

03/LP/FTK/01/2015

A Research Report

AN EXPERIMENTAL PROPOSAL TO IMPROVE THE
ENGLISH WRITING LINGUISTICS SKILL OF THE FIRST YEAR
STUDENTS AT ITS ISLAMIVYAN GURVI MEDAN

By,

Maslatih Dwi Purnomo, M.Hum
NIP. 198205122011011009

Consultant:

Drs. Syahrur, M.Pd
NIP. 19620304 199403 1 001



THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
NORTH SUMATRA
2013

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A Research Report

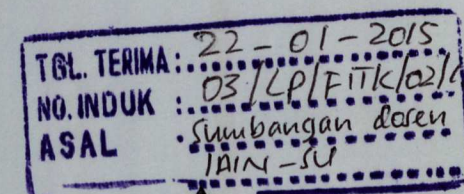
IMPLEMENTING PROCESS GENRE APPROACH TO IMPROVE THE
ENGLISH WRITING LINGUISTICS SKILL OF THE FIRST-YEAR
STUDENTS AT MTs ISLAMIYYAH GUPPI MEDAN



By,
Maslathif Dwi Purnomo, M.Hum
NIP. 198205122011011009

Consultant:

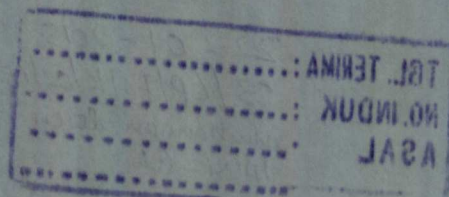
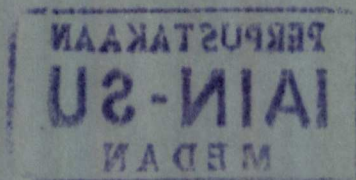
Drs. Syahrur, M.Pd
NIP. 19620804 199403 1 001



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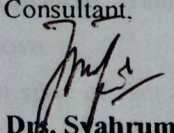


RECOMMENDATION

Having read this research report, as consultant of this research entitled **IMPLEMENTING PROCESS GENRE APPROACH TO IMPROVE THE ENGLISH WRITING LINGUISTICS SKILL OF THE FIRST-YEAR STUDENTS AT MTs ISLAMIYYAH GUPPI MEDAN** by Maslathif Dwi Purnomo, conclude that this research report has fulfilled the techniques and procedures of a scientific writing, in this case as a research report.

Medan, September 12, 2013

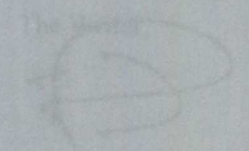
Consultant,


Drs. Syahrums, M.Pd

NIP. 19620804 199403 1 001

Medan, September 12, 2013

The Writer


Maslathif Dwi Purnomo, M.Pd
NIP. 19920512 201301 1 009

ACKNOWLEDGEMENT

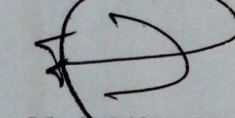
As this research has been finished, first of all the writer would like to express gratitude to Allah SWT. For the opportunity and possibility for him to complete this research. He would like to deliver his plentiful appreciation and gratitude to the consultant **Drs. Syahrums M.Pd** for his guidance, advices, valuable, comments, encouragement and criticism. So this research could be finished on time.

The writer would like to express his deepest thanks, endless appreciations and love forever to his wife **Hj. Muzdalifah, S.Pd** and his son **Masfahad Maulana Al-Kautsari**, thanks for her deepest motivation, care, accompanying and love.

Finally, this research is still far from being perfect in spite of the fact that the writer has done his best in completing his work. For this reason, it is suggested for another Linguist especially in Semantics area to give their suggestion, respond and also comment to increase such research in the future.

Medan, September 12, 2012

The Writer,



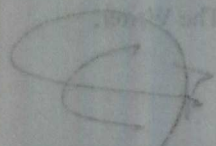
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Medan, September 15, 2012

The Writer,


Masrullah Dwi Purnomo, M.Pd
 NIP. 19830813 201201 1009

ABSTRACT

Dwi Purnomo, Maslathif. IMPLEMENTING PROCESS GENRE APPROACH TO IMPROVE THE ENGLISH WRITING LINGUISTICS SKILL OF THE FIRST-YEAR STUDENTS AT MTs ISLAMIYAH GUPPI MEDAN. State Institute For Islamic Studies of North Sumatera. 2012

INTRODUCTION

This research focuses on the Implementing Process Genre Approach to Improve the English Writing Linguistics Skill of the First Years Students at MTs Islamiyah GUPPI Medan. It can be concluded that process genre approach has shown to improve or progress students' writing a recipe of the first year students of MTs Islamiyyah GUPPI Medan. In the first cycle of the implementation of the approach, the average of students' writing scores was improved, but not to the level required to meet the criteria of success. The students' average score in the first cycle was 6.8. There were only 16 students or 40% of the students could meet the criteria of success and the rest (24 students) or 60% of the students got low scores. In the second cycle, the students' writing was better than the first cycle with the average score of 7.5. There were 29 or 72.5% of the students who got the scores greater than or equal to 7.

Writing is one of the most difficult and complicated language skill to be learned compared to other language skills. However, speaking and reading it is easier for people to learn. Writing is one of the most difficult and complicated language skill to be learned compared to other language skills. However, speaking and reading it is easier for people to learn. Writing is one of the most difficult and complicated language skill to be learned compared to other language skills. However, speaking and reading it is easier for people to learn.

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Dr. Pujiatmoko, Assistant Implementing Project Officer, approach to improve the English writing competence skill of the first-year students at MTs Ibtidaiyah GUPPI Medan. The research was conducted in the first semester of 2019/2020.

This research focuses on the implementation of the process approach to improve the English writing competence skill of the first-year students at MTs Ibtidaiyah GUPPI Medan. It can be concluded that the process approach has shown to improve or progress students' writing competence. The first-year students of MTs Ibtidaiyah GUPPI Medan in the first semester of the implementation of the approach, the average of students' writing score was improved, but not to the level required to meet the criteria of success. The students' average score in the first semester was 65. There were only 10 students or 40% of the students could meet the criteria of success and the rest (24 students) or 60% of the students got low scores. In the second semester, the students' writing was better than the first semester with the average score of 73. There were 29 or 72.5% of the students who got the success criteria then or equal to 7.

CHAPTER I

INTRODUCTION

This section discusses the background of the research, the research problem, the objective of the research, the significance of the research, the scope and limitation of the research, and the definition of key terms.

1.1 Background of the research

Learning a second language means learning to communicate with other people to understand them, talk to them, read what they have written and write to them (Raimes, 1983:3). Writing as one of the skills to communicate is not an ability we acquire naturally; even in our first language it has to be taught. However, writing is not interesting for most EFL (English as a Foreign Language) students. As stated by Mukminatien (1991:129), writing is not a favorite subject.

