



Process Genre Based Approach (PGBA) To Academic Short Essay Writing Learning In the Context of EFL Classroom



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Abstract

Writing English academic writing is still the most specter constraint for all over Indonesian EFL college students. These is caused by the complexities of academic writing containing mechanics, vocabulary, content, organization, grammar and sentence structure, as well as writing steps; planing, drafting, editing, and revising which makes it challenges. Another reason why writing academic essay is challanges for students is that the characteristics of academic writing are clear, concise, focussed, structured and backed up by evidence. Its purpose is to aid the reader's understanding. It has a formal tone and style. Process Genre-Based Approach (PGBA) is a problem shooter offered to overcome the students' problem. The purpose of the study was to determine whether the ability of the fourth semester students of Class D of the English Education Study Program of the Foreign Language Academy of Indonesian Development in writing English essays through the Application of the Process Genre-Based Approach (PGBA) would increase or not. The design of this research is pre-experimental-one group pretest posttest. The population is semester IV (even) students for the academic year 2021/2022. The research sample is class students who are determined by using the total sampling technique. Data collection techniques were carried out using tests: pretest (Pretest) and final test (Posttest). The treatment was carried out 6 times. The results of the data were analyzed statistically. The results showed that the posttest average score (70.7) was greater than the pretest average (55.67). This indicates that the semester students' ability to write English essays through the Application of the Process Genre-Based Approach (PGBA) increased. The results of this study are very useful for: (1) students to improve their essay writing skills; (2) teachers (lecturers) to add an approach to learning to write essays through PGBA with (a) preparation stages; (b) modeling and reinforcing; (c) planning; (d) joint construction; (e) independent constructing; and (f) revising. (3) English lecturers and teachers can conduct classroom action research using PGBA.

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1. Introduction

Writing English academic essay has always been challenges and problematic for many colleges students. There are a number aspects in learning academic essay writing that makes it challenges students; mechanics, vocabulary, content, organization, grammar and sentence structure, as well as writing steps; planing, drafting, editing, and revising. Content discussed how the writer can think creatively and develop their thought to gather all information into communicative message. Organization refers to the ability of a writer in organizing sentences into a coherent and cohesive idea. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive.. Vocabulary represents what the writer intend to say through the way how to select appropriate word in the writing. Language use (grammar) refers to the effective complex construction, agreement, number, word order, articles, pronouns and preposition. In writing, the writer should master grammatical knowledge. Mechanics is the aspect that makes writing to be meaningful, such as spelling, punctuation, and capitalization.

Another reason why writing academic essay is challenges for students is that the characteristics of academic writing are clear, concise, focussed, structured and backed up by evidence. Its purpose is to aid the reader's understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary. Hedge, 2005; Graham, 2006;Shih, 1986, Hyland, 2002 agree that academic writing is more than producing accurate and complete sentences and phrases. It is about guiding students to synthesise and reflect on discipline-specific content knowledge with the purpose of constructing substantial arguments intended to convince a particular reader(s) on a particular controversial issue. That is why essay writing is a challenging skill to learn from many EFL students. (Soltanpour & Valizadeh, 2018). For its complexities, English academic essay writing is said to be the most difficult subject among other three skills, reading, listening an speaking.EFL students typically have trouble in writing classes because they are uncertain about the soundness of their grammar, have a little vocabulary, and are unaware of the different genres' organizational structures (Chen, 2002). The challenge is in creating and organizing ideas using suitable terminology, sentence structure, and paragraph organization, as well as in making such thoughts into a writing that is readable (Richards & Renandya, 2002). In addition to that challenge, students encounter some challenges translating concepts from their original tongues Because of this, writing is viewed as both a process and a final product. However, learning how to write anacademic essay is very important, especially since it is required today in almost every profession that requires documentation. One aspec to fhis academic performance is the quality of his essay writing. Zhu (2004) argues that business departments demand and expects trong writing skills from potential employees because they view them as customers. It is important to be armed with strong writing skills in order to accept the opportunities of one believe that thisis animportant skill in the field of communication.

