

**A PROCESS-GENRE APPROACH TO TEACHING WRITING A  
NARRATIVE TEXT IN A CREATIVE WRITING CLASS: A CASE  
STUDY IN A PRIVATE UNIVERSITY IN EAST NUSA TENGGARA,  
INDONESIA**

**A Dissertation**

**Submitted in Partial Fulfilment of the Requirements for the Degree of Doctor  
in English Language Education**



**by**

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**ENGLISH EDUCATION STUDY PROGRAM  
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# **A Process- Genre Approach to Teaching Writing Narrative Text in a Creative Writing Class: a Case Study in a Private University in East Nusa Tenggara, Indonesia**

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Januari 2024

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## APPROVAL SHEET OF DISSERTATION

A PROCESS-GENRE APPROACH TO TEACHING WRITING A  
NARRATIVE TEXT IN A CREATIVE WRITING CLASS: A CASE STUDY IN  
A PRIVATE UNIVERSITY IN EAST NUSA TENGGARA, INDONESIA

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**Prof. Anita Triastuti, S.Pd, M.A., Ph.D**

## **DECLARATION**

Hereby, the writer certifies that this dissertation, entitled *A Process Genre Approach to Teaching a Narrative Text in A Creative Writing Class: A Case Study in a Private University in East Nusa Tenggara, Indonesia* is an original work of the writer. Any ideas or statements from various sources used in the dissertation are properly acknowledged.

Bandung, January 2024

The writer,



Fety Surfaifel

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## ABSTRACT

This case study was designed to find out (1) how the Process-Genre Approach assists EFL learners in producing a good text and (2) What the EFL learners say about the process-genre approach. The study involved 30 second-year regular class students of the English education program. It was conducted in the second semester for 11 meetings in the 2022/2023 academic year. The data were collected from participant observation field notes, transcripts of the students' interviews, and documentation of the students' texts. Then, the observation and the interview were analyzed by using thematic analysis. In the meantime, the students' written texts were analyzed by using assessment criteria proposed by Emilia (2016) and Rose (2012). The results show that a Process Genre Approach can help develop the student's creative writing in producing the narrative text where the study applied teaching stages of PGA, the basic principles of GBA such as explicit teaching, group work, and a recursive process of creative writing that includes the lecturer and peer feedback. In addition, the results also show a good development of the students' texts using the assessment criteria. It also shows good students' control of the schematic structure of a narrative genre with its linguistic features, followed by their control of creative writing skills such as fluency, flexibility, clarity, originality, and elaboration that can indicate good practice of narrative. The study recommends that the process genre approach can help tertiary students in different contexts in Indonesia to prepare their work on creative assignments. Another recommendation is that explicit teaching should allow the students to achieve a similar understanding and competence in creative writing.

**Keywords:** process genre approach, systemic functional linguistics, creative writing, narrative.

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study should undertake an analysis encompassing context, discourse, grammar, and graphic features and delve into the lexico-grammatical and discourse semantics aspects. This comprehensive approach has the potential to enhance the outcomes of the text analysis.

Regarding the teaching program, while incorporating stages such as SFL GBA teaching, explicit instruction, group collaboration, and a recursive writing process involving lecturer and peer feedback can enhance the development of tertiary EFL students at the research site, additional research should explore introducing diverse teaching and learning activities to capture student interest. A potential strategy is to involve students in selecting topics and reading materials to engage them more effectively in the teaching and learning activities.

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