Writing is considered the most difficult and complicated language skill to be learned compared to other language skills, listening, speaking, and reading. It requires more effort to produce meaning through writing than to recognize meaning through listening and reading (Dixon, 1983). In fact, Nunan (1999:271) considers it an enormous challenge to produce "a coherent, fluent, extended piece of writing" in one's second language. This is magnified by the fact that the rhetorical conventions of English texts—the structure, style, and organization—often differ from the convention in other language. It requires effort to recognize and manage the differences (Leki, 1991).

The teachers' techniques in teaching writing which are not varied and are not interesting can also cause difficulties for the students to learn how to write a piece of writing. Gebhard (2000:235) explains that there are some problems faced by EFL teachers in writing instruction. First of all is the problem of teaching the less proficient writers who tend to use ineffective strategies of writing. In this case, the teachers should give more attention to them to show them how to plan and produce a piece of writing. The second problem is dealing with the teacher's response. Students generally do not pay attention to the teachers' comments and corrections to their written work. Consequently, the teachers should find an effective way of building students' self confidence by which they can change their negative attitude towards writing activities.

Based on the experience of Classroom Action Research at *MTs Islamiyyah GUPPI Medan*, I have found that the students' ability in language skills especially in writing is still insufficient. Their writings have many mistakes in term of content, organization, and language use. The students do not have enough vocabularies so that they cannot respond to teacher's instruction; they just wait until their teacher translates the instruction into Indonesian. It relates to Indonesian culture that does not accustom to write earlier. Indonesian people tend to more express their idea orally than written.

I have observed that there are some problems that need to be overcome. In teaching learning processes, the teacher provides less portion of time of writing activities compared to the other skills. In addition, the strategies used in teaching learning processes are not varied and not interesting, because the students are

simply asked to arrange jumble words into sentences and to arrange jumble sentences into a paragraph.

Product oriented writing activities is another factor that causes the difficulties in learning writing. When the teacher uses the product approach, the teacher focuses on what a final piece of writing will look like and measure it against criteria of vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation, as well as content and organization (Brown 2001:335). The students are given tasks and the teacher just waits until they finish their works then correct it without guide for the students to go through the process of writing. The teacher does not pay attention to the process of how the students' writing comes into being. As beginners, the first year students need guidance from the teacher in order to be able to produce an acceptable piece of writing.

Another factor which causes the difficulties in learning writing is that the teachers never hold a conference with the students to discuss the stages that they have gone through in producing a piece of writing which could also help them to identify the errors and mistakes they made for improvement. Moreover, the fact that the teacher tends not to give models of kinds of texts such as procedure, descriptive, recount, narrative, and report, is another factor which causes the difficulties in learning writing. Stated in Content Standard 2006 is that within the scope of English lesson in Junior High School is abilities to understand and to create various kinds of short functional texts, monologs and essays in the form of procedure, descriptive, recount, narrative and report (Depdiknas, 2006).

The other factor is that teachers do not try to find out appropriate techniques in their teaching especially in teaching writing. As a consequence of the problems mentioned above, the students' achievement in writing is still low.

Writing, actually, can be an interesting activity if the teacher can create interesting learning processes and challenging activities. Writing encourages thinking and learning, for it motivates communication and makes thoughts available for reflection. When ideas are written down, they can be examined, reviewed, added, rearranged, or even changed. Even though writing in foreign language is difficult or poses some difficulties, it is useful and also important to do. It is an enjoyable part of the foreign language lesson, as it provides students a space to express their personalities.

Referring to the benefit of implementing a new strategy in writing class, this study will implement a process genre approach to improve the students' writing skill. This approach is a combination of the process and the genre approaches. The combination of the approaches is done since it is possible for today's teacher to combine more than one approach. Besides, combining the two approaches may result in new of ideas about writing. According to Badger and White (2000), this approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. These steps develop students' awareness of different text type and of composing processes.

To be specific, this research is focused on the students' procedure writing. Procedure writing is a significant lesson in the first year, as stated in the Content Standard 2006. It states that writing competence standard of second semester of

the first year of Junior High School is expressing the meaning of functional written text and short essay in the form of descriptive and procedure to interact in the daily life context. Moreover, good skill in procedure writing may help enhance the quality of writing that needs a series of steps or actions in the daily life context. Procedure writing is a kind of writing or text that can be found in the form of manual, recipes, regulations or another "how to" text. Derewianka (1990) says that procedure text tells us how something is done by a series of steps or actions.

1.2 Research Problem

Referring to the background of the study, the research question is formulated as follows: How can be the process genre writing approach used to improve the students' skill in writing procedure paragraphs?

1.3 Objective of the Research

In line with the research problem stated above, this research is intended to use the process genre writing approach to improve the students' skill in writing procedure paragraphs.

1.4 Significance of the Research

Referring to the objective above, the result of this study is expected to give worthy contributions to students, teachers and other researchers. For the students, it is expected to assist them to lessen their difficulties in writing classes. For the teachers, it can be used to improve their knowledge on the use of various strategies in teaching writing. And for the other researchers, it is expected to

facilitate them to be used as a reference in conducting further studies about process genre approach.

1.5 Scope and Limitation of the Research

Related to the background of the study, this research is focused on the use of the process genre approach to deal with the difficulties encountered in the teaching of procedure paragraph writing in the first year students of *MTs Islamiyyah GUPPI Medan*.

1.6 Definition of Key Terms

- a. *English writing skill* refers to the skills the students need in order to be able to produce sentences and short paragraphs in accordance with the task given.
- b. *Process genre writing approach* is a combination of approaches—process approach and genre approach—which allows the students to study the relationship between purpose and form for a particular genre as they use the recursive processes of pre-writing, drafting, revising and editing.
- c. *Genre* is a type or kind of text, defined in terms of its social purposes, for example: 'procedure' has social purpose of describing how something is accomplished through a sequence of actions or steps.
- d. *Procedure paragraph* is a paragraph that tells us how something is done through a set of steps or actions.
- e. *MTs Islamiyyah GUPPI Medan* stands for *Private Madrasah Tsanawiyah Islamiyyah GUPPI Medan* located at Jl. Selamat Pulau Medan.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section is devoted to the review of related literature which focuses on writing as a language skill, the purpose of writing, the teaching of writing skill in EFL classes, students' problems in writing, and approaches to teaching writing in EFL context.

2.1 Writing as a Language Skill

The writing skills are complex and sometimes difficult to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Heaton (1988:135) states that there are five general components of varied skills necessary for writing good prose namely: language use, mechanical skills, treatment of content, stylistic skills, and judgment skills. Language use is the ability to write correct and appropriate sentences. Mechanical skills is the ability to use correctly those conventions peculiar to the written language—e.g. punctuation, spelling. Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information. Stylistic skill is the ability to manipulate sentences and paragraphs, and use language effectively. Judgment skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Writing as a skill, needs much practice. It is an activity of producing a coherent, fluent, and extended piece of writing. It is the most difficult to do in language. Brown (2001) observes that writing is a process of putting ideas down on paper to transform thoughts into words to sharpen main ideas and to give them structure and coherent organization.

To produce a coherent discourse, writers must exploit what they already know about the subject at hand and integrate it with information from other sources. They must draw on knowledge of the way that grammar and discourse function together. In order to be able to do such things in writing, learners need to acquire some micro skills as listed in Table 2.1.

