

UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS OF INTEGRATING
PRODUCT AND PROCESS APPROACHES IN
THE WRITING CLASSROOM**

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**Dissertation submitted in partial fulfillment of the requirements
for the degree of**

Master of Education in TESL

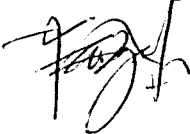
Faculty of Education

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Abstract

Most writing instructors normally focus on the product approach in writing which reasonably cater to the needs of examination oriented education system in Malaysian. McKay (1983) claimed that teaching writing has frequently focused on the end product rather than the process in ESL classes. However, a few studies have agreed on the importance of the process approach especially in developing creative and thinking process of the students (McKay, 1983, Katijah S. Johari, 2004). Thus, this study is conducted to investigate the effectiveness of integrating product and process approaches in teaching writing in an English language classroom. This quasi-experimental research is conducted in a higher institution situated in the Klang Valley. Hence, the data is gained through static group comparison and the data is analyzed using SPSS. The results show that the integration of the product and process approaches is efficient and able to improve students' writing especially in the aspects of content, language and organization.

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Chapter 1

Research Background

Writing is an important element in human communication. Writing is a complex process and involves several aspects in order to make the writers' messages more efficiently conveyed or understood by the readers. As Katijah S. Johari (2004) has explained quite clearly in her paper, the process of writing includes the factors of aim, audience, content and mode. These parameters reflect the criteria of writing which students need to fulfill in order to have a good piece of writing. In other words, students need to be taught to be sensitive towards their purpose in writing by paying attention to their audience which includes their teachers and peers in school.

The content of the students' writings reflect the quality of their work regardless of the style of writing they prefer. It is their choice to choose the mode of writing, however, styles need to be taught too. This could be one of the elements in writing that teachers may overlook and ignore when teaching writing in ESL classroom. Perhaps, teachers may have their own judgment or reason as to why they are more focused on the product (McKay S., 1983) rather than the process. One of the reasons could partly be the result of the Malaysian education system itself. The Malaysian education system is mainly examination oriented. Thus, teachers are bound to focus on the product of writing and highlight more on the technical aspects of writing such as grammar and sentence structures (McKay, 1983).