



**PRODUCT VS PROCESS APPROACH: EFFECTIVENESS IN TEACHING
NARRATIVE ESSAYS**

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DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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APPROVAL SHEET

This research paper attached hereto, entitled “Product vs Process Approach: Effectiveness in Teaching Narrative Essays” prepared and submitted by Lashanth A/L Kularajah in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.



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Abstract

The importance of the four (4) English language skills are the foundational basis of total language competency as a whole, these being reading, writing, listening, and speaking. Writing is arguably the hardest to master of the four (4) skills, especially narrative writing as it requires mastery of grammatical and creative aspects of the language. The product and process approaches are the two most commonly used approaches to teaching narrative writing. However, it is unclear as to which of the two approaches are more effective in teaching narrative writing. The objective of this research is to examine the effectiveness of using the product and process approach to teach writing narrative essays. To test this, a group of 20 students from SMK Malim Nawar, Kampar were given two sets of tests containing narrative writing tasks. One required the use of the product approach while the other used the process approach, as the students were given two treatment phases which they were taught using each approach respectively. Their essays were then marked according to a grading rubric containing five (5) essential language components in narrative writing. The scores for the first and second test were then collected and analysed to determine which approach produced the higher marks. The overall scores from the second test which used the process approach were higher when compared to the scores from the second test which used the product approach. Three (3) out of the five (5) language components based on the grading rubric were higher in the second test than the first test, while the other two (2) components were higher in the first test. The findings determined that the process approach was generally more effective at teaching narrative writing than the product approach. Additionally, the findings also displayed that each approach had their respective benefits in different language components when writing narrative essays.

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Chapter 1 – Introduction

1.1 Background of Study

The widespread use of English globally has only led to it firmly cementing itself as the international language of communication, and as such a vital asset for people to possess in their language repertoire. As a result of this, English as a second language (ESL) classrooms and English as a foreign language (EFL) classrooms have become more common globally due to the increasing demand for people to learn English in any capacity, as its usefulness cannot be understated. ESL and EFL classrooms are for two entirely different groups of students as ESL students are generally more familiar with the language and have some capacity of understanding it, while EFL students are completely unfamiliar with it as they do not use it in any capacity. Yet, despite the major differences between the two, at their core they are still classes which are meant to educate people about the English language.

ESL classes are commonplace in most English-speaking countries and are present at every educational level. ESL for children and teenagers are typically offered through the school system where classes are conducted by certified teachers who have undergone Teaching English to Speakers of Other Language (TESOL) training (*What are ESL Classes?*, 2016). Students usually have to conduct an assessment to determine their fluency in English so that the ESL teacher is able to properly facilitate their education according to their needs. ESL for adults is usually conducted at higher level institutions such as colleges or universities that offer academic courses related to English. These courses can vary based on the multiple aspects of the language and usually consist of much more specific and targeted learning rather than learning the language as a whole. This is because adults learning ESL are assumed to already have a fundamental understanding of the language from when they learnt it as children and teenagers. The most popular higher-level ESL course available is TESOL training which will enable adults to become not just more competent in English but also learn how to teach it to

others. However, with the modernisation of teaching, there are now plenty of online courses and classes for people of all ages to learn ESL. This has only provided a further abundance of opportunities for people to educate themselves in English as it is more readily available globally.

Just like any other language, there are many facets to the English language, with the four (4) major skills being reading, speaking, listening, and writing. These four (4) basic language skills are the primary focus of teachers when teaching students in ESL classrooms and EFL classrooms, as they seek to individually focus on each attribute and then use these attributes in tandem together to further enhance each other in a coherent and meaningful manner.

Writing is one of those skills that is usually only focussed on once the students are competent with the other aspects of English as the nuances and skill level associated with writing is considered to be more difficult for students to grasp. Writing is an aspect of English which has numerous subcategories as there are multiple differing types of writing. Generally, writing can be divided into formal writing and informal writing. Formal writing is defined by its characteristics as it usually contains a strict format which is adhered to, the use of short and concise language, as well as an unbiased view of the subject matter without much room to express creativity (*Formal Writing*, n.d.). Some examples of formal writing are news reports, formal essays, and formal letters. Formal writing is standard procedure in almost any workplace and especially useful when communicating with other organisations and institutions. Informal writing on the other hand is writing where there is no strict format which needs to be followed. As such the writer is able to express themselves freely through usage of language, while using their own structure and approach as well as personal input on the subject matter. Some examples of informal writing include creative writing and blogposts. Informal writing serves as a tool for people to express themselves through writing and is capable of stimulating their creativity. Moreover, writing is not a one-dimensional aspect as it ties in with the other aspects

of English. In other words, improving one's writing, will only help them improve themselves in the other aspects such as reading, listening, and speaking since they are all inherently linked to one another.

In order to produce a well-organised, coherent, and captivating piece of writing, the writer requires a mastery of grammatical, lexical as well as stylistic components of English. As a result of this, there is an immense air of pressure surrounding the teaching of writing as not only is it something that is difficult to master, but also carries a heavy marking weightage in examinations. More specifically, creative writing in the form of writing narrative essays is indispensable as a tool for secondary school students in order to score well in their written exams. This is especially true for schools in Malaysia, as secondary school students learning ESL are commonly given compulsory narrative writing tasks in their examinations. Malaysian students lament narrative writing as they are forced to use their creative thinking and go out of their comfort zone to write. This coupled with the high weightage of narrative writing tasks in the examinations makes it a daunting prospect for Malaysian ESL learners to conquer. Yet, being able to surmount this challenge allows the students to not only score well in their examinations but also gain more creative insight and develop confidence when approaching tasks. This is because narrative writing is capable of developing their creative attributes. This development will translate into other English language skills such as speaking and allow them to further develop their language proficiency as a whole.

It is important to note that the students' way of writing is deeply influenced by their teachers' writing practices (Sahin et al., 2002), further cementing the teachers' role as paramount when teaching writing. In other words, the students will tend to follow the teacher's teaching methods rather than use their own creative input when writing narrative essays. As such, the teachers' ability to appropriately use and integrate a variety of methods to educate their students is critical in order for the students to achieve narrative writing competency in English.

Teachers generally use one of two approaches when teaching writing in classrooms which are the product approach and the process approach. The product approach is an approach whereby the students are guided using sample essays and mimic key features. The product approach further enforces the importance of following the sample essays by conducting controlled practice of mimicking the key features, whereby the flow of ideas is not given prioritised. The primary goal of the product approach is to achieve the end goal while maintaining the appropriate features such as accurate usage of grammar and vocabulary. The process approach on the other hand involves the students' formulating ideas and focussing more on the flow of ideas and language development rather than the grammatical details and the end product. It involves formulating the ideas first and then conducting multiple drafts to continuously improve upon the previous draft. The process approach is not concerned with the product, but instead focussed on the creative process of writing. Both of these approaches have their own advantages in various scenarios but generally teachers prefer using the product approach as it is more straightforward and easier to teach in a classroom setting.

1.2 Statement of Problem

When teaching writing, generally most teachers opt to use the product approach to educate their students on how to write narrative essays. However, the sole usage of the product approach in teaching students to write narrative essays could potentially serve to limit their horizons as they are not exposed to other teaching approaches, more specifically the process approach. Due to the process approach's nature of relying on a variety of classroom activities which integrate elements such as brainstorming and group discussions as a fundamental basis when teaching, many teachers have put it on the backburner as they believe that it is too much of a risk as there is not a strict step-by-step structure which can be followed, especially when attempting to teach weaker students. Some researchers found that teachers view the process approach as time consuming and use the product approach instead so that they can complete

the syllabus in time (Palpanadan et al., 2014). Additionally, teachers also generally choose to use the product approach as it makes the teaching process easier and more efficient.

