses opening to introduce main idea	identifies main idea	not clear	opening is missing
ii) Coherence	well connected	mostly used	lacks some coherence	ineffective coherence devices	missing cohesion
iii)Paragraph construction	logically constructed	occasionally not unified	misplaced and unrelated paragraphs	illogical misplaced paragraphs	no paragraph breaks
iv) Closing	summarizes story	somehow summarizes story	summarizes and introduces unrelated elements	no summary	closing missing
3) Reasoning and consistency	quality and sufficient ideas	clear and accurate ideas	not sufficient ideas	errors, contradictions, unclear and inaccurate ideas	illogical ideas and no details
4) Language and aspects of	good choice of word	some degree of	inconsistent and	inaccurate vocabulary	vague and lack of
style	and vocabulary, clear sentences	complexity and grasp of language	inappropriate sentences	and grammatical errors	sentence clarity
5) Grammar and mechanics	grammatically and mechanically correct sentences	rare grammatical and mechanical errors	limited grammatical and mechanical errors	variety of grammatical and mechanical errors	multiple grammatical and mechanical errors

#### **APPENDIX E: INSTRUCTION MANUAL**

This is a manual on product and process approaches to teaching writing in English language based on the Systemic Functional Linguistic Theory (SFL) proposed by Michael Halliday (1978) who argues that language occurs in social contexts as an interactive and meaningful act, and therefore language as a tool for expressing meaning should focus on developing learners' language meta-linguistic understanding of the interrelation among form, meaning and context. A single topic written job will provide participants with a shared platform in terms of topic, method of discourse, and writing time, ensuring that no one is left behind. This will effectively be done through:

#### a) The product approach

The instructor will create a model text that represents a sample of the writing work and highlights key aspects. After that, the instructor will teach the language structure, lexicon, and basic tactics needed to complete it. The learners will begin writing using what they have been taught to make the final result after devoting a few of sessions to over teaching of grammar, vocabulary items, and the norms required to accomplish the writing assignment such as coherence and mechanics (essay). The instructor will rate the learner's writing after analyzing the learner's final products, assigning a grade to each and making brief comments about the required adjustments. The learners of the product approach will not be given chance to modify their texts based on the remarks.

#### b) The process approach

The learners will initially be divided into smaller groups each containing six members. Each session will begin with the instructor and the learner brainstorming ideas for the overall objective and structure of the writing activity. The students will then be invited to debate their thoughts on general tactics for completing the work, with the instructor remaining in the background. If necessary, the instructor will provide linguistic assistance. The students will be asked to write their initial draft of the activity in groups, after which they will share their drafts with one another in the group so that each learner can read the work of his or her group mate. The drafts will be returned, with changes made in response to peer comments. Every learner will write the final manuscript, which will be circulated among the groups for proofreading and final feedback. These stages are explained as:

#### i) Pre-writing

It will involve generating ideas to be used in the text. The instructor will assist the learners generate vocabulary and grammatical structures through brainstorming, note-taking, discussions in groups, dictating and researching for information.

#### ii) Drafting

Students will use some of the notes, language, terminology, and structures developed during pre-writing tasks to write down their ideas. The teacher will help the learner to use the notes taken during the pre-writing phase to provide a starting point and a skeleton of ideas. This will assist those learners who are restricted by limited vocabulary. The instructor will guide the learners to share and discuss the ideas with their peers in groups.

## iii) Revising/ editing

The teacher will help the learners to polish up their texts. The learners will take a fresh look at their writing besides peer comments that will help in adding information, rearranging sentences and making ideas clear. The learners will carefully check and correct any errors after sharing their texts with other members of the group before writing the final draft.

## Instructions to teachers of the experimental groups

Prior to the administration of the pretest, the researcher will have a private conversation with the teachers of process and product experimental groups to convince them to teach the writing skills using either process or product approach.

Your class has been selected as an experimental group. The effect of product and process approaches to teaching writing skills in English language will be compared and will only be possible if the following is done:-

i) Follow the suggested teaching approach as tutored (either product or process approach).

ii) You will not discuss this method with other teachers whether in your school or other schools within the period of the experiment.

## **APPENDIX F: LESSON OBSERVATION GUIDE**

Used in observing classroom instruction using the process and product approaches to writing skills.

