

ABSTRACT

The purpose of this study was to probe the effect of process genre instruction on students' writing performance. Accordance with this, students' attitude level and participants' reflection on the sustainability of the programme were addressed. The sample was composed of 91 grade11 students in two classes at Wegletena Higher Education Preparatory Secondary School. The classes were assigned into experimental and comparison conditions. A non-equivalent group pre-test post-test quasi-experimental design was employed with 44 experimental and 47 comparison groups. Four tests (two pre-tests and two post-tests) were used to assess students' writing performance. Prior to the actual implementation session, both the experimental and control group were given pre-test followed by attitude scale questionnaire to get a baseline figures. Then, the experimental group was given a two days training to equip with the new concepts and practical aspects of PGA. Hence forth, the experimental group was involved in the intervention for two months and received six writing performance lessons along with considering process genre features: linguistic knowledge, social context, linguistic skills, purpose/audience: field /tenor/ and mode. The comparison group, on the other hand, received the same lessons within the same period without process genre instruction and certain inputs. After the intervention, the post-tests preceded post-attitude scale questionnaire was administered to both groups. Finally, the experimental students rated sustainability questionnaire. The findings revealed that learners participated in experimental condition showed greater pre to post intervention improvement in writing performance and affirm the sustainability of the treatment. The attitude scale result analysis showed that significant difference between experimental and control group. Consequently, the finding reveled the effectiveness of the intervention to improve students writing performance. The study also corresponds with the theoretical aspects of Badger and White's (2000) eclectic approach, which aptly called the process genre approach and the previous empirical findings. Finally, as this study is limited to a preparatory level within a short time, it appears to be difficult to draw generalizations about the findings of the study. Hence, further research is highly recommended to further scrutinize the avenue.