However, as a result of this, it can be argued that many students are being limited to their creative avenues when writing narrative essays as they do not venture out from the strict formative method of writing which is taught to them by their teachers using the product approach. This scenario could potentially lead to the students' performance being impaired as different students might be able to benefit from a differing perspective when attempting to write narrative essays.

As such, this research will be able to contribute to determine which of the two approaches is more effective when teaching narrative writing. There have been a number of past research papers which came to differing conclusions regarding the usage of the product and process approaches when writing. However, research of this nature regarding the two teaching approaches has not been conducted in the context of writing narrative essays.

In summary, the lack of usage of the process approach by teachers when teaching narrative essays might be problematic. This is because it could be potentially less effective than teaching narrative essays using the process approach which is generally able to stimulate creativity better. Despite research being done on topics of this nature, none of them have been done in the context of writing narrative essays. As a result, the present study is able to investigate the research gap which is present in that area.

1.3 Research Objectives

The objective(s) of the research are:

- RO1. To examine the effectiveness of using the product and process approach to teach writing narrative essays.

1.4 Research Questions

The research question(s) posed in the study are:

- RQ1. Is the product or process approach more effective to teach writing narrative essays?

1.5 Significance of the Study

The results obtained from this study would help to further shed light on the usage of other teaching approaches when attempting to teach narrative writing to students in a classroom scenario. As there is not much significant research which has been conducted regarding the effects and differences of using both the process and product approach when teaching narrative writing, this study would provide some much-needed insight into the topic at hand. This is especially true for the research regarding the usage of process and product approaches within the context of creative forms of writing such as narrative writing. This is because most previously conducted research does not focus on narrative writing, but instead on either writing in general or formal writing.

The results from this study could potentially call into question the way teachers teach students narrative writing as a whole, as there could be future research conducted which integrates both the process and product approaches into one singular approach, and then studying its effectiveness in improving students' performance. As a whole, this would only serve to benefit teachers, as they have a large resource of knowledge based on studies such as this which showcase the advantages and disadvantages to a variety of approaches in teaching narrative writing. This would in turn assist them in conducting their lessons to boost student performance when writing narrative essays.

1.6 Definition of Key Terms

Some of the significant key terms used throughout this study and their definitions as well as operational definitions are listed below.

ESL classrooms

ESL classrooms are in countries where English is the dominant language (Oxford University Press ELT, 2011). The class is usually of mixed nationalities, so students do not share a native language or a common culture. In other words, ESL classrooms are English language classes where students are from regions that English is commonly used. In this study, ESL classrooms are the English lesson classrooms that are used as the environment to conduct the research.

Creative writing

Forms of writing that exists outside the sphere of normal, professional, academic or technical forms of writing (*What is Creative Writing? / An Introduction for Students*, n.d.). These forms of writing typically incite use of creative thinking and imagination. Creative writing is a form of writing where an idea is expressed with the use of one's imagination and creativity. It typically does not have a strict format which needs to be adhered to. In the context of the study, creative writing is any form of writing using creative flow of ideas, where narrative writing is a subsidiary of it.

Narrative essay

A form of creative writing where the essay typically has a singular central point which the whole narrative revolves around (*Narrative Essay*, n.d.). Narrative essays, as the name implies contains a central narrative, where the plot, story, and characters are built around. It is generally a very short fictional or non-fictional story which is contained in one singular essay without any chapters separating it. Narrative essays in this study are defined as essays given to the participants as tasks to test their performance and creative ability.

Student performance

Student performance, also commonly referred to as academic performance refers to the intellectual ability and skills of students reached in the academic context (*What is Academic Performance*, n.d.). In the context of writing narrative essays, student performance refers to the ability of students and how well they are able to write a cohesive, accurate, well-organised, and creative essay with appropriate use of vocabulary.

Process approach

The process approach places more focus on varied classroom activities that promote the development of language use such as brainstorming, group discussions, and re-writing (Steele, n.d.). In short, it is a teaching approach which focusses on the method and journey or learning rather than the outcome. The process approach is less commonly used when teaching writing narrative essays as it is a complicated procedure to teach. In this study, the process approach is a teaching approach that is used as a variable to determine its effect on student performance.

Product approach

The product approach is a traditional approach, where students are made to mimic a model text, which is usually given and analysed at an early stage (Steele, n.d.). Simply put, it is a teaching approach which primarily focusses on the outcome and enforces strict formats to be adhered in order to achieve the final outcome. The product approach is more commonly used when teaching writing narrative essays as it is easier to use in the classroom. In this study, the product approach is the other teaching approach that is also used as a variable to determine its effect on student performance.

1.7 Scope of the Study

This study focuses on the effectiveness of using the product and process approaches to teach writing narrative essays. The study will be conducted with the subjects being secondary school students (Form 1 to Form 5). The reasoning for the specific sample subject is because these students require the usage of narrative essay writing skills to answer the mandatory question

relating to it in their examination paper. As such, the study is to be conducted in a Malaysian secondary National school environment also known as “Sekolah Menengah Kebangsaan” (SMK), more specifically during the English lessons for students. This is done in order to keep the test subjects consistent and to avoid any unnecessary variation in the students’ English language capability caused by selecting students from Chinese or Tamil vernacular schools. The study will be conducted using a series of evaluation methods to calculate the students’ performance. The grading rubrics are based on a variety of components which are of critical importance when writing narrative essays. The subjects will be graded before and after being taught the two teaching approaches, and their overall performance will be compared to draw conclusions.

1.8 Limitations of the Study

As for the limitations of the study, the primary one which cannot be avoided is the students’ prior knowledge on both the process and product approach when writing narrative essays. As such, it is impossible to start with a completely clean state, and this factor should be taken into consideration when drawing any conclusions. Another potential limitation of the study would be the accuracy of the evaluating method. Despite the fact that the evaluation method is able to produce visible numbers and statistics which are based on language elements rooted in narrative essays, it does not accommodate for the students’ ability and motivation to produce a narrative essay. For instance, the students’ mood is a factor which cannot be accounted for but can impact their score and lead to inaccurate and inconsistent results.

1.9 Conclusion

In summary, this chapter helps provide the background knowledge that is relevant to this study in order to establish its necessity. This is done by elaborating details such as the background of the study, statement of problem, research objectives and questions, significance of the study,

definition of key terms, as well as the scope and limitations of the study. All in all, this provides a better understanding of the relevance of this study in the grand pantheon of research that has been conducted on topics of similar nature to it.

Chapter 2 – Literature Review

2.0 Introduction

In this chapter, the focus will be on discussing the theoretical framework which is being used in the present study. Furthermore, it also consists of elements such as the teaching of writing skills, effectiveness of using the product and process approaches, as well as an in depth look of the process product approaches. In addition, findings from previously conducted studies and research on the topic at hand are also included in this chapter.

2.1 Theoretical Framework

Students in ESL classrooms are wildly diverse in terms of their backgrounds, cultures, upbringings, as well as financial and economic statuses. As a result of this diversity, it is a common occurrence for their proficiency in English to be varied due to these factors which can impact their exposure to the language as a whole. Due to this, teachers must be meticulous when designing lessons so that they do not leave any students out of the loop when teaching in the classroom. This is no different when attempting to teach narrative writing in ESL classrooms. Consequently, there has been no shortage of research conducted on teaching approaches in the past few decades in order to investigate and determine the most efficient and effective approach to teach writing to students. Teaching approaches can be defined as a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom (Hoque, 2016). When teaching writing, the two primary approaches that have been widely utilised by ESL teachers globally are the process approach and product approach.