Table 2.1 Microskills for Writing

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical system (e.g., tense, agreement, pluralization), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.
7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Adopted from Brown (2001:343)

Junior High School students, as beginning writers, cannot be expected to acquire all those skills cited above. These, however, can be a guideline for the students as well as for teachers in learning and teaching writing.

In order to be able to write well, the foreign language learners need to be equipped with early and continued writing experiences. It is therefore important to provide the learners with writing tasks that can develop their skills to record information in many different ways. The teacher can facilitate the students with real objects or pictures of objects on which the learners can develop ideas, make a plan and proceed to draft writing. The teacher can also ask the students to provide pictures such as their favorite advertisements, or their own drawings by themselves. This can relieve the teacher from the task of finding objects or pictures for students' writing topics and the students will be motivated to be involved in the project.

Byrne (1984) explains that the writing program must be planned carefully in order to develop the mastery of the writing skill which the learner can use for a continually expanding range of tasks. Since the writing skill will still be guided to a large extent, the English teachers are supposed to vary the classroom activities in order to avoid monotonous approach.

2.2 The Purpose of Writing

What are the purposes of asking or teaching students to write? Brown (2001) states that in school, writing is a way of life. In order to pass the course, students should have some ability to express themselves in writing. Across the age levels from elementary school through university graduate courses, students write in order to succeed in mastering the subject matter.

There are at least three purposes in writing as stated by O'Malley and Pierce (1996:137-138). They are informative writing, expressive/narrative writing and persuasive writing. Writers use informative writing to share knowledge and give information, directions, or ideas. This type of writing could include a biography about a well-known person or someone from the writer's life. Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often used for entertainment, pleasure, and discovery or simply, as fun writing and can include poems and short plays. In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem.

According to Halliday (in Nunan, 1999), written language is used for: action (for example: public signs, product levels, TV and radio guides, bills, news, telephoned directions, ballot papers, computer manuals), information (for example: newspapers, current affair magazines, advertisements, political pamphlets) and entertainment (for example: comic strips, fiction books, poetry and drama, newspaper features film subtitles).

In addition, Gebhard (2000) mentions other reasons to write, that is, to thank a friend or colleague for doing a favor, wish a relative a happy birthday, or tell a lover how we feel. We also write when we want to convince administrators to change policy, colleagues to change attitudes, or agencies to give us money. Even when we write to ourselves, through a diary, we have a purpose, perhaps to know ourselves or the world around us differently.

From the description above, it can be concluded that it is very important for the English teachers to give a number of writing practices with different types and topics of writing to the students in order to help them become efficient writers.

2.3 The Teaching of Writing in English as a Foreign Language Class

The reasons for teaching writing to students of English as a foreign language according to Harmer (1998:79), include reinforcement, language development, learning style, and writing as a skill. Reinforcement, some students acquire languages in a purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both the understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it. Language development, it seems that the actual process of writing (rather like the process of speaking) helps students to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the ongoing learning experience. Learning style, some students are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication. Writing as a skill, the most important reason for teaching writing is that it is a basic language skill, just as important as the other language skill, speaking, listening, and reading. Students need to know

how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction, etc) just as they need to know how to pronounce spoken English appropriately.

Unlike speaking, according to Morley (2005), writing is not a skill we acquire naturally, even in our first language, it has to be taught. Unless EFL learners are explicitly taught how to write in the new language, their writing skills are likely to get left behind as their speaking progresses.

As a means of communication, writing should be included as an integral part of the teaching and learning activities in the classroom. To include writing as part of the learning process, however, is not just because it is a means of communication but far more important is because it can stimulate students' thinking skill. As they write, they try to sharpen their mind to explore ideas into written language, to organize them into a meaningful context, and strive to make it grammatically and mechanically correct.

In teaching writing to beginning writers, a teacher should start from simple writing to complex one. Gebhard (2000) observes that beginning-level of English as a foreign language writers need to learn the basic conventions of writing. This includes being able to identify and write down letters, words, and simple sentences, as well as learning spelling and punctuation conventions. He further suggests that there are many different types of activities teachers can use to teach these conventions. For example by tracing letters, words, and sentences. Though it seems trivial and not interesting, through these activities, however, students can

learn letters recognition, words recognition, and basic spelling, punctuation, and capitalization rules.

Copying a text and changing certain aspects in a text is another activity in teaching writing for beginners. In copying activity, students are simply asked to copy a passage in order to make them familiar with English words and spelling systems. In changing activity, they are required to change one aspect of the passage such as changing the subject from *I* to *she*, or from singular subject to plural form. Changing verb tense from present to past tense or vice versa is also one type of writing task for beginners. The other beginning level activity is to ask students to form a sentence from scramble muddled sentence parts. For example: *English, twice, learn, a, We, week*, into the correct form, "We learn English twice a week".

Teaching writing is not just about grammar, spelling, or the mechanics of the Roman alphabet. Learners of EFL class also need to be aware of and use the conventions of the genre in the new language. When learners are already familiar with some of the grammatical patterns, mechanical, spelling, punctuation and other conventions of written English, they are expected to be able to communicate their ideas through writing easily. Such activities that students can do afterwards are writing simple paragraphs such as descriptive, narrative, procedure, recount, etc. To lead students to do such kinds of writing, teachers are advised to take students through process of writing. Through the stages in the writing process approach, from prewriting, drafting, revising and to editing, students are expected to build a habit of writing something.

According to Tribble (1996), there are many types of writing and many reasons for learning to write. For some students of foreign language, there may not be a strong reason for teaching them to write in a foreign language as they are unlikely to find themselves involved in the social roles that require this skill. But for others, writing will be an essential component in the learning program.

2.4 Students' Problem in Writing

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty, according to Richard and Renandya (2002: 303), "lies not only in generating and organizing ideas, but also in translating these ideas into readable text". The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

In many countries, education systems emphasize writing for taking tests (Yan 2005). For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class. This focus on writing to pass examinations reduces writing to producing a product and receiving a grade from the teacher. This is not likely to make students interested in writing, which becomes decontextualised and artificial, giving students no real sense of purpose or perspective of a target audience.

In Indonesia, the teaching of English writing skill, officially, should have been given to the students from the early stage that is the first year of Junior High School. Nevertheless, the students still encounter a lot of problems in expressing their ideas in written form. It is stated in the 2006 Curriculum that the teaching of

writing starts from the first grade. The curriculum expects students to be able to write simple message in the first grade to writing simple paragraph in the third grade. This expectation, however, has not been achieved yet. Students still find it difficult to express their ideas in written language especially in foreign language like English. This judgment is based on the fact that too often the students' piece of writing cannot be read and understood well because it contains a lot of mistakes.

There are some problems that hinder the students' ability in writing. The students' problems in writing are due to some factors: the lack of vocabulary, the lack of understanding on grammar and the lack of practice (Riyanto 2001). Another factor is that the teachers provide less portion of time for writing activities compared to the portion given to the learning of the other skills. The other factor is that the teachers' monotonous techniques of teaching writing. It makes the students bored and unmotivated to learn writing.