Academic essay writing is a subject covered in the Writing 3 course in the fourth semester of English study program in the Akademi Bahasa Asing Bina Isan Indonesia. There are several types of essays available, including descriptive, narrative, cause and effect, procedural, expository, and opinion essays. Students are expected to be able to write good essays after completing this writing 3 course, which includes organization beginning with the introductory paragraph, body paragraph, and conclusion paragraph, coherence, a good idea, and its writing criteria. However, the reality is that students continue to face challenges. All essay writing criteria, as well as other additional criteria, need to be improved. Another finding was that many students lacked the necessary skills when writing proposals and final assignments. many students did not have the skills to write a thesis statement at the end of the Introductory Paragraph and the skills to write a topic sentence in each Body Paragraph. The ability to write sequentially (coherence) is also not maximally possessed due to the limitations of using connecting words (connectors) between sentences and paragraphs. Furthermore, the criteria for unity of all ideas supporting a topic are still sentences that are not relevant to the topic. In addition, other additional criteria that still need to be improved include the use of appropriate words (diction) and sentence structure

As language skills used for communication, writing has a lot in common then readin gand speaking. Writing is the production of written language that produces text, but text must be read and understood in order for communication to take place(Celce-Murcia and Olshtain, 2000:142).Grabe and Kaplan (1996:4) then distinguish between two types of writing. Structured and non-structured lighting. This distinction is very important because most of academic writing is an activity that includes the activity of authoring. Composition includes the activity of combining structural units of sentence sinto a larger, unique, related, and coherent structure. Composition can also be further subdivided into narration or retelling activities and conversion activities.

To improve writing skills in a second/foreign language, experts suggest writing a few things. Grabe (2003: 245) argues that students should practice writing different types of genres that are relevant and they have to develop their awareness of the structure of the text they wrote. Wennerstaim (2003) says that a genre -based approach has been proved that to improve their understanding of the genre, they should be exposed to different types of genre and

structure. Johns (1995) argues that the generic structure of a genre should be taught explicitly to the author because of the structure of a particular genre may differ from one culture to another culture. According to Hyland (2003), learners need to know the patterns of lexicogrammar that are dominantly used in the stages of a genre. Fotos (2003) found that learning grammar will help students in understanding the features of a specific text. of a specific text.

Hyland (2002: 5) suggests three major approaches to learning and research writing. The first main approach is text - oriented teaching, i.e. texts or writings are then examined, analyzed, and tested in various ways through formal elements or the structure of discourse. The second approach is writer - oriented teaching, with respect to the issues of good writers when they are faced with writing tasks. The third approach is reader - oriented teaching, which emphasizes the roles played by the readers in the writing. Moreover, Hyland (2003) suggested six focuses on the teaching of writing in a second/foreign language, which focus on the structure of the language, the text function, focusing on creative expression, focusing on the process of writing, focus on the content, and focus on the genre. Teaching of writing that focuses on the structure of a language learning practice that has lasted long enough, and learning to write in a foreign language or second language basically focuses on the knowledge of language and vocabulary selection, syntactical patterns, and completeness of cohesive forms essential in building blocks of texts. Focus on the important principles in the text function is linked to the meaning of language structure, making the use of language as a criterion for learning materials. This approach also introduces the idea that certain forms of language form a certain communicative functions and students can be taught the functions most relevant to their needs. The classes focus on using creative expression based on personal experience and opinion of the students, and the writing is considered as an act of creative self-discovery. It will be able to raise selfawareness of the social position of the writer and also facilitates clear thinking, effective relationships, and self-expression.