2.1.1 Teaching of Writing Skills

Writing skills can be defined as a set of skills used to write effectively and efficiently (Kaplan, 2022). In other words, writing skills allow a writer to create and present their work in a manner that is concise and streamlined to only include what is necessary while still being a cohesive

and engaging body of work. Kaplan (2022) cited some of the essential writing skills which are research, planning and outlining, editing, revising, spelling and grammar, and organization. A research article titled “Approaches to the Teaching of Writing Skills” used a slightly different set of writing skills as their criteria when evaluating their participants. This included skills such as content, organisation, vocabulary, language use, and mechanics. Most of these skills can be applied in general for all types of writing, including narrative writing. However, one writing skill which is specifically essential to narrative writing is creativity. Creativity is an essential component in enhancing the quality of a narrative essay as it is directly related to the plot. In general, all of these skills play an equally important part in writing narrative essays.

2.1.2 Effectiveness of Using Product and Process Approaches

It is exceedingly clear that both the product and process approaches deemed as effective when teaching writing as they are both widely practiced and used in ESL classrooms globally. A study by Checa et al. (2017) found that both the teaching approaches contributed to enhancing the main components of writing skill which included elements such as content, organization, grammar, vocabulary, spelling, and punctuation. Both the product and process approaches were able to improve linguistic knowledge which is another essential component in narrative writing. Additionally, the study also found that the process approach was able to improve organisational skills. This is mainly because the process approach requires writers to write drafts and review them, which in turn allows them to re-evaluate their own work and improve upon it. Overall, both the product and process approaches are effective when teaching writing. Each approach is able to improve various aspects of writing skills and are effective in different scenarios.

2.1.3 Process Approach

Steele (1992) defined the process approach as an approach which focuses more on the varied classroom activities which promote the development of language use, some examples being

group discussions, brainstorming and re-writing. Nunan (1991) on the other hand implied that it places more of a focus on the steps involved in creating a piece of work and that the process writing allows for the fact that no text can be absolutely perfect, but instead concluded that the writer will be able to get gradually closer to perfection by producing, reflecting on, discussing, and reworking multiple successive drafts of a particular body of text. Both of these views on the process approach still hold true to this day. Process approach in writing places an emphasis on the process as it aims to promote developmental language use through the means of varied classroom activities which are conducted in a set number of stages where the activities are sequenced in a specific order to further enhance and build upon the written text. These stages are typically ordered so that they initially involve brainstorming activities to formulate ideas, then students extend said ideas into notes which are then evaluated to ensure their quality. The following stage involves the organisation of their notes into either a linear form or a mind map in order to further highlight the connections between all the ideas. Once that is done, students move on to writing their first draft before exchanging it with another student to critique each other's work and make improvements. The students then rewrite the draft and improve upon the initial one by correcting any mistakes or blemishes which were found (Steele, n.d.). However, in an examination scenario, the step which involves exchanging and evaluating other students' work is not feasible. As such, students will have to adapt and make some modifications to the steps of the typical process approach when producing their narrative essays. For instance, they can attempt to critique their own work from a reader's point of view to try and find mistakes before making improvements to it.

2.1.4 Product Approach

The product approach which is considered the traditional approach to writing was defined as “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analysed at an early stage” (Gabrielatos, 2002). The product approach focuses

on the end product rather than the process itself, as it emphasises formal aspects in written texts such as vocabulary, grammar, and organisation. It reinforces these aspects by using habit formation to make students imitate the language and writing patterns used in model texts. The product approach to writing consists of four stages, the first of which is reading and highlighting important features that are found in model texts. The following stage requires students to conduct controlled practice of those features in isolation, focussing solely on the particular features at hand rather than the entire text. The next step is the organisation of ideas, where students have to properly organise the selected ideas by mimicking how it was done in the model texts. The product approach views the organisation of the ideas as being more important than the ideas themselves. The final stage is where students choose to reproduce the entire essay by choosing writing tasks which are comparable in nature. They use the culmination of the writing and language skills learnt in the other steps to control their language when writing (Steele, n.d.).

2.2 Review of Past Studies

There have been numerous past studies which have been conducted relating to topics that are somewhat similar and relate to the subject matter of this study. All these studies were used as a frame of reference when creating this study, as their findings are what laid out the foundations of the present objectives.

Out of the five (5) studies which were reviewed, two (2) used quantitative framework, one (1) used qualitative framework, one (1) used mixed method framework, and one (1) used literature review framework when conducting their research. The studies that used a qualitative framework which were by Avramenko et al. (2018), and Khan and Bontha (2014) both used questionnaires to obtain the necessary data, with the latter being constructed based on the Likert Scale for better accuracy. The mixed-method framework used by Saha (2022) also similarly

contained quantitative data obtained using a questionnaire. However, it also contained an additional set of qualitative data from focussed group discussions.

As for the primary participants of the studies conducted, two (2) studies used students of similar educational levels being Hasan and Akhand (2010), and Khan and Bontha (2014) which recruited H.S.C/A-level students, and foundation students respectively. Despite being from different educational courses, they are still generally considered to be of an equal level. Meanwhile, the study by Saha (2022) contained participants consisting of undergraduate ESL students. The participants in the study by Avramenko et al. (2018) were high-school students; more specifically students in 10th and 11th grade. Since Kee and Razali (2019) used literature review as their methodology, there were no participants required.

The main implication which was shared by the results of four (4) out of the five (5) articles reviewed was that the usage of a more diversified range of teaching methods was necessary. Saha (2022) further elaborated by stating that adding other experiences apart from traditional ESL instructions was essential as the traditional structured approach limits thoughts, while a less structured approach can channel creative thoughts, albeit messily. Saha (2022), Hasan and Akhand (2010), and Khan and Bontha (2014) all concluded that both the product and process approaches should be used in tandem with one another to optimise their effectiveness when teaching writing. Khan and Bontha (2014) also further specified that students in their study understood that it was critical for them to use the process approach during the early stages and product approach during the later stages of writing to obtain an error free composition.

Four (4) of the five (5) articles also stated some negative connotations regarding the sole usage of the product approach, and the lack of use of the process approach when teaching writing. Both Saha (2022) and Hasan and Akhand (2010) were critical of the product approach. The former stated that focusing on the product approach was rather judgemental about the learners'

ability and less supportive of their learning process, while the latter stated that there was an overemphasis on grammar components and the final product because of the traditional product approach in writing. On the other hand, Avramenko et al. (2018) and Kee and Razali (2019) advocated for the increased usage of the process approach. For former implied that a lack of strict rules and schema will allow students to think more freely and independently, which is an essential component in creative writing, while the latter implied that making the shift to using the process approach was vital as it opens a variety of possibilities for students by enabling them to be more creative when writing.

Furthermore, Kee and Razali (2019) also found that while the education system has adopted the process approach, the teaching of writing in ESL classrooms itself was still centred around the product approach. Meanwhile, Hasan and Akhand (2010) concluded that the choice of which approach to use ultimately boils down to the teachers, the students, and the genre of the text.

In general, the articles reviewed indicated that the sole usage of the product approach is an ongoing issue which needs to be resolved, as the usage of other approaches such as the process approaches would help in teaching students to write. This is not to say that the product approach should be exiled entirely, but instead incorporated with the product approach when teaching students for maximum effectiveness.

2.3 Conclusion

In summary, this chapter laid out the theoretical framework which represents the foundation of this research, being teaching approaches when teaching English. Moreover, the product approach and process approach as well as their effectiveness when teaching were also further expanded upon in depth since they are the primary focus of this study. Additionally, the literature review helped to paint a clearer picture of the current landscape of teaching writing,

more specifically narrative essays. It also explored the usage of the product and process approaches when attempting to teach writing in general.