Sides (1999) points out that lack of confidence in a writer's ability is also one source of a writer's block in writing. He therefore suggests that practicing systematic approaches to writing problems is one way to solve this problem. He further motivates writers that by following a writing process that works more and more, it can give them positive feedbacks in writing their reports and papers, and consequently, the more confidence they will develop in their writing communication abilities.

According to Byrne (1984:3-5), the problems that the students face in learning writing encompass three factors: psychological factor, linguistic factor, and cognitive factor. In psychological problems, the learners are confronted with a

fact that they are required to write on their own without the possibility of interaction or the benefit of feedback. Furthermore, in linguistic problems, when the learners write, they have to keep the communication open through their own efforts and to ensure the choice of sentence structure as well as the way the sentences are linked together and sequenced, that the text produced can be interpreted on its own. In addition, in cognitive problems, writing is a task which is often imposed on students, which can cause a problem in terms of content of what to say. Being lost for ideas is a familiar experience to most of the students when they are obliged to write.

Moreover, Gebhard (2000:235) explains the problems encountered by the students in learning writing are that some students use ineffective writing strategies. They tend to jump right into the writing task without following the strategies in writing process from prewriting, drafting, revising, and editing. Another problem is that some students have negative attitudes toward writing or lack confidence in themselves as writers. They always feel that their writing is terrible that is why they do not like to write. The other problem is that students do not always understand or pay attention to the content of the teacher's comments and responses on their written work.

In order to overcome the problems, the English teachers should be aware that teaching writing is as important as teaching other language skills. The teachers should seek out interesting and varied techniques in presenting writing activities to the students to motivate them to learn.

2.5 Approaches to Teaching Writing in EFL Context

According to Anthony (in Brown, 2001), approach is a set of assumptions dealing with the nature of language, teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Richards and Rogers (2001) say that the teaching of any subject matter is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result is generally referred to as a teaching method or approach, by which we refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them. The same is true in language teaching, and the field of teaching methods has been a very active one in language teaching since the 1900s. New approaches and methods proliferated throughout the twentieth century. Some achieved wide range of acceptance and popularity at different times but were then replaced by methods based on newer or more appealing ideas and theories.

2.5.1 Process Approach

2.5.1 Product Approach

According to Steele (2007), the product approach is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage. As Brown (2001:335) stated that "A good deal of attention was placed on 'model' compositions that students would emulate and on how well a students' final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation".

Teachers focus on a final piece of writing. However, The normal procedure is to assign a piece of writing, collect it, and then return it for further revision with the errors either corrected or marked for the students to do the corrections (Raimes 1983).

The product approach has received much criticism, according to Yan (2005), because it ignores the actual processes used by students, or any writers, to produce a piece of writing. Instead, it focuses on imitation and churning out a perfect product, even though very few people can create a perfect product on the first draft. Another criticism is that this approach requires constant error correction, and that affects students' motivation and self esteem. The product approach does not effectively prepare students for the real world or teach them to be the best writers. Nevertheless, the product approach still has some credibility because at some point there will be a final draft that requires attention to grammar, spelling and punctuation.

2.5.2.1 Process Approach

It is a myth that all it takes to write is to sit down in front of a blank page, to begin at the beginning and write through to the end, with no planning, break, editing, or changes in between (Stanley, 2007). And yet, this is sometimes what we ask our students to do. Good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about.

According to Stanley (2007) the process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing

topic and receives the finished product for correction without any intervention in then writing process itself.

In the mid-1970s, the process approach began to replace the product approach. The process approach identifies four stages in writing: (1) prewriting, (2) composing/drafting, (3) revising and (4) editing (Tribble 1996). These stages are recursive, or non linear, and they can interact with each other throughout the writing process. For example, many writers return to prewriting activities during some stage of the revision process and develop a new idea or refine a viewpoint. The process approach emphasizes revision, and also feedback from others, so students may produce many drafts with much crossing out of sentences and moving around of paragraphs. The correction of spelling and punctuation is not of central importance at early stages.

An important element of the process approach is the meaningfulness it brings to learners, who make a personal connection to the topic and come to understand the processes they follow when writing about it. This starts with prewriting and brainstorming to generate ideas and activate the schemata that allows writers to relate personal experiences to the topic and discover everything they have to say.

In a process approach to writing, students learn a variety of writing strategies, including ways to gather and organize ideas about a topic, develop introductions or leads that grab the readers' attention, read a rough draft critically, make revisions, and proofread to identify mechanical errors (Tompkins 1994).

According to Badger and White (2000), the process approach has been criticized because it views the process as the same for all writers, regardless of

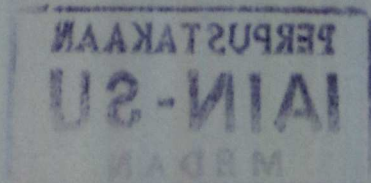


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what is being written and who is doing the writing, and because it gives insufficient importance to the purpose and social context of the piece of writing. Nevertheless, the process approach is widely accepted and utilized because it allows students to understand the steps involved in writing, and it recognizes that what learners bring to the writing classroom contributes to the development of the writing skill (Badger and White 2000).

2.5.3 Genre Approach

Swales in Frith (2007) defines a genre as: '(comprising) a class of communicative events, the members of which share some set of communicative purposes'. Badger and White (2000) add that: Genres are also influenced by other features of the situation, such as the subject matter, the relationships between the writer and the audience, and the pattern of organization. According to Hartono (2005), a genre is a type or kind of text, defined in terms of its social purposes. Genre also refers to the level of context dealing with social purpose, for example: procedure has social function as describing how something is accomplished through a sequence of actions or steps. Moreover, Morley (2005) said that a genre can be anything from a menu to a wedding invitation, from a newspaper article to an estate agent's description of a house. Pieces of writing of the same genre share some features, in term of layout, level of formality, and language. These features are more fixed in formal genre, for example letters of complaint and essays, than in more 'creative' writing, such as poems or descriptions. The more formal genre often feature in exams, and may also be relevant to learners' present or future 'real world' needs, such as university study or business. However, genre varies considerably between cultures, and even adult learners familiar with a range of



genre in their first language need to learn to use the conventions of those genres in English.

The genre approach became popular in the 1980s, along with the notion that student writers could benefit from studying different types of written texts. As Nunan (1999: 280) explained, different genres of writing "are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre". By investigating different genres, students can perceive the differences in structure and form and apply what they learn to their own writing. Even in the classroom, where academic writing usually predominates, writing tasks can be introduced that are based on different genres roots in the real world, such as the genres of essays, editorials, and business letters.

A genre approach is especially appropriate for students of English for Specific Purposes (Harmer 2001). But, he says "it is also highly useful for general English students if we want them, even at low levels, to produce written work they can be proud of". Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, and by whom. Many of our students' writing tasks do not have an audience other than the teacher. But this situation does not stop us and them from working as if they did.