White and Arndt (1991: 4) develop the learning materials based on the process orientation. According to them there are some things that must be taken by the author in developing the idea. They are generating ideas, developing a focus, structuring, drafting, evaluating, and reviewing. The next orientation is focus on content. Conceptualization of learning to write as a foreign language or second language that focuses on content refers to what is written by the students. This approach generally includes a series of theme or topic which is developed into a piece of writing. Learners will have a personal background knowledge about the topics being discussed and will be able to significantly write about these topics. The last orientation is genre focus. Hyland (2003) says that teachers who choose the teaching of writing in the genre oriented view writing as an attempt to communicate something to the readers. They are struggling with teaching students how to use language patterns to produce a goal oriented and coherent writing. The basic assumption of this teaching is we not only write, but we are writing to reach the goal. This genre based writing is growing rapidly in Australia and in other countries in Asia. The Experts of genre based writing in Australia are Martin, Christie, Callaghan and Rothery, Derewianka, and Fees. They develop materials for teaching writing through the use of learning cycle developed in the genre-based approach. The cycle includes modeling, joint construction, and independent construction

Teaching of writing that focuses on the structure of a language learning practice that has lasted long enough, and learning to write in a foreign language or second language basically focuses on the knowledge of language and vocabulary selection, syntactical patterns, and completeness of cohesive forms essential in building blocks of texts. Focus on the important principles in the text function is linked to the meaning of language structure, making the use of language as a criterion for learning materials. This approach also introduces the idea that certain forms of language form a certain communicative functions and students can be taught the functions most relevant to their needs. The classes focus on using creative expression based on personal experience and opinion of the students, and the writing is considered as an act of creative self-discovery. It will be able to raise selfawareness of the social position of the writer and also facilitates clear thinking, effective relationships, and self-expression. White and Arndt (1991: 4) develop the learning materials based on the process orientation. According to them there are some things that must be taken by the author in developing the idea. They are generating ideas, developing a focus, structuring, drafting, evaluating, and reviewing. The next orientation is focus on content. Conceptualization of learning to write as a foreign language or second language that focuses on content refers to what is written by the students. This approach generally includes a series of theme or topic which is developed into a piece of writing. Learners will have a personal background knowledge about the topics being discussed and will be able to significantly write about these toics. The last orientation is genre focus. Hyland (2003) says that teachers who choose the teaching of writing in the genre oriented view writing as an attempt to communicate something to the readers. They are struggling with teaching students how to use language patterns to produce a goal oriented and coherent writing. The basic assumption of this teaching is we not only write, but we are writing to reach the goal. This genre based writing is growing rapidly in Australia and in other countries in Asia. The Experts of genre based writing in Australia are Martin, Christie, Callaghan and Rothery, Derewianka, and Fees. They develop materials for teaching writing through

the use of learning cycle developed in the genre-based approach. The cycle includes modeling, joint construction, and independent construction.

Process-genre approach in the teaching of writing in a second/foreign language is a revision of a genre -based approach by adding components of the learning in process-oriented writing. This approach was first proposed by Badger and White (2003). This idea is further supported by Yan (2005:)). In his article. Process approach in teaching writing is generally represented as a reaction to a product-based approach, while the genre-based approach is represented as a reaction to the progressive curriculum. Cope and Kalantzis (1993: 57) say that the teacher writes on the process approach is more pleased with students coming from middle-class families, and let the students struggle in controlling the text being studied. Process approach focuses more on language and texts, but gives less attention to learning contexts and disciplines in which the text is constructed.

The weaknesses of the process-based approach is the approach views that all writings are produced by using the same set of processes, so it does not give adequate attention to the type of text being produced and why the text is produced . This approach does not provide students with adequate input, particularly in relation to linguistic knowledge, to be able to write well. The strength of this approach is that this approach understands the importance of various skills involved in writing, and recognizes that what is brought by students into the writing classroom contributes to the development of writing skills.

Furthermore, the negative side of the genre -based approach is the approach pays less attention to the skills needed in producing the text and view students as the passive ones. This approach considers that the writing takes place in a social situation, and is a reflection of a particular purpose, and understands that learning can take place consciously through imitation and analysis (Badger and White , 2000; 157). According to the experts of process-genre approach, writing activities involve knowledge of the language (as on the product and genre approaches), knowledge of the context of the where the writing is taking place, and in particular the purpose of writing (as found in the genre approach), and the skills in using the language (as found in the process approach). Writing development occurs by revealing the potential of students (as in the process approach) and by providing input that will be responded by the students (such as in product and genre approaches).