Chapter 3 – Methodology

3.1 Introduction

In this chapter, the main focus is to establish the research design and research framework of the study. In addition, this chapter also covers the research instruments, sample and sampling, participants, data collection, as well as data analysis.

3.2 Research Design

The primary method of assessment used in this study was a quantitative evaluation. More specifically, the true experimental research design was used as it is able to measure the effect of one or more independent variables on one or more dependent variables with the use of the scientific method. (Voxco, 2021). This is accomplished by manipulating the independent variables and observing the effect that this has on the dependent variable. As for the case of this study, the independent variable was the teaching approach being used, which were the process and product approaches, while the dependent variable was their effectiveness when used in teaching narrative writing. Table 3.1 displays a brief overview of the research design for this study including the research question, primary data sources, and data analysis methods.

Table 3.1

Overview of the Research Design

Research question(s)	Primary data sources		Data analysis methods
Is the product or process approach more effective to	Phase 1	Experimental research design <ul style="list-style-type: none">• Tests to analyse narrative writing tasks	Statistical analysis

teach writing narrative essays?	Phase 2	Marking and Grading <ul style="list-style-type: none"> • 2 sets of experts to accurately grade the narrative essays 	Statistical analysis
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The experimental research design was used to examine the effectiveness of the product approach and process approach when attempting to teach narrative essays in an ESL classroom. The primary research framework used in this study is the pretest-posttest design. As for the marking and grading, there were two (2) sets of experts which will evaluate the students' narrative essays in accordance with the provided marking rubric.

3.2.1 Pretest-Posttest Design

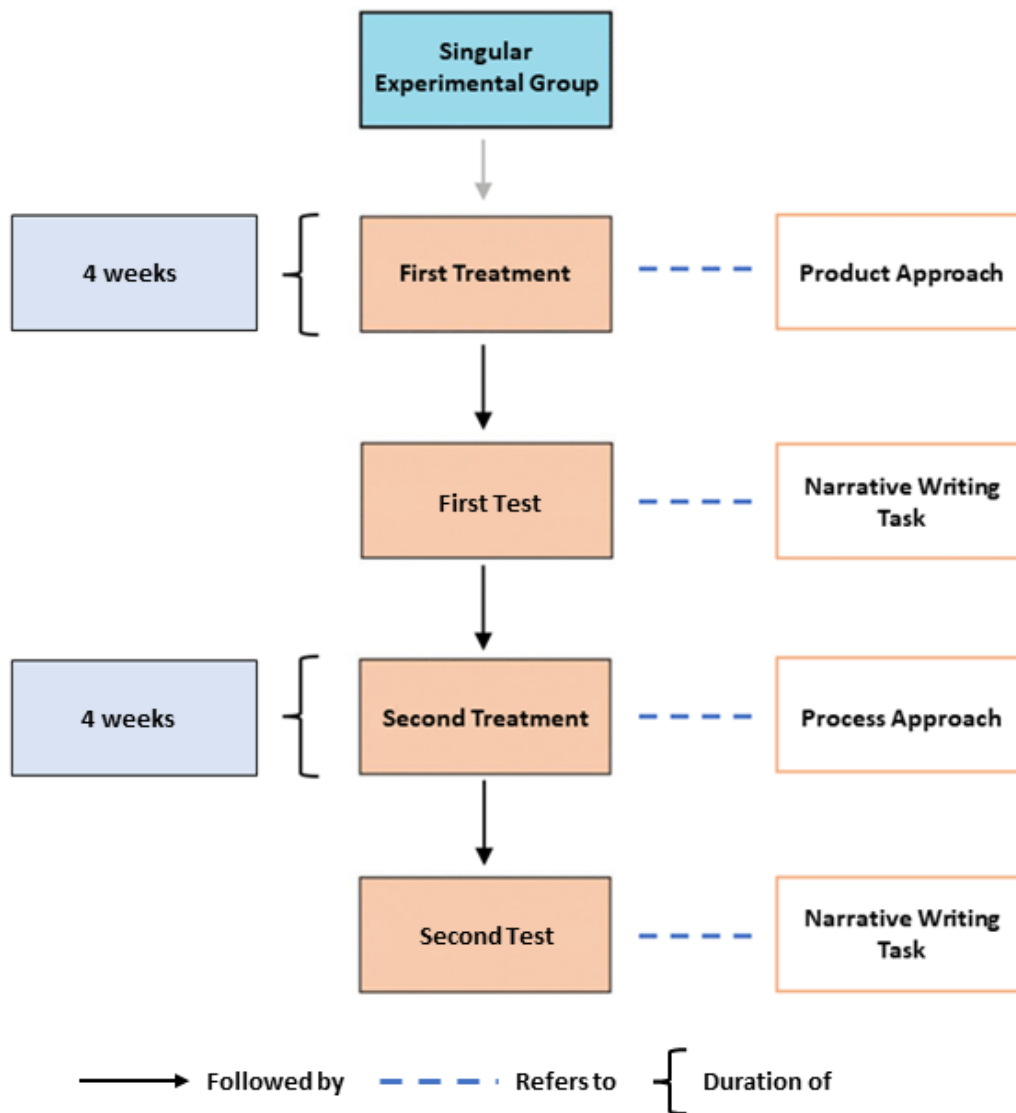
The APA Dictionary of Psychology defined the pretest-posttest design as a research design in which the same assessment measures are given to participants both before and after they have received a treatment or been exposed to a condition, with such measures used to determine if there are any changes that could be attributed to the treatment or condition (American Psychological Association, 2022). In other words, the pretest-posttest design conducts tests at two differing points in time; before and after the treatment or intervention is administered. There are generally two types of pretest-posttest designs, one of them being the non-equivalent control group pretest-posttest design and the other being the one group pretest-posttest design (Mehar, 2020). The former uses two separate groups of participants, while the latter only uses one group of participants. While these two designs may differ from one another from several aspects, the fundamentals of the pretest-posttest design still remain unchanged. They both consist of three stages, being the pre-test, treatment, and post-test.

In this study, the research framework used was adapted from the one group pretest-posttest design. However, there were slight alterations which have been made in order to better suit the

needs of the current research. Firstly, the “pre-test” and “post-test” were altered to become the “first test” and “second test” respectively. This is because the first test and second test each evaluates a different teaching approach, being the product and process approach. There is an additional stage prior to the first test where the participants will be administered a different treatment, which will be known as the “first treatment” while the treatment administered before the second test will be known as the “second treatment”. This is also done as a result of the manipulated variable in this study, which is the type of teaching approach. The first treatment refers to administering the product approach while the second treatment refers to administering the process approach. As a result of this, the dependent variable which is the effectiveness of the approaches have to be measured and compared between the two teaching approaches. For this study, it was proposed that the product approach is used for the first treatment while the process approach is used for the second treatment. This is because the product approach is more commonly used when teaching writing in classrooms and as such is possibly more familiar to the participants. Once the first treatment is administered, the participants were given the first test to establish the baseline results. After that, the second treatment was administered to the same group of participants, before eventually conducting the second test and obtaining the results from it. Each treatment phase was administered over the course of four weeks respectively, with a minimum of two hours per week. This was done to ensure that the treatment phases using the product and process approaches were effective and had a discernible effect on their writing of narrative essays. Figure 3.1 below illustrates the visual flow of the research framework used in this study.