According to Cope and Kalantzis (1993), the genre approach to writing consists of the three phases: (1) the target genre is modeled for the students, (2) a text is jointly constructed by the teacher and the students, and (3) a text is independently constructed by each student. According to Badger and White

(2000) the approach acknowledges that writing takes place in a social situation and reflects a particular purpose, and that learning can happen consciously through imitation and analysis, which facilitates explicit instruction. The genre approach has been criticized because it under-values the processes needed to produce a text and sees learners as largely passive (Badger and White 2000). However, supporters respond that genre approach succeeds at showing different structures of different genres to students. In addition, introducing authentic texts enhances student involvement and brings relevance to the writing process.

2.5.4 Process Genre Approach

Today many writing teachers recognize that they need not rigidly adopt just one approach in the writing classroom. In some cases, combining the approaches result in a new way of thinking about writing. One example is a synthesis of the process and the genre approaches, which Badger and White (2000) have aptly termed the process genre approach. This approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. Using these steps develop students' awareness of different text types and of the composing process.

The process genre approach, according to Badger and White (2000), involves the provision of a situation from which the learners are helped to identify the purpose and consider the field, mode and tenor of the text they are about to produce. Texts within the genre will have been selected and researched by the teacher who then encourages student research into the genre (Tribble 1996). Language awareness activities may be carried out. Perhaps with the help of flow-

charts, the students will plan and organize their ideas before drafting and revising with the purpose and audience in mind. These latter stages will probably not be linear and students may jump between them as they find necessary. The collaborative aspect of process writing (as highlighted by Richards 1990), which has always suited the learning styles of most of the students, is maintained, as is the learner-centered approach, particularly if the situation is chosen wisely.

According to Yan (2005), when using the process genre approach, teachers should be aware of the following three general guidelines. First, because writing is so difficult, the teacher should adopt the role of assistant and guide and work closely with students to encourage them, offering helpful feedback and suggestions. It is crucial for the teachers to offer positive and constructive advice on what students have written. Teachers also can make efforts to arouse curiosity and self-confidence by matching students' interests to the writing topic, and they should be sensitive to any individual differences which arise in the writing process.

Second, teachers should directly train students about writing strategies. If teachers demonstrate how prewriting activates the schemata and outline strategies for drafting and revision processes, students will be more successful in writing compositions.

Third, teachers should include the listening, speaking and reading skills in the writing class. Integrating the four language skills promotes the expansion of the students' overall language competence (Goodman 1986). The process genre approach makes this feasible, as background material is read during prewriting

activities, and speaking and listening occur during lectures and when giving or receiving feedback.

Typically, the teaching procedure for the process genre approach is divided into six steps: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising. Figure 2.1, which is adapted from Badger and White (2000), illustrates how these six steps interact in a recursive way with themselves and with other writing skills. A short description of what occurs during the six steps will also illustrate how elements of the process and genre approaches work in unison.

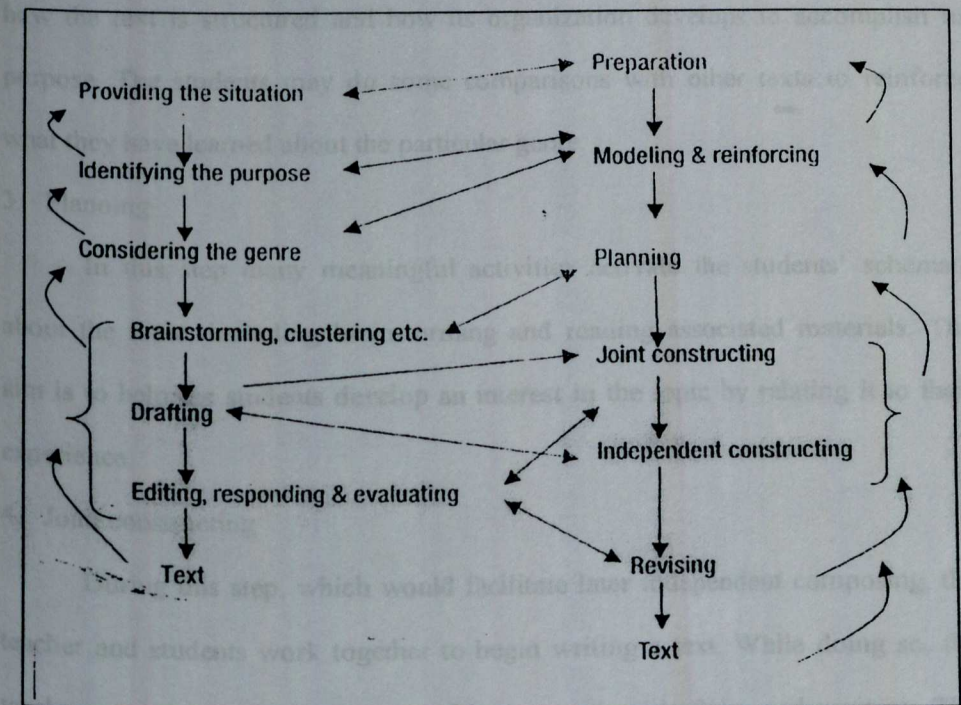


Figure 2.1 Application of the Process Genre Approach

1. Preparation

The teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre, such as procedure of cooking a favorite food. This activates the schemata and allowed students to anticipate the structural features of this genre.

2. Modeling and reinforcing

The teacher introduces a model of genre and lets the students consider the social purpose of the text, including who the audience will be. For example, the purpose of a procedure text is to do something orderly. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about the particular genre.

3. Planning

In this step many meaningful activities activate the students' schemata about the topic, including brainstorming and reading associated materials. The aim is to help the students develop an interest in the topic by relating it to their experience.

4. Joint constructing

During this step, which would facilitate later independent composing, the teacher and students work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the blackboard or computer. The final draft provides a model for students to refer to when they work on their individual compositions.

5. Independent constructing

At this point students have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or provide consultation about the process. The writing task could be continued as a home work assignment.

6. Revising

Students eventually have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is concerned with the methodological issues surrounding the investigation of the research question. It describes research design, setting and the research subject, and also the research procedure which comprises of preliminary study, action plan, implementation and observation, analysis and reflection on the results of the action.

3.1 Research Design

The design of this study belongs to a Classroom Action Research (CAR). The choice of this design was based on the fact that knowledge always changes in the implementation. According to Setiyadi (2006), action research is a research paradigm that emphasizes on perfecting teaching in the classroom. As stated in *Departemen Pendidikan dan Kebudayaan* (1999), "usually action research is conducted by teachers in the classroom or the school where they teach, with the emphasis on perfecting or improving learning process and practice". Moreover, Ur (1996) states that action research is carried out by teachers on phenomena in their own classrooms. Action research is primarily used to improve the teacher-researcher's own teaching. Elliot (1991:49) asserts that "the fundamental aim of action research is to improve practice rather than to produce knowledge", which is similar to what Carr and Kemmis (in Mc. Niff 1995) say that action research in educational field is a form of self reflective inquiry undertaken by educational

practitioners (teachers, students, or principals) in order to improve the rationality and justice of (a) their own educational practices, (b) their understanding of these practices, (c) the situations in which these practices are carried out. In action research, a researcher identifies the problem, plans, designs a way to overcome the problem, and implements the plan. Afterward, evaluation is done to see and determine whether the intervention is already successful or not. If it is not successful yet, it will return to where it has started with a richer view of the issues and revise the plans then continue the cycle of exploration. Thus, this research focused on a particular classroom or a group of students aiming to solve the problem encountered there. In the case of this present research, the problem was how to improve the students' procedure writing ability. The implementation of the process genre approach was the proposed solution to deal with the problem.