Regarding to the problems above, one solution is to apply the Process Genre-Based Approach (PGBA) to improve essay writing skills. PGBA is a combination of a process approach and a genre approach for learning to write. The process approach prioritizes several stages of the writing process up to the writing of the final draft. The stages of the process include initial writing to collect ideas, writing a framework of ideas, to a rough draft, revising and editing the manuscript that has been written up to writing the final draft (Badger & White, 2000). In the process, all students actively participate in writing learning activities. Meanwhile, the genre approach emphasizes more on the context or real situation of text forms which include descriptive, narrative, procedural, expository, and argumentative. Each writer, of course, writes different situations in the content of the text, because the text is also written with a different purpose (Harmer, 2001:27). Writing a script or text using this approach produces student writing as the end product of a real situation. These two approaches will combine the process and product of the real context in writing essays. Ming (2006) states that PGBA is a balanced approach in learning writing that involves students' language knowledge and linguistic skills because the writing process and the context of writing occur are integrated between students with one another. Therefore, the researchers chose PGBA as an alternative to be applied in learning essay writing, so that students will experience directly in the writing process according to the real context from what they experienced and knew beforehand to the final product of essay writing. In short, PGBA will provide sufficient contribution to the development of knowledge and skills of student resources to write scientific papers independently, then the quality of student scientific work will be better.

Based on the background of the problem from the lack of students' skills in writing English academic essays and alternative solutions, the researcher determined the following problem formulation. "Will the ability of the fourth semester students of English Study Program of Akkademi Bahasa Asing Bina Insan Indonesia in the Academic Year 2022-2023 in writing English academic short essays through Process Genre-Based Approach (PGBA) increase?"

2. Research Methodology

This study employed a pre-experimental one-group pretest-posttest research design. The population for the study was fourth semester of English Study Program students of Akademi Bahasa Asing Bina Insan Indonesia. Total sampling was used to collect research samples. The ability to write essays is the dependent variable in this study, while the application of the PGBA approach is the independent variable. The PGBA approach will be used to manipulate students' ability to write essays, specifically whether or not there is an improvement in students' ability to write essays after treatment. The difference will be determined by comparing the average value of preliminary and

final test results. Then, an essay writing test will be used as a data collection tool. A Test (Pretest and Posttest) containing several topics chosen by one of the test takers. This test is designed to assess students' ability to write essays before and after treatment. The treatment were last six teaching sessions. The pre-test and post-test were held in two sessions. This test had already been used several times to assess students' ability to write essays in previous semesters, so the level of validity and reliability can be trusted. The test includes a score guide (The Writing Rubric). Data collection stages include an initial test prior to treatment and a post-test following treatment. The result of this test will be calculated by the help of computer application named SPSS.

3. Results and Discussion

The implementation and results of the pretest and posttest will be described in detail in this section, which includes the average value (M), average standard deviation (Md), and t-count value (t.) The pre-test was held on March 7, 2022. The posttest was given to test takers on Wednesday, June 9, 2022, after the treatment was completed for six meetings. Both tests were taken by 20 students. Figure 1 also shows the individual scores of each student who took the pretest and posttest.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Score Pre-test	15	46	67	55.67	6.521
Score Post-test	15	57	80	70.07	7.066
Valid N (listwise)	15				