Figure 3.1

Flow Chart for Pretest-Posttest



3.3 Research instruments

The first and second tests require the usage of a research instrument in order to collect the data required. For this study, the research instrument used was a standardised narrative essay writing task. Since two tasks were required for both the first test and second test stages, the two tasks were constructed so that the questions were of similar difficulty and scope. The two tasks were not exactly the same as this would have allowed the participants to improve regardless of the manipulated variables since they would have been more familiarised when completing the task for the second time in the second test stage. However, to establish a constant first and second test, the writing task will have to be similar in nature. This includes things such as difficulty of

the question, instructions and guidelines established, as well as the general topic of the question. For this research, the two narrative writing tasks were both under the general topic of “personal experiences” (Appendix A). This was in order to allow all the students to be able to write the narrative essay task regardless of their background, interest, or knowledge. This will help to eliminate any potential external factors which can affect and skew the results obtained from the dependent variable.

3.4 Sample and Sampling

For the purposes and necessities of this research, the sampling method which was used is purposive sampling. Purposive sampling is a subcategory of non-probability sampling in which the researcher relies on his or her own judgement when choosing members of the population to participate in the study (Dudovskiy, n.d.). Non-probability sampling on the other hand is when a sample is not randomly selected and is instead carefully selected to fulfil certain criteria which makes data collection more convenient (McCombes, 2019). The use of a random sample selection would require a much larger sample than the one used in this study in order for it to be accurate, and as such is not suitable for the purposes of this study. This is the reason why purposive sampling was used as a sampling method, as it keeps the test results strictly within the confined boundaries which were set prior to conducting the study which will help to significantly improve the accuracy of the obtained results and findings.

The use of purposive sampling was conducted on a sample which was a classroom of Malaysian National secondary school students using qualitative methods to obtain the required data. The entire classroom was selected as participants for the experimental group as it would make the process of conducting the research and collecting the data smoother.

3.5 Participants

There were two groups of participants in this study, the first being the primary participants which are students from a Malaysian National secondary school, and the second being the selected experts who were tasked with examining and evaluating the narrative essay tasks given to the students.

Selection criteria for primary participants:

1. Must be from a Malaysian National secondary school (Ages 13 to 17)
2. Must be from the same classroom
3. Must be taking English as a subject

The students which were selected need to fulfil the criteria in order to make conducting the research and collecting data easier as well as more accurate. In the case of this study, the reason behind choosing a very specific set of primary participants is in order to avoid any potential discrepancies which could be caused by using a sample of participants which includes students from Chinese and Tamil vernacular schools as well. The students who participated in this study were 20 students from class 3A in SMK Malim Nawar, Kampar. All 20 of the students were 15 years old.

Selection criteria for the experts:

1. Must teach English as their main subject
2. Must have at least have an undergraduate degree or any equivalent academic achievement in English related courses
3. Must have at least 3 years of teaching experience

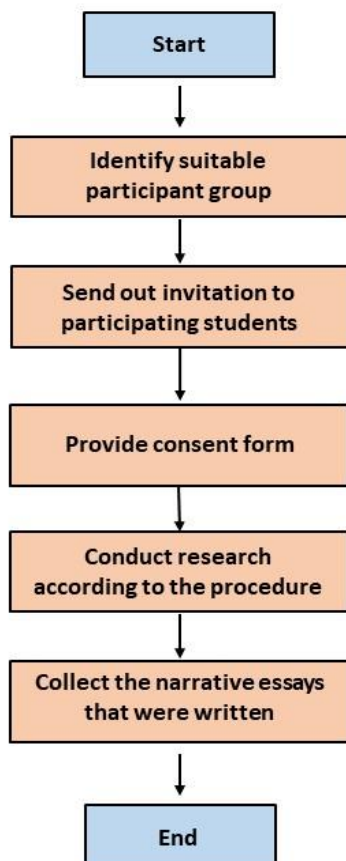
The experts which were selected was based on the criteria above in order to ensure that they are up to par and capable of appropriately evaluating the narrative essays written by the students. As such, they needed to not only be adept at teaching, but also have a concrete background in the English language.

3.6 Data Collection

In accordance with the primary research question of this study which aims to investigate which approach is more effective in teaching narrative essays, the true experimental design was utilised to collect the necessary data. More specifically, the one-group pretest-posttest design was used as it can obtain results for both types of teaching approaches while only using one group of participants. This singular group was first introduced to writing using the product approach and then later using the process approach. The first test and second test would be able to evaluate the effectiveness of each approach respectively so that any discernible differences could be examined. The narrative essays written by the participants for the first and second test tasks were collected to be analysed. The data collection process is shown in Figure 3.2 below.

Figure 3.2

Data Collection Process



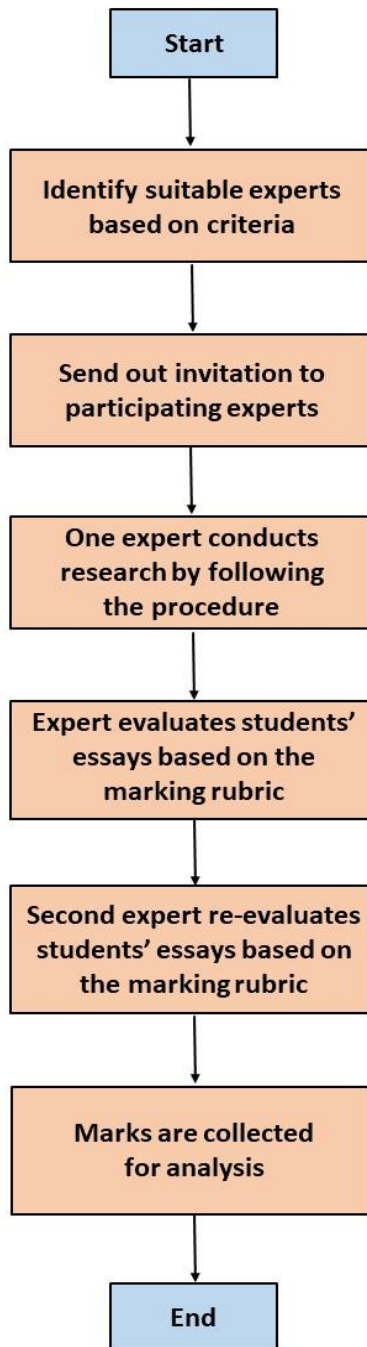
3.7 Data Analysis

3.7.1 First Stage

The data in the form of the narrative essays that have been collected were first evaluated by the expert themselves using a grading rubric (Appendix B) which was provided to them. They would carefully read through, examine, and grade the students' essays based on the individual language components which are essential to narrative writing. Specifically for this study, the essays would be evaluated based on vocabulary, content, organisation, language fluency, and creativity. Each of these components can provide the students with a maximum of 10 points each, leading to a theoretical maximum score of 50 marks per essay. The expert was provided with a marking rubric containing detailed descriptions of each attribute that signify a certain score in each category. The marking rubric for this study was self-developed with reference to the Common European Framework of Reference for Languages (CEFR). This will help the expert to be able to categorise each attribute in the narrative essays into their appropriate marking range. This rubric was strictly adhered to when evaluating these language aspects in order to ensure a fair and unbiased evaluation. Furthermore, to ensure that the evaluation remains unbiased, a second expert was required to re-evaluate the marks given by the first teacher based on the previously mentioned marking rubric. This will not only help eliminate any form of bias towards particular participants but also ensure that the marks given are accurately matching the descriptions provided in the marking rubric. The individual scores for each component as well as the total overall score for all of the narrative essays from the first test and second test were collected. The first stage of the data analysis process is shown in Figure 3.3 below.