Based on the characteristics of action research, the cycle process in conducting the study refers to the model of Classroom Action Research proposed by Kemmis and Mc Taggart (1988) which consists of four steps: (1) planning an action, (2) implementing the plan, (3) observing the action, and (4) analyzing the data obtained during the action and making some reflections on the results of the observation.

This study was categorized as a collaborative action research since in conducting the research, the researcher worked collaboratively with one of the English teachers at the school where the study was conducted, as her collaborator at the stage of planning, the implementation of the action, the observation and the analysis and reflection. The researcher and the English teacher worked collaboratively in designing the lesson plan, as well as in preparing the

instructional material and media. At the implementation stage, the researcher acted as the practitioner who conducted the teaching in the class. Her collaborator sat at the back of the class and played the role as observer who conducted the classroom observation. During the process of implementing the strategy, the collaborator observed the students' activities by using observation checklists and field notes. After implementing the strategy, the students were given a writing test in which they were asked to compose a procedure writing to measure their ability in writing. Then, after the data were collected either from observation checklists, field notes or the result of the test, the researcher and the collaborator analyzed the data to know whether the criteria of success proposed had been achieved or not.

3.2 Setting and Subjects of Research

The research was conducted in MTs Islamiyah GUPPI Medan located at Jl. Selamat Pulau no 32 Medan. This school is home to nine classes, three parallel classes for each grade.

Basically, the reason for choosing this school as the subject of this study was based on problems faced by the researcher as one of the English teachers of this school. In teaching writing, it was found that the first-year students had difficulties in writing meaningful sentences and simple paragraphs. The teacher still could not find an effective way of developing her students' writing skill. The students had low motivation in learning writing and they were not interested in writing classes. The results of their writing were difficult to understand as they contained a lot of errors.

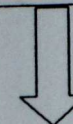
The subjects of the study were the first year students. They are chosen for making them accustomed to write earlier. There were seven classes in the first year; they were VII A – VII C which consists of 40 students each. But the research was conducted in class VII G in the academic year of 2012/2013. Since the class was the lowest rank among the seven parallel classes. This class consists of 16 boys and 24 girls who come from different family and educational background. 21 students' parents (52.5%) are civil servants, 11's (27.5%) are farmers and the rest (20%) are sellers, factory workers, and uncertain workers. 29 students (72.5%) are from MI/Madrasah Ibtida'iyah (Islamic Elementary School), and the rest (27.5%) are from SD/Sekolah Dasar (General Elementary School).

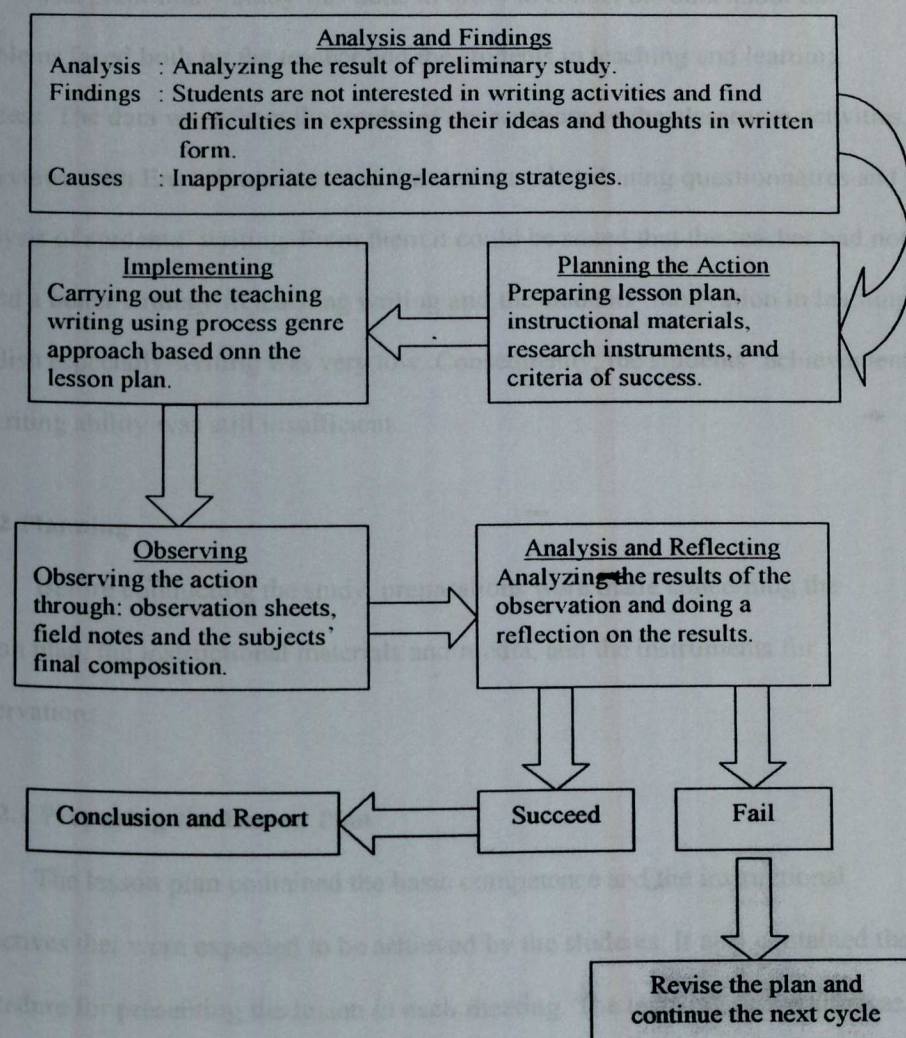
3.3 Research Procedure

The research applied Classroom Action Research model proposed by Kemmis and Mc Taggart (1988), as illustrated in figure 3.1. It covered planning, implementing, observing, and reflecting.

The study was initiated with the general idea of how the students' writing skill could be improved by implementing the process genre approach. Thus, a preliminary study was necessary to do to identify and analyze the problem that should be overcome. Following the preliminary study was designing the general plan that would be implemented and observed. Finally, the reflection was conducted in order to identify all facts including the success and the failure in the implementation as well as the effects of it.

Preliminary Study
Observing the teaching learning of writing at the
third-year classes of MTs Islamiyah GUPPI





Adapted from Kemmis and Mc Taggart (1982:11)

Figure 3.1 Diagram of the Classroom Action Research Procedure

3.3.1 Preliminary Study

3.3.1 Preliminary Study

The preliminary study was done in order to collect the data about the problems faced both by the teacher and the students in teaching and learning process. The data were from the results of observations in the classroom activities, interviews with English teachers and the students, distributing questionnaires and analysis of students' writing. From them it could be stated that the teacher had not found a better strategy in teaching writing and the students' motivation in learning English especially writing was very low. Consequently, the students' achievement in writing ability was still insufficient.