Chart 1. Average Score of Pre test

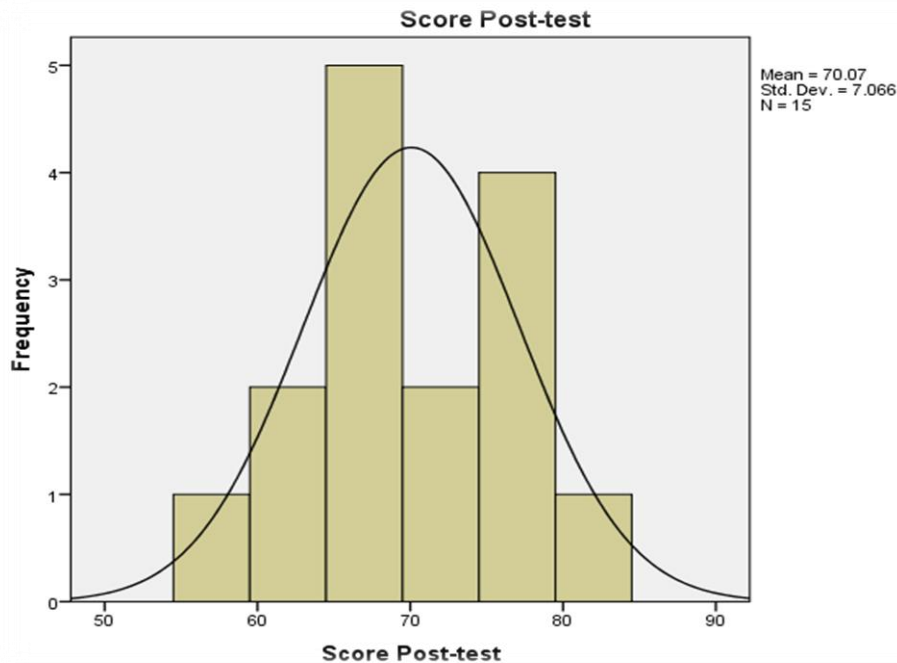


Chart 2. Average Score of Post test.

The results of this calculation showed a change in mean score increase for the 14.4 students comparing the mean pre-test scores before treatment with the mean post-test scores after treatment. Data analysis showed that the average post-test score was 70.7 higher than the average pre-test score (55.67). In this way, we can see that the Process Genre-Based Approach (PGBA) has the effect of enhancing students' ability.

This section discusses the findings related to the ability of students to write short essays which include writing rubric, content, organization, vocabulary, grammar, and mechanics. These aspects are explained in accordance with the stages of implementing treatment from the application of the essay writing learning approach, namely the Process Genre-Based Approach (PGBA). The improvement of students' ability in writing short essays was obtained from the results of the average scores in the pretest and posttest. The determination of the maximum score for each aspect can be seen in Table 2 below which includes the maximum score or value for aspects of content, organization, vocabulary, grammar, and mechanics.

Table 2. Maximum score or value for aspects of content, organization, vocabulary, grammar, and mechanics.

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Score of Content Pre-test	15	13	17	222	14.80	1.521
Score of Content Post-test	15	17	26	303	20.20	3.005
Score Of Organization Pre-test	15	8	16	168	11.20	2.731
Score Of Organization Post-test	15	11	17	213	14.20	2.111
Score of Language Use Pre-test	15	10	16	184	12.27	2.052
Score of Language Use Post-test	15	11	20	241	16.07	3.035
Score of Vocabulary Pre-test	15	12	17	222	14.80	1.656
Score of Vocabulary Post-test	15	14	17	246	16.40	.910
Score of Mechanic Pret-test	15	2	3	39	2.60	.507
Score of Mechanic Post-test	15	3	4	48	3.20	.414
Valid N (listwise)	15					

Content

In this aspect, the average score increased by 5.4 from 14.80 in the retest to 20.20 in the posttest. Before the treatment was carried out, the results of students' ability in writing essays related to this aspect were still deficient ideas because of supporting or data were still lack. The detector is their limitation in using ways of gathering ideas and lack of vocabulary. likewise, after the treatment, the results of students' ability in writing short essays had sufficient supporting ideas and evidence to support and be applicable to the content being developed. These results were attained after students carried out several stages of enforcing PGBA, medication, modeling and buttressing, and planning. These three stages were carried out together in groups to determine the situation they see and hear to help them identify the form of the essay and make it easier for them to set the writing purpose of the essay (Reppen, 2002; Yan, 2005). From the essay model, they've previous knowledge and determine the structural features. As a result, they've got the original idea to determine the content of the essay, because they've done brainstorming in the form of mind mapping and word/ expression e at the planning stage. In short, pupil conditioning at the medication, modeling and buttressing, and planning stages contribute to perfecting the content aspects of essay writing.