Figure 3.3

First Stage of Data Analysis



3.7.2 Second Stage

The second part of the data analysis involves taking note of and tabulating the results obtained from the initial analysis of the pre-test and post-test narrative essay tasks. This was done by inputting the collected data into Microsoft Excel. For the purposes of this research, Microsoft Excel was used to tabulate and organise the data from the pre-test and post-test separately in

order to draw a comparison between the results obtained. It was also used to visualise the data by using a comparison table in order to be able to get a better grasp on the differences between the pre-test and post-test results. The data which will be tabulated include the mean and standard deviation for the scores for each category as well as the overall scores.

3.8 Conclusion

In summary, this chapter has discussed in depth about the research design and framework as well as the methodology used to conduct the study. Aspects of the methodology such as research instruments, sample and sampling, participants, data collection, and data analysis were all covered in this chapter.

Chapter 4 – Findings and Analysis

4.1 Introduction

The main objective of this research is to examine the effectiveness of using the product and process approach to teach writing narrative essays. In order to study the objective, the research question which was set to guide the flow of the research as a whole was:

RQ1. Is the product or process approach more effective to teach writing narrative essays?

In this chapter, the primary focus is to present and analyse the findings using the collected quantitative data from the conducted research. The data analysis will be performed from a strictly quantitative lens based on the marks given to the students' first and second narrative writing tasks.

4.2 Demographic Background

The demographic background collection process might seem trivial at hindsight, but it is essential to formulating a more well-rounded and holistic view of the data. By omitting this process, researchers risk assuming the stance of “absolutism,” which assumes that the phenomena of interest are the same regardless of culture, race, ethnicity, and socioeconomic status (Hammer, 2011).

The participants in this study consisted of 20 secondary school students from SMK Malim Nawar, Kampar who were all 15 years old (Form 3). All of these students were from the same class (3 Alpha). Due to the quasi-experimental nature of the research, the same group of participants were used for both the first and second test.

4.2.1 Gender

As the rest of the participants' demographics are all already identical due to them being from the same classroom, the main identifiable demographic which can be analysed is gender. The gender of the 20 participants are displayed in Table 4.1 below.

Table 4.1

Gender of Research Participants

Gender	Male	Female	Total
Number of participants	8	12	20
Percentage (%)	40	60	100

Based on the table above, it is clear that the majority of the participants in this study were female. 12 out of the 20 participants (60%) were female while the remaining 8 (40%) of them were male.

4.2.2 Race

The other notable participant demographic which can be analysed is their race. The race of the 20 participants are displayed in Table 4.2 below.

Table 4.2

Race of Research Participants

Race	Malay	Chinese	Indian	Total
Number of participants	9	10	1	20
Percentage (%)	45	50	5	100

Based on the table above, the largest majority of the participants by race were Chinese with a total of 10 participants (50%). The following most frequent race among the participants was Malay with a total of 9 participants (45%). The race with the least number of participants was Indian with only 1 participant (5%).

4.3 First Test and Second Test

The first test was conducted to gather data on the students narrative writing competency when writing using the product approach. The second test on the other hand was conducted to gather data on their narrative writing competency when employing the use of the process approach.

4.3.1 First Test

Table 4.3 displays the marks for each student based on the five (5) categories listed in the marking rubric for the first narrative writing task. The names of the students have been omitted to protect participant confidentiality, and as such are listed using the initial “S” to resemble them. The mean of the students’ marks for each individual category as well as the overall total is calculated and tabulated. The maximum possible mark which can be awarded for each category is 10 marks, leading to a theoretical maximum total score of 50 marks.

Table 4.3

Marks for the First Test

Student	Grammar and Vocabulary	Content	Organisation	Language Fluency	Creativity	Total
S1	6	6	8	5	4	29
S2	4	5	7	5	3	24

S3	8	6	9	6	6	35
S4	4	4	7	4	5	24
S5	4	4	6	3	4	21
S6	8	7	9	8	6	38
S7	6	6	7	6	5	30
S8	7	6	8	6	6	33
S9	6	5	7	4	5	27
S10	7	8	8	7	6	36
S11	8	8	9	8	6	39
S12	7	7	8	7	7	36
S13	8	9	8	8	6	39
S14	8	7	8	6	6	35
S15	7	8	9	6	6	36
S16	6	6	7	5	5	29
S17	7	6	7	5	6	31
S18	6	7	8	4	5	30
S19	6	6	8	6	5	31
S20	5	5	7	5	6	28
Mean	6.4	6.3	7.75	5.7	5.4	31.55

From the data collected in Table 4.3, the marks obtained by all the students based on each of the five (5) categories can be seen clearly. The participants had a mean score of 6.4 in the grammar and vocabulary components of their essays. When referring to the grading rubric, this indicates that most of the participants either had spelling, capitalization, punctuation, paragraphing and grammar containing noticeable issues but were only a slight inconvenience,

or their grammar and vocabulary was mostly correct and did not make writing difficult to read or understand. As for the content, the participants had a mean score of 6.3. This shows that most of their essays either contained main points with sufficient idea development and a narrative that showed the events but lacks details or contained writing that employed narrative techniques with a slight lack of details.

When it comes to the organisation of their essays, the participants had an average of 7.75 marks, indicating that their essays had a logical progression of ideas with transitions present throughout. The participants had a mean score of 5.7 and 5.4 for language fluency and creativity respectively. This implies that in terms of language fluency, they used some adjectives and vivid verbs with at least one suitable metaphor or simile. In terms of creativity, their ideas were generally sufficiently creative but were not original or unique.

Overall, the participants had an average score of 31.55 marks out of a possible 50 for their first narrative writing task.

The scores of the students which were tabulated in the first test were then used to calculate the mean and standard deviation. This would help provide a more in depth understanding of the results obtained. Table 4.4 displays the data from the first test for this study based on the two (2) previously mentioned data values.

Table 4.4

Data from the First Test

Mean	31.55
Standard Deviation	5.074

The mean score as previously mentioned is 31.55. The standard deviation of the first test scores is 5.074.

4.3.2 Second Test

Table 4.5 displays the marks that the participants scored for their narrative writing task in the second test. The marks were similarly given based on the five (5) categories in the scoring rubric and were assessed by two separate markers. The initials and numbers used to previously represent the students in Table 3 remain unchanged in this table.

Table 4.5

Marks for the Second Test

Student	Grammar and Vocabulary	Content	Organisation	Language Fluency	Creativity	Total
S1	5	8	6	7	7	33
S2	4	6	4	5	6	25
S3	7	8	8	8	8	39
S4	3	4	5	4	6	22
S5	2	4	3	3	6	18
S6	7	8	8	9	8	40
S7	5	7	6	7	8	33
S8	7	7	8	6	7	35
S9	4	6	7	6	7	30
S10	7	9	7	8	8	39
S11	7	8	8	9	9	41
S12	8	7	7	8	8	38

S13	9	9	7	9	8	42
S14	7	7	6	8	9	37
S15	7	8	8	8	8	39
S16	6	6	6	7	8	33
S17	6	6	6	6	7	31
S18	6	6	6	6	7	31
S19	5	6	6	7	8	32
S20	5	6	6	7	7	31
Mean	5.85	6.8	6.4	6.9	7.5	33.45

Based on Table 4.5, the mean score of the participants essays for grammar and vocabulary is 5.85. This indicates that generally, the students' spelling, capitalization, punctuation, paragraphing and grammar contain noticeable issues which only slightly inconvenience the reader. On the other hand, the participants mean score for content is 6.8. According to this, the grading rubric dictates that most of the students' essays contain main points with sufficient development but the narrative lacks details or are employing narrative techniques but slightly lacking in detail.