Your Secret Number\_\_\_\_\_

Teacher's experience\_\_\_\_\_

Academic qualification\_\_\_\_\_

Approach	Features/ Activities	Scoring/ Points				
		5	4	3	2	1
		Always	Often	Sometimes	Rarely	Never
	1) learners put in small					
PROCESS	groups					
APPROACH	2) brainstorming					
	learners ideas					
	3) discussion of					
	opinions					
	4) instructor supports					
	learners					
	5) writing of 1 <sup>st</sup> draft in					
	groups					
	6) exchanging drafts					
	within groups					
	7) reading group mates					
	work					
	8) peer feedback,					
	modifying drafts					
	9) writing final draft					
	10) proof reading final					
	drafts in groups and					
	making final comments					
	1) modeling a text					
	2) teaching language					
PRODUCT	structure, lexicon and					
APPROACH	general strategies					
	3) teaching grammar,					
	vocabulary items,					
	coherence, mechanics					
	4) learners write					
	5) instructor analyzes					
	learners' productions					
	6) Instructor assigns					
	grades and makes brief					
	comments					

#### **APPENDIX G: AUTHORIZATION LETTER**



## MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8 (053) 43555 Fax: (053) 43555

P.O. Box 3900 Eldoret, Kenya

#### REF: EDU/D.PHIL.CM/1020/18

DATE: 14th January, 2021

**The Executive Secretary** National Council for Science and Technology P.O. Box 30623-00100 **NAIROBI** 

Dear Sir/Madam,

## RE: <u>RESEARCH PERMIT IN RESPECT OF BEATRICE</u> NASAMBU WASIKE - (EDU/DPHIL.CM/1020/18)

The above named is a 2<sup>nd</sup> year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her PhD Studies that she conducts research and produces a dissertation. Her research is entitled:

#### "Comparison of Process and Product Approaches Effect on Teaching English Language Writing Skills in Selected Secondary Schools, Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully, UCATION P.01.2021

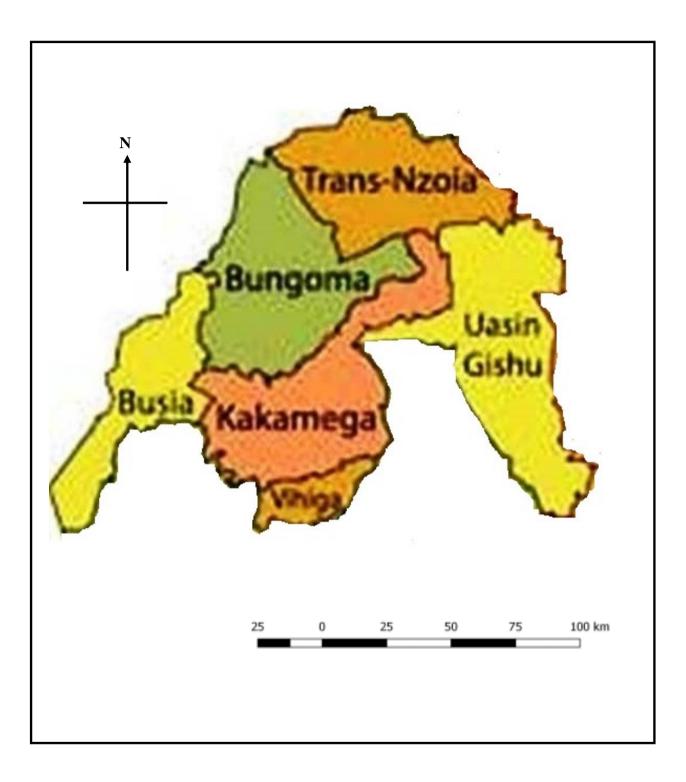
PROF. J. K. CHANG'ACH DEAN, SCHOOL OF EDUCATION



## APPENDIX H: RESEARCH LICENSE

ACOST NATIONAL COMMISSION FOR REPUBLIC OF KENVA SCIENCE, TECHNOLOGY & INNOVATION Ref No: 306913 Date of Issue: 20/January/2021 **RESEARCH LICENSE** This is to Certify that Ms.. BEATRICE NASAMBU WASIKE of Moi University, has been licensed to conduct research in Bungoma, Busia, Kakamega, Transnzoia, Uasin-Gishu, Vihiga on the topic: COMPARISON OF PROCESS AND PRODUCT APPROACHES EFFECT ON TEACHING ENGLISH LANGUAGE WRITING SKILLS IN SELECTED SECONDARY SCHOOLS, KENYA for the period ending : 20/January/2022. License No: NACOSTL/P/21/8641 306913 Applicant Identification Number Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Verification QR Code NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