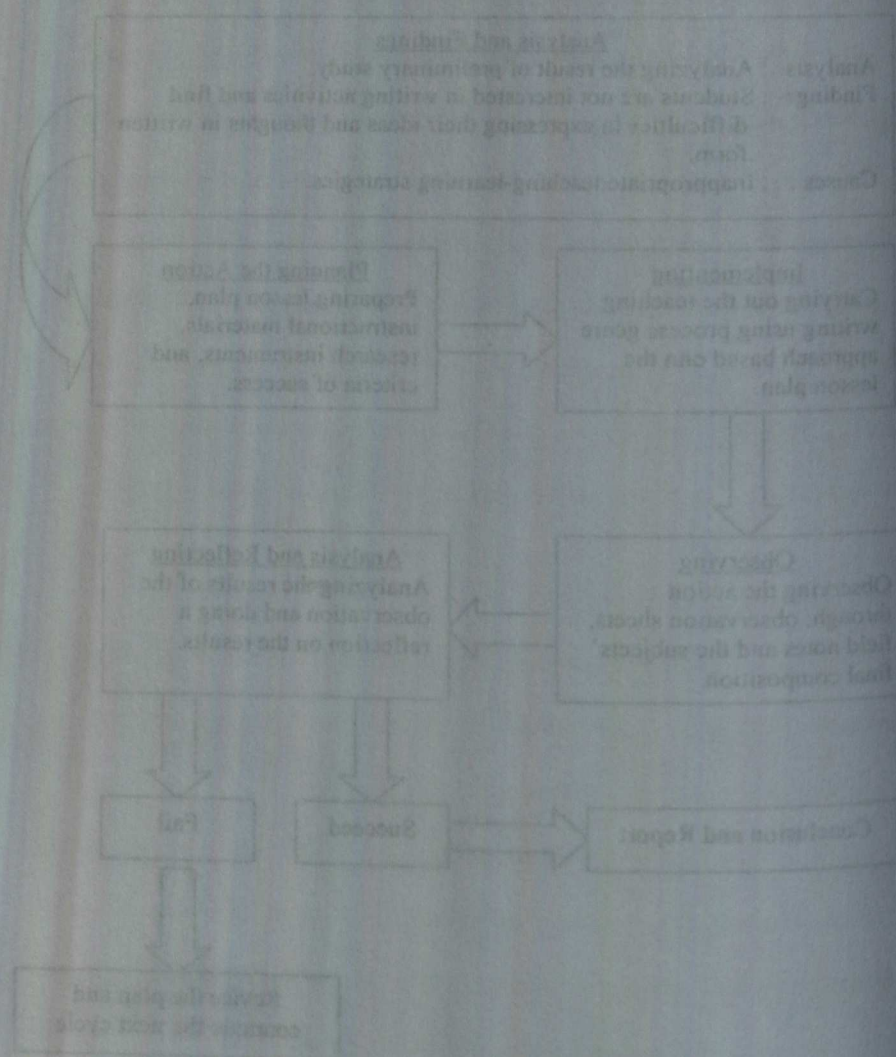
3.3.2 Planning

Before conducting the study, preparations were made concerning the lesson plan, the instructional materials and media, and the instruments for observations.

3.3.2.1 Preparing the Lesson Plan

The lesson plan contained the basic competence and the instructional objectives that were expected to be achieved by the students. It also contained the procedure for presenting the lesson in each meeting. The teaching procedure was divided into six steps: preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising. The following is a short description of what occurred during the six steps which illustrates how elements of the process and genre approaches work in unison.

In the first step, *preparation*, the teacher began preparing the students to write by defining a situation that would require a written text and placing it within



a specific genre, such as procedure of cooking a favorite food. This activated the schemata and allowed students to anticipate the structural features of this genre.

In the second step, *modeling and reinforcing*, the teacher introduced a model of genre and let the students consider the social purpose of the text, including who the audience would be. For example, the purpose of a procedure text was to do something orderly. Next, the teacher discussed how the text was structured and how its organization developed to accomplish its purpose.

In the third step, *planning*, the teacher activated the students' schemata about the topic, including brainstorming and reading associated materials. The aim was to help the students develop an interest in the topic by relating it to their experience.

In the fourth step, *joint constructing* which would facilitate later independent composing, the teacher and students worked together to begin writing a text. While doing so, the teacher used the writing processes of brainstorming, drafting, and revising. The students contributed information and ideas, and the teacher wrote the generated text on the blackboard. The final draft provided a model for students to refer to when they worked on their individual compositions.

In the fifth step, *independent constructing*, students at this point had examined model texts and had jointly constructed a text in the genre. They now undertook the task of composing their own texts on a related topic. Class time was set aside for students to compose independently so that the teacher was available to help, clarify, or provide consultation about the process. The writing task could be continued as a home work.

In the sixth step, *revising*, students eventually had a draft that would undergo final revision and editing. This did not necessarily mean that teachers had to collect all the papers and marked them one by one. Students might check, discuss, and evaluate their work with fellow students, as the teacher again guided and facilitated. The teacher might make an effort to publish the students' work, which would impart a sense of achievement and motivate the students to become better writers. These six steps are shown in detail in Appendix 1a and 1b.

3.3.2.2 Preparing Criteria of Success

The criteria of success of this study were emphasized on the products of the students' writing as well as on the teaching and learning processes of writing. Those criteria referred to which the student's ability in producing a simple procedure paragraph through the process genre approach improved and the students were more active in writing activities. The criteria of success were also used to identify things which were still needed to be revised for the action in the next cycle. The study was considered successful if it met the criteria of success as follows.

(1) The students' writing skill improved

To know whether the student's skill improved or not, the results of the final writing product at the end of a cycle were collected and scored according to the scoring guide adapted from J. B. Heaton (1990:111). Table 3.1 illustrates analytic scoring rubric for writing as a guide for the researcher to score the students' final writing. Analytic scoring rubric is analytic scales that separate the features of a composition into components each of which is scored separately. The separate components are sometimes given different weights to reflect their

importance in instruction. According to Perkin (in O'Malley & Pierce, 1996), there are two advantages of analytic scoring, that is, it provides feedback to students on specific aspects of their writing and gives teachers diagnostic information for planning instruction.

The criterion is met if the mean score of the students' final writing of a cycle obtained after implementing process genre approach was equal to or more than 7 in the range of 0 to 10. The minimum mean of 7 was set up as the criteria of success because it was the minimum mastery learning criteria or *KKM (Kriteria Ketuntasan Minimal)* of the writing at the school.