The participants scored an average of 6.4 in the organisation category, showing that a majority of them either had clear organisation with transitions or had a logical progression of ideas with transitions being equally present throughout the essay. As for the language fluency, the average score was 6.9. This implies that a vast number of students either used some adjectives and vivid verbs with at least one suitable metaphor or simile or used enough adjectives and vivid verbs with at least one effective metaphor and simile. Finally, the participants had a mean score of 7.5 in creativity, illustrating that their ideas were combined in original ways to make something new.

Generally, the participants had a mean score of 33.45 marks out of a maximum possible 50 for the second narrative writing task.

The scores obtained from the second test as displayed were used to calculate the mean and standard deviation. This was done in order to construct a deeper level of understanding of the data. Table 4.6 shows the second test data according to the two (2) values mentioned.

Table 4.6

Data from the Second Test

Mean	33.45
Standard Deviation	6.225

The mean score of the participants' scores from the second test was 33.45 marks. The standard deviation for the second test scores was 6.225.

4.3.3 Comparison of First and Second Tests

The mean scores of the participants from both the first and second tests for each category was compiled and tabulated to draw comparisons between the two. Table 4.7 below displays the average marks for both tests and the mark difference between the two (2) tests.

Table 4.7

Average marks of First and Second Test

	Average Marks	
	First Test (Product approach)	Second Test (Process approach)
Grammar and Vocabulary	6.4	5.85

Content	6.3	6.8
Organisation	7.75	6.4
Language	5.7	6.9
Fluency		
Creativity	5.4	7.5
Total	31.55	33.45

The average grammar and vocabulary score for the first test was 6.4 while the second test was 5.85. This indicates that the second test was 0.55 marks higher compared to the first test. The mean score for content for the first and second tests are 6.3 and 6.8 respectively. This shows that the marks were higher by 0.5 in the second test compared to the first test. As for organisation, the average score in the first test was 7.75 while the average score in the second test was 6.4. This displays a large difference in score of 1.35 marks, with the second test being lower than the first test. The average marks for language fluency and creativity in the first test were 5.7 and 5.4 respectively. The average marks for those same two categories in the second test were 6.9 and 7.5 respectively. This illustrates a higher score for both of those categories as the language fluency was more by 1.2 marks and creativity was more by 2.1 marks in the second test when compared to the first test. Overall, we can see from the comparison that the process approach is more effective than the product approach at teaching writing narrative essays as the mean total score in the second test was 1.9 marks higher than the score in the first test.

Upon closer examination of the results of each individual student, there are three (3) students who obtained different results from the rest of the students. This is because while a large majority of students scored higher in the second test than the first test, these students either scored the same marks or lower in the second test than the first test. Notably, there is one (1)

student (S17) who scored the exact same marks for both the first test and the second test (31 marks). Additionally, there were also two (2) students, i.e., S4 and S5, who scored lower in the second test than the first test. S4 and S5 scored 22 marks and 18 marks respectively in the second test and scored 24 marks and 21 marks respectively in the first test. These two (2) students happened to be the two (2) lowest scoring students in the participant group. When examining their scores more closely, all three (3) students had significantly lower scores in their “Grammar and Vocabulary” as well as “Organisation” categories while not improving a significant amount in any of the other three (3) categories. The lower score in the two (2) categories was not something uncommon, as there were multiple other students who also displayed the same pattern of having lower scores for those categories in the second test compared to the first test. However, the difference was that a large majority of the students displayed an immense increase in their scores for the other three (3) categories being “Content”, “Language Fluency”, and “Creativity”. The latter two (2) categories especially were significantly higher in the second test compared to the first test.

4.3.4 Paired T-Test

Table 4.8 displays the paired T-test values comparing the scores from the participants in the first and second test. This will help to determine if the results are significant based on the p value. Microsoft Excel was used to determine the values of the T-test.

Table 4.8

Paired T-Test Values

t	df	p
-4.566	19	0.000211

Based on table 4.8, the obtained t value is -4.566 while the p value is 0.000211. Since the p value of $0.000211 < 0.05$, as such it can be concluded that there is a significant difference between the two sets of data. In the case of this study, the difference is that the scores from the second test are higher than the scores from the first test.

4.4 Conclusion

In conclusion, this chapter has presented the collection and tabulation of the data obtained from the first test and second test. The students' essays were marked based on the five (5) components listed in the grading rubric by two (2) separate evaluators to come up with the raw data in terms of marks. These marks were tabulated for each test, and the mean and standard deviation was calculated for both sets of data. A comparison was drawn between the two (2) sets of data to highlight any differences between them. Finally, a T-test was conducted to validate the differences found when analysing the two (2) sets of data. The data generally showed that the scores of the participants were higher in the second test compared to the first test.

Chapter 5 – Discussion and Conclusion

5.1 Introduction

This chapter is to discuss the findings based on the data obtained in Chapter 4. Additionally, based on the observations made, some suggestions will also be provided. The limitations of the study are also further elaborated upon before drawing a conclusion.

5.2 Discussion about the Process Approach's Better Effectiveness

In summary, both the product and the process approaches have their own respective benefits, with each excelling in certain categories. However, when weighing out the findings of this study, the process approach still emerges as being more effective than the product approach.

The central finding of this research was that the process approach is generally more effective in teaching narrative writing than the product approach. This is in line with some of the other previously mentioned studies which were explored. Kee and Razali (2019) deduced that dependence on the more traditional product-based approach which is commonly used by Malaysian teachers are denying Malaysian students the actual development of writing skills that might be achieved from process-based approach to writing. In other words, the usage of the product approach hinders the students' potential to perform better when writing by using the process approach, implying that the process approach is the more effective method of the two. The findings from Hasan and Akhand (2011) state that "In case of teaching narrative or argumentative essay, process approach proved to be our first choice." This is also in line with the findings of the present research as the process approach was found to be the more effective teaching approach within the context of teaching narrative writing. Similarly, Saha (2022) found that focusing on the product approach is often judgmental about learners' ability and less supportive of their learning process. This supports the argument of the product approach being less effective as it does not cater towards the students' learning abilities and often limits their

writing competency. This finding is also further supported by Ghufron's (2016) study which found that the process-genre approach is more effective than the product approach in teaching writing. A similar study by Keen (2021) also found that the process approach is more effective in teaching writing skills than the analysis-and-application method and will replace it in schools.

Another finding unearthed during this research was that both the product approach and process approach are respectively more efficient in different aspects of narrative writing. The product approach was found to be more effective in teaching grammar and vocabulary as well as organisation. Meanwhile the process approach was more effective when teaching content, language fluency and creativity. This finding is in line with two (2) of the previously discussed research articles. Both Khan and Bontha (2014) and Hasan and Akhand (2011) came to the conclusion that the blending of both the product and process approach would be the most efficient method of teaching writing as each approach excelled in different areas of the English language. Another study by Ting (2010) indicates that both the product and process approaches have their respective advantages and vouches for the combination of both approaches according to situations and background of the target group. This finding further supports the notion of the present research regarding the usage of the product and process approaches.

Circling back to the three (3) students who either scored the same or lower in the second test than the first test, a possible hypothesis would be that due to the students having a low proficiency in English, they were unable to significantly improve their content, language fluency and creativity.

Brown (2001) stated that [in the product approach] a student's final product is measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (p. 335). This is further

supported by Al-Sawalha (2014) who noted that the product approach emphasizes grammatical accuracy in the final product. When comparing these findings to the provided grading rubric in this research, it implies that grammar and vocabulary as well as organisation are heavily linked to the product approach as they are considered to be the formal aspects of the English language. Meanwhile, content, language fluency, and creativity are generally considered as the creative aspects of a language. Since the process approach as a teaching method encourages creativity and free flowing thoughts instead of a heavy focus on grammatical accuracy, it allowed for majority of the students to freely express themselves and as a result they were able to score higher in those three aforementioned categories.