# APPENDIX I: MAP OF STUDY AREA



		based on the 95% confidence level	Intel				based on the 95% confidence level	Ine sample	
	*	N	"	N	u	N			ours are
10	10	110	86	300	140				
15	FI	120	92	200		926		5	ISE
20	0	130	20	92	S 3	1.000	218	5,000	357
8	24	1.m		2	181	1,100	362	6,000	361
		ł	51	360	186.	1,200	291	7,000	364
	29	120	108	380	161	1,300	297	8,000	367
35	R	160	113	400	196	001'1	302	0007.6	10
40	36	170	118	420	IQ	1,500	306	10,000	1
45	40	180	123	440	205	1,600	310	15,000	: 13
	#	190	127	460	210	1,700	313	20,000	E E
	\$	200	132	480	214	1,800	317	30,000	E
	R	210	136	200	217	1,900	320	40,000	380
	%	220	140	550	226	2,000	322	200005	381
	59	230	144	600	234	2.200	327	75,000	382
9	63	240	148	050	242	2,400	331	100,001	HAE
•	66	250	152	200	248	2,600	335	250,000	¥
	R	260	155	750	254	2,800	338	\$000005	HEE
	2	270	81	800	260	3,000	341	L000,000	381
4	76	280	162	850	265	3,500	346	10,000,000	384
80	80	290	165	006	269	4,000	351	500,000,000	184

# APPENDIX J: TABLE FOR SAMPLE SIZES

210

# APPENDIX K: EXTRACTS FOR STUDENTS COMPOSITIONS

6	Posttest
./.	•
12	
	(1b)
	AN EXCITING EVENT
auto	It was one bright morning. The birds chirped the wind blew across 2 and
bataga	the trees bend to let it pass. I woke up peeling tired. I quickened into the
<u> </u>	dining table to have my breakpart and then prepared up myrely to have
	a walk and utrall along the neighbourhood. I did not know what was
	awaiting for me It was a morning between mornings.
	As I was strolling about in the neighbourhood remembering my
	high school life. The way I worked tooth and nail to bring the best
	out of me. The great name that I had brought to my uchool. The
averall 3	very many gifts and trophies that I had wer myself. I really thought !
- 3	had done the best and almost achieved my goal but there was
reasoning	one more exam I had done, what would I get! The exam that
ge-3	determined my whole life.
grenner	3 <u>en la buorg por erse series ant porm</u>
rechart	People row me walking but I warned wondered why all there
T=16	eyer on me?" It never hit me that the Cherose results were being
	released. One of my friends passed by me then happily the greated
	me, Morgan, how are you? How are you feeling? I wondered "feeling!" "What reeling?" I later learnt that the exame were being released. I almost -
	fainted. I quickened my steps towards towards the home many
	unanywered questions in my mind. But I remembered God never leaver
	his people. A cold pain ran down my stamach I also remembered my
	parents who did their work with much effort to make me comportable in
	uchool.
	At 2.00 pm The there was jubilation. Vonge and dances releated the
	atmosphere. A road of people outside our compound. Others I don't do not
	remember if I had ever seen them. I had been lifted up high in the
	isky. My neck full of plowers learon, kangar. The results had been
	announced. Being the bourt student country wide what would I vay
	but thanks to the almighty God.

Postest C 3. Alace. The D- day was here ! I woke up that morning feeling come chappiness in my heart. Oppor! we were to give a nice usend off to my cruter who was going to open a new Chapter of her life with her hubband. Nekewa, my writer, who way now RI years way mature enough for this. "Makena, Makena. Wake up my doughter, remember you need to help me in the kitchen", My mother called. Yeu mother, I am Coming, I replied. My mother was prepairing breakfast. - My mother cooks very aweet food C Finger - Tiking food). From the window fould use nome chefu cooking some delicaures on the outside. Some scueet aroma of delreavery from the window. Mother was prepairing some bacon and choclate tea. Kow! they looked nice. After breakfast eventhing seemed to be moving in a joyful manner. Everybody moved with exhilaration. My crister, who was the queen of the day was now ready for how day. We - me and my brothers and my quate moved to the church on the first car. After a while my visiter was drove in with a huge new black Japanese Cr. We waited for her eggerly -1-19 you could see peoples' around necks eagerly waiting to set their eyes on the queen of the day. klike the door were giver they what it waw chocked me and I wav dums to one minute. My civiter walked on the red Carpet part the airle or tavard here prince charming who availed their at the alter. My write au if tip toeing ... anyway it her day atter all'look at Nekera, walked Whe in beautiful in her gown..." My young visiter commented. Klowly , whe went, to her hubband, who then holding her hand klused it. The Biuhop was now ready to consecrate them. They knell clown before the him and gave them his benediction. He prayed and announced the du