Organization

In this aspect, an increase in the average score of 2.00 has also been found from the average score in the pretest 11.20 to 14.20 in the posttest. After the pretest data was scored before treatment, the student's ability to organize essays was still at level 2, namely the essay already had an organized structure, but had limited idea coherence from the beginning to the end, including limitations. ideas in the introduction and conclusion. From these results, there are several triggers, namely the lack of practice in making outlines and using connecting words or transitional signals, including an understanding of their function to connect ideas between one sentence and another and one paragraph to another. After the treatment, the students' ability to write essays in this aspect increased to levels 3 and 4. First, the essay already had an organized structure and there was coherence, from the beginning to the end, as well as ideas in the. introduction and conclusion have been met (level 3). Second, the essay already has clear organized structure and good continuity of ideas (coherence) from the beginning to the end, and the ideas in the introduction and conclusion sections have been fulfilled (level 4). During the treatment, students do exercises to make outlines. In this activity, students have compiled an essay framework consisting of three parts, the introduction paragraph, body paragraphs, and conclusion paragraphs (Oshima and Hogue, 2007). In the introductory paragraph, students are able to introduce to readers related to general statements about an essay topic and a thesis statement consisting of the essay topic and several aspects (reasons) that will be developed in each body paragraph. Furthermore, in each body paragraph, some students are able to write topic sentences and supporting ideas that are relevant to the topic (Oshima and Hogue, 2007). In the conclusion section, students have written down words and even sentences that will be used as concluding paragraphs.

In addition to improving the ability of students to organize the structure of an essay, one of the stages of implementing PGBA, namely revising, contributes to this aspect of the organization by using the media peer revision checklist. In the implementation of the treatment, students did exercises using a peer revision checklist to identify some essay deficiencies (Smalley, et al., 2001). First, they make sure the essay has the correct format, namely the title is written in the middle position above the margin and each paragraph has an indented line. Second, they identify essays containing content according to the form of text (genre) (Reppen, 2002; Yan, 2005) where there is evidence, facts, and examples. Third, they have identified three main components of an essay that has been written, namely an introductory paragraph which consists of a general statement and a thesis statement, body paragraphs, and a conclusion paragraph. a concluding paragraph) (Oshima and Hogue, 2007). Fourth, they also identify connecting words or transitional signals to connect ideas or ideas in one sentence to another, and between ideas in one paragraph and the previous paragraph or the following paragraph. The process of identifying the continuity of idea relationships in sentences and paragraphs and the relevance of ideas or ideas that support a central topic in the essay has helped students to meet the writing criteria, namely coherence and unity. The use of peer revision helps students (students) in revising not only the organization but also the content (Seow, 2002:317). In short, students are helped by things related to organizational aspects which are feedback from peer revisions and have been discussed with them and their teachers are corrected and written in the final draft of an essay (Yan, 2005).

Vocabulary

This aspect has increased in using vocabulary that is in accordance with the context on the chosen topic when the average essay writing result in this aspect is from pretest (14.80) to posttest (16.40). The change in the mean yield increase was 1.6. The increase in the ability to use appropriate vocabulary (diction) is influenced by several student activities at the stages of implementing PGBA such as preparation, modeling and reinforcing,

planning, and joint constructing. . These four stages contribute to increasing the number of vocabulary used in essay writing. Before the treatment, the students' ability in writing essays from this aspect was still at level 2, namely they still used basic words that tended to be repeated and were not in accordance with the context of the essay, as well as word choice errors that made the reader uncomfortable after reading essays. However, after the treatment was carried out, their ability to use vocabulary increased at level 3 and approached level 4. First, they could use a series of words, although still limited, but quite appropriate to the context of the essay, and there were also word choices that caused difficulties for the students. the reader accepts it (level 3). Second, they already use a sufficient range of vocabulary, and the choice of words tends to fit the context and reduce the difficulty for readers to understand (level 4).