However, in the case of the three (3) students who scored lower when using the process approach to write, they were unable to benefit from the freedom provided by using the process approach when writing due to their low proficiency in English. While most students attempted to integrate the usage of idioms, proverbs as well as descriptive niche vocabulary, these students did not. Instead, they still used the simple basic language as they had previously used throughout the first test, albeit more carelessly. This resulted in there being little to no improvement in those three categories. Badger and White (2000) found that process approach does not equip students with the necessary linguistic knowledge to enable them to communicate effectively their ideas and thoughts in writing. This would also explain the lower marks in the formal aspects of writing due to there being very little focus placed on those aspects. This coupled with their lower score in the previously stated creative aspects of writing resulted in them obtaining either the same score or lower in the second test compared to the first test.

5.3 Implications

5.3.1 Pedagogical Implications

There are a number of pedagogical implications which were found in this present research. The most notable implication with regards to this research is the usefulness of using the process approach as a teaching tool for narrative writing. The scope of its usefulness extends beyond just how effective it is to teach narrative writing, as it also promotes teacher-student and student-student interaction throughout the lesson. This helps to boost student morale as they are more able to express their creative freedom during the lesson with the use of the process approach. Since the process approach not only promotes creativity through its lack of emphasis on grammatical components, but also encourages communications through sharing of ideas during certain stages as students are given the opportunity to peer evaluate their friend's essays. This not only helps them to develop their ability to critique and evaluate mistakes but also gives them an additional avenue of creative input which might cause them to spark additional ideas to integrate into their own essays. This will generally help to create a fun and healthy learning environment making it an extremely useful method to be used by teachers during lessons.

On the other hand, the usage of the product approach in teaching also serves as something extremely useful when teaching not just narrative writing but other types of writing as well. This is especially true when attempting to introduce students to a new type of writing. As they are unfamiliar with new forms of writing, the usage of the process approach might not be entirely efficient since many students will still be left in the dark and will not be able to participate actively during the lesson. Gardner (2016) found that the product approach allowed low-literacy students to achieve success early in their literacy education. By using the product approach to introduce students to something new, it creates a reference for the students to better familiarise themselves with what is being taught. This could eventually translate to them being able to better conduct themselves when the process approach is used later on since they already have a grasp on the fundamentals of a newly introduced type of writing, be it creative writing or formal writing.

The final pedagogical implication from this study is that teachers need to be given more training in order to be able to use a combination of multiple different approaches when conducting lessons. More often than not, a singular classroom has a wide range of students of varying English language proficiencies. As a result of this, using a singular approach will only serve to benefit some of them more so than others, leading to bias as either the weaker students will fail to keep up or the better students will be held back. The teacher needs to be trained appropriately in order to know which students require which teaching method according to their proficiency level. This study found that the weaker students suffered from the usage of the process approach as they did not have the language fundamentals not the necessary creative output to take advantage of the process approach. As such the teacher needs to be able to identify this and provide guidance to those students in order to ensure that they are not left behind and are given the appropriate tools to progress and learn along with their peers despite the difference in their language proficiency.

5.4 Recommendations

One of the few recommendations if a similar study were to be conducted would be to use a larger sample size. This research was conducted using one (1) classroom with 20 students. A larger sample size will allow for more accurate results and potentially more diverse findings due to having a wider range of participants. Additionally, a true experimental research design utilising not just one sample group, but instead using two sample groups could be conducted. By having a control group and an experimental group, it would allow the difference between the two groups of students to be more easily visible. Additionally, doing this would also prevent the data from being skewed due to the same group using both the product and the process approaches. Furthermore, future research should conduct a pre-test if feasible in order to gauge the initial language proficiency of the participants before carrying out the treatment phases where they are taught using the product and process approaches. The final recommendation

would be to increase the duration of the treatment phases, specifically the duration of the treatment utilising the process approach. This is primarily because the students are rather unfamiliar with using the process approach when writing essays, as the product approach is what is usually taught in school. As such, to obtain more accurate results the students should be given more time to be able to fully understand and adapt to using the process approach when writing their essays.

5.5 Conclusion

In conclusion, based on the findings obtained from the data of the participants' narrative essays from the first test and second test, it can be summarised that the process approach is more effective than the product approach when teaching narrative writing. However, both the product approach and the process approach have their respective benefits in different aspects of narrative writing. As such, a combination of both the product and process approaches would be the most effective method to teach students to write narrative essays. More specifically this can be done by using the product approach initially to help the students grasp the basics of narrative writing, then later using the process approach to help them further develop their essays using their own creative freedom once they are familiar with the basics.

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Appendices

Appendix A – Narrative Writing Tasks

Task 1

Write a **narrative essay** about the best day of your school life. Recount and write about what happened on that day. Your answer should be at least **250 words** long. Write your answer on the foolscap paper provided. *(50 marks)*

Task 2

Write a **narrative essay** about a trip you will never forget. Recount and write about what happened during that trip. Your answer should be at least **250 words** long. Write your answer on the foolscap paper provided. *(50 marks)*

Appendix B – Grading Rubric

	1-2	3-4	5-6	7-8	9-10
Grammar and Vocabulary	Spelling, capitalization, punctuation, and grammar errors are numerous and make writing difficult to follow.	Spelling, capitalization, punctuation, paragraphing and grammar create problems that slow the reader or cause confusion.	Spelling, capitalization, punctuation, paragraphing and grammar contain noticeable issues. Errors only slightly inconvenience the reader.	Spelling, capitalization, punctuation, paragraphing and grammar are mostly correct. Errors do not make writing difficult to read or understand.	Spelling, capitalization, punctuation, paragraphing and grammar are effective and make the paper easy to read and understand.
Content	Less than three main points, and/or poor development of ideas. The narrative is undeveloped, and tells rather than shows, the story.	Three or more main points are present. The narrative shows the events but has little to no details.	Main points are present, with sufficient development of ideas. The narrative shows the events but may lack details.	The writing employs narrative techniques: dialogue, flashback, frame story, sensory details, precise language, and character development; however, the story lacks details.	Supporting examples are concrete and detailed. The writing employs narrative techniques: dialogue, flashback, frame story, sensory details, precise language, and character development.
Organisation	No discernable organization. Transitions are not present.	Organisation is present but inappropriate. Transitions are present but inappropriate.	Organization is clear. Transitions are present.	Logical progression of ideas. Transitions are present equally throughout essay.	Logical progression of ideas with a clear structure that enhances the narrative. Transitions are mature and graceful.

Language fluency	Used very few or no adjectives and/or vivid verbs; no metaphor or simile	Used some but could have used more adj. and vivid verbs; ineffective use of metaphor or simile	Used some adjectives, vivid verbs; at least one suitable metaphor or simile.	Used enough adjectives., vivid verbs; at least one effective metaphor and simile.	Used descriptive adjectives/ vivid verbs; effective metaphors/ similes which enhance the narrative.
Creativity	Ideas show a complete lack of creativity and are stereotypical/ boring.	Ideas lack a sense of creativity and tend to be stereotypical, but still contain enough of an adjustment to make them sufficiently different.	Ideas are sufficiently creative but are generally not original or unique in any way.	Ideas are combined in original ways to make something new/ provide an original perspective on the narrative.	Ideas are combined in original and surprising ways to make something new/ provide an original, unique and interesting perspective of the narrative.