Postot DI AN EXCITING EVENT was on Friday evening. I was watching a It very interesting movie of Jackie Chan and the Etpandables. Suddenly 9 had a very strong knock on the door.] bothered about it and opened the door taster was not since I didn't want to mus any part of the movie. Without wasting any time some two energetic men ein black entered the house in an hurry They ordered me to he down and since I way scared to die at a early age 1 tollowed their orders. My parents had gone to the market to buy shoping reasoning and my sublings had gone to my Aunts house for > holiday. They searched all the rooms and did not tound anybody in the rooms lense They made me suspicious since they closed my eyes and they did not take unything from the house. I was commanded to get into the car and I had 7=13 no clue? the type or colour of the car since I was closed my eyes but the car seemed tarmiffiar. since they drove It seemed to be a long jorney for affeast thirty minutes. Along they way they bought some thing from a shop since the area was quite and had less people. journey continued. Thu Atter buying the goods the had started making me impatient and 1 did not know what would happen to men at the end. I asked them where they were taking me but did not. det any answer from them. After another about twenty minutes or driving they and I was subdenly ordered to yet out of stope d and more into a house. The house was the car seemed that there was notody and in the quite house.

Postast D3. 14 AN EXCITING EVENT the long availed day was here. It was going to be Finally special not only because of the creassion but also, the people who were going to be present. As usual all the preparations had already been made, the only thing that remained was the event itself (As my family's custom, me always put God first in everything. The bright morning was started off with a word of prayer, followed by a light but healthy breakfast. We did all the necessary chores at home and then dressed up for the day Frenthing was going on well until my brother started complaining of stomach ache. What a bad luck! We had to leave him behind tor him to stabilize his condition. We ascured him that he that he was not coming with us. going to get better soon. It was so bad My father, mother and 1 left for my aunt's place. After some ten-minutes drive, we reached the venue. The compound was eye-catching. Everywhere looked amaring from the well-trimmed flower beds to the short green grass. The visitors were being ushered to a circular white tent on the right? but since we were not quects we went directly to the house Everything was neetly arranged. punctuation? long not seen cousins were all present to help my aunt celebrate her graduation party. She had just completed her pHD. Everyone was happy for her because she was the first one in the family to attain this level of education. She was the new role model to her nieces and nephews. Joy surged through me as I hugged my cousins... Although it was sad my brother was absent, I felt loved among these beautiful souls. Obviously you cannot get to someone's place then just remain seated. We had to make ourselves bucy. You could hear some soft music from a far. It was almost noon when the most important quests arrived (my grandparents). Everyone cheered as the parents of the graduates arrived with their heads high They were offered teg and some mandaris but as for the young children all kinds of snacks more present. The vybes between my cousins and I was so good that anyone not tell that we had been away from each other for long. We could

# APPENDIX L: PLAGIARISM REPORT

# SIMILARITY INDEX REPORT

ORIGINALITY REPORT

PRIMARY SOURCES	
1 Ir.mu.ac.ke:8080	1295 words — 2%
2 ir-library.ku.ac.ke	603 words - 1%
3 core.ac.uk	504 words — <b>1%</b>
4 www.journal.au.edu	498 words — <b>1%</b>
5 files.eric.ed.gov	479 words — <b>1%</b>
6 faculty.uobasrah.edu.iq	296 words — <b>1</b> %
7 www.scielo.org.za	276 words - 1%

EXCLUDE QUOTES	OFF	EXCLUDE SOURCES	< 1%
EXCLUDE BIBLIOGRAPHY	ON	EXCLUDE MATCHES	< 15 WORDS

## APPENDIX M: ANTI-PLAGIARISM CERTIFICATE