Language Use (grammar)

In this Aspects, students' abilities also increased which can be seen from the comparison of the average value 3.9 from pretest (12.27) to posttest (16.07). Before treatment, students dominantly made several mistakes in writing sentences. First, the verb does not match the subject (subject-verb agreement). Second, sentences do not have complete ideas (complete thought) or in writing terms are called fragments or sentences that do not have a main sentence (independent clause), Third, sentences consist of several clauses (clauses) and are not separated by commas or conjunctions (connectors), in writing terms it is called run-on and comma splice sentences. The trigger for the grammatical errors above is caused by the lack of writing exercises that can be used as a reference for self-assessment of the error, the lack of writing exercises as a reference for providing opportunities for friends/partners to assess (peer-assessment) their writing, and lack of feedback from teacher who act as problem solvers for student writing, and lack of student activity in reading grammar books and exercises.

Furthermore, after the treatment was carried out, the students' ability from this aspect increased in writing sentences by doing peer editing exercises through the peer editing checklist. From the results of using this checklist, students felt interested in using it, because they actively participated in identifying errors in grammar including sentence structure and providing corrections to the initial draft (Budi, 2009) that occurred such as fragments, run-ons, and comma splices. After that, the identification results become material for improvement. Improvements are made in three ways: first, by peer editors or peer feedback; second, done by another friend (peer feedback) again if the editor has not been able to improve; and third, done by the lecturer as a problem solver if their friends inside are not yet capable. From this exercise, learning is really centered on student activities as learners, because it is proven that a lecturer can overcome grammar problems or provide feedback at the end if they are really not able to. Finally, all corrective feedback related to grammar aspects that have been discussed between students as essayists and their teachers can be written into grammatically correct sentences in the final draft writing (Yan, 2005).

Mechanics

The last aspect in this research is mechanics which includes capitalization, punctuation, and spelling. The ability of students in writing essays in terms of this aspect increased by 0.6, after the average score was obtained from 2.60 in the pretest results to 3.20 in the posttest results. Prior to treatment, there were several triggers for problems in this aspect, including the lack of writing practice as part of self-awareness to correct errors in mechanics and remembering to write down the corrections, lack of habit of using an English dictionary when there are spelling errors, and lack of habit of reading books and references related to the use of punctuation and capitalization. So that in treatment activities, students have done exercises using a peer editing checklist to identify these aspects.

Furthermore, after the treatment was applied and given a posttest, the students' ability to write essays on the mechanics aspect increased, because in the implementation of the treatment, students did peer editing exercises with the media peer editing checklist in the following activities. First, students have the will (willingness) to give the P symbol to an essay that has been written by a friend, if the essay contains punctuation errors, the Cap symbol, if there is an error in capital letters, namely using or not using capital letters in the essay. words, and the Sp symbol, if there are spelling errors. With this situation of training activities, students also have awareness in improving mechanics and writing them correctly.

The results of this study are acceptable because many previous studies related to the application of the process genre-based approach have obtained the same results. Azhar, Kiran, Khan (2016) found that PGBA can improve and hone writing skills learning English as a second language in the context of community learning in Pakistan. The findings show that the implementation of PGBA is very effective at various levels. Starting from learners at the target language level in learning to use lexis, to formulating the correct syntax and structure of the language. It has been found that students are more creative and automatically productive in using a variety of writing techniques. Furthermore, Elshirbini & Elashri (2013) found that PGBA can improve writing skills and can develop a

positive relationship between students' attitudes and their writing results. Students who have low attitude scores get low results in their writing and vice versa. Rusinovci (2015) conducted research on understanding the theory of learning writing skills by combining two main approaches, namely the process approach and the genre approach. The combination of these two approaches can be seen as intertwined with each other during the writing process. Likewise, Foo (2007) states that students who are taught using the process-genre method can get ideas quickly and put those ideas into written form. In contrast to students who are taught to focus on the product.

4. Conclusion

Based on the description of the data obtained, it can be concluded that the students' ability in writing English academic essays through Process Genre-Based Approach (PGBA) increases. This is evidenced that there is a significant difference between the results of the pretest and posttest on the results of writing academic short essays. the posttest mean score was higher (70.7) than the pretest mean (57.6); Thus, it can be concluded that Process Genre-Based Approach (PGBA) can improve students' ability in writing short essays. In addition, the application of the Process Genre-Based Approach (PGBA) has contributed to increasing students' ability to write short essays, on aspects of content, essay organization, vocabulary, grammar. and mechanics.

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