Table 3.1 Analytic Scoring Rubric of Evaluating the Student's Product in Writing Procedure

| Components of writing | Level | Scale and descriptor |
|-----------------------|-------|---|
| Content | 4 | The content is relevant to the topic and easy to understand. |
| | 3 | The content is almost complete, relevant to the topic. |
| | 2 | The content is relevant to the topic but is not quite easy to understand. |
| | 1 | The content is not quite relevant to the topic. |
| Organization | 4 | Ideas clearly stated well organized using correct temporal conjunction. |
| | 3 | Ideas clearly stated, but it has few mistakes in the use of temporal conjunction. |
| | 2 | Ideas are almost clearly stated, but it does not have temporal conjunction. |
| | 1 | Ideas confused and do not have temporal conjunction. |
| Language use | 4 | A few grammatical inaccuracies in the use of imperative sentences. |
| | 3 | Some grammatical inaccuracies in the use of imperative sentences. |
| | 2 | Numerous grammatical inaccuracies in the use of imperative sentences. |
| | 1 | Frequent grammatical inaccuracies in the use of imperative sentences. |
| Mechanics | 4 | It uses correct spelling, punctuation, and capitalization. |
| | 3 | It has occasional errors of spelling, punctuation, and capitalization. |
| | 2 | It has frequent errors of spelling, punctuation, and capitalization. |
| | 1 | It has no mastery of convention – dominated by errors of spelling, punctuation, and capitalization. |

Adapted from J.B. Heaton, 1990:111)

$$\text{Score} = \frac{\text{Obtained Score}}{\text{Maximum Score (16)}} \times 10$$

The score is the student's score which is calculated from the score obtained by the student, divided with maximum score and multiplied by 10. The obtained score is the score which is gained by every student in the aspects of content, organization, language use, and mechanic. And the maximum score is the highest score when the student writes correctly based on the four aspects determined.

(2) Students are active in the writing activities

To know whether the students were active or not in writing activities, the students were observed during the implementation of the approach by using observation checklists and field notes (see Appendix 3 and Appendix 4). In other words, the observation checklists and field notes were as guidelines for evaluating the students' activity during the implementation of the strategy. Categories of writing activities can be described as follows: if 76% - 100% of the students do the writing activities, it is categorized as very good, whereas if 51% - 75% of the students, 26% - 50% of the students, and 0% - 25% of the students do the writing activities, are categorized as good, fair, and poor. The criterion can be said to be met if the students' involvement in writing activities is categorized as very good (76% - 1000%) of the students do the writing activities in the teaching-learning of writing.

3.3.3 Implementation

The implementation of the action is the implementation of planning of action which is basically implemented based on lesson plan made. In this study, the researcher acted as a teacher who implemented the proposed approach by referring to the designed lesson plan. Meanwhile, the collaborator teacher acted as an observer of the activities done in the classroom.

The implementation of the action research was conducted in two cycles. Each cycle included three meetings. The first meeting was for preparation and modeling and reinforcing steps. Planning and joint constructing steps were in the second meeting. Independent constructing and revising steps were in the third meeting.

3.3.4 Observation

The collaborator teacher observed and collected the data about process, atmosphere and the results of the implementation of the writing process. In observing the implementation of the study, three important aspects dealing with it were data sources, the instruments used in collecting the data, and techniques for data collection.

3.3.4.1 Data Sources

There were five kinds of data collected in this study and most of them were in the form of qualitative data. They were collected from document collection, field notes, questionnaire, teacher's observations checklist, and students' observations checklist.

3.3.4.2 Instruments and Techniques for Data Collection

The instruments that were developed in carrying out this study were document collection, field notes, questionnaire, teacher observation checklist and student observation checklist.

(1) Document collection.

It was conducted by collecting each student's papers at the end of the cycle to be evaluated. The papers they submitted were not their only finished and tidy procedure paragraph, but also all their writing dealing with the planning, drafting and also revising. This kind of collecting was done in order to make further examination and evaluation of how the students worked and whether they had followed the procedures appropriately.

(2) Field note.

It was used as an instrument which allowed the teacher-researcher to obtain the data concerning the physical setting of the class, the classroom's atmosphere, the teaching and learning activities and unexpected happenings. This instrument was applied every time there was a meeting.

(3) Questionnaire.

It was used at the beginning of the study in order to gather data about the students' problems in writing.

(4) Teacher's observation checklist.

This instrument was used every time there was a teaching learning process by the teacher-researcher's collaborator to record and comment on the teacher's activities during the teaching and learning processes.

(5) Students' observation checklist.

This instrument was used every time there was a teaching learning process by the observer to record and comment on the students' responses during the teaching learning activities.

3.3.5 Reflection

The reflection stage actually covered two processes, that was, the process of analyzing and concluding the data obtained through the observation stage.

3.3.5.1 Analyzing Data

The qualitative data obtained during this study were classified and analyzed in certain orders. In this sense, the data obtained provided the description about the teaching learning processes, the students' procedure paragraphs, and the students' participation. In order to make such descriptions, the following procedures of data analysis were conducted.

(1) Data Presentation

The presentation of data was conducted in organized descriptions. The data obtained from the subjects' paragraphs were presented in the form of evaluative descriptions. The descriptions were made based on the Analytic Scoring Rubric for Writing adapted from J. B. Heaton (1990:111). Moreover, the data obtained from the other sources, such as the field note, the teacher's observations checklist, and students' observation checklist, were presented in narrative description.

(2) Data Conclusion

The conclusion made was drawn on the basis of the collected data. It was made at the end of the cycle which answers the question of what actually happened in the class and how was the students' performance.

3.3.5.2 Conclusion

On the basis of the result of the data analysis, the conclusion of this study was made. The performance in conducting the teaching learning activities, the students' performance in writing procedure paragraphs, and the students' responses to the implementation of process genre approach were evaluated and judged. In this sense, the strengths and weaknesses of the procedures in implementing the adopted approach were criticized.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings obtained when the action research was conducted at the subject school and discussion of the findings. The research findings in this chapter are those obtained using the observation checklists, field notes, and through the analysis of the final writing products of the subjects. All the findings are about the activities done in cycle I and cycle II of the study covering the planning of the action, the implementation of the action, the analysis and the reflection on the action.

4.1 Research Findings

The research findings obtained during the implementation described the activities done in each cycle of the research as encompassing planning, implementation, observation and reflection. The findings were described separately from one cycle to another with the aim at showing the similarities, the differences, the changes, and the development that occurred during and between the cycles.

4.1.1 The First Cycle

The first cycle was conducted in three meetings. It proceeded from January 5th to 12th, 2013. The research findings on the first cycle are organized as follows.

4.1.1.1 Planning

The researcher and her collaborator made some preparation before conducting the teaching and learning process including the development of lesson plan, the instructional materials and media and the instruments for observation.

The lesson plan for this cycle was designed for three meetings following the steps of process genre approach. The first meeting was preparation and modeling and reinforcing, second meeting was planning and joint constructing. And third meeting was independent constructing and revising.

The genre or text type in this study was procedure and the topic was recipe. Those were based on Content Standard 2006 that recommends procedure text type and recipe as a topic for first year of junior high school in the second semester. The instructional materials and media were model text of procedure writing of recipe, blackboard and chalk. Moreover, the instruments employed were observation checklists and field notes.

Before implementing the process genre approach, the students were asked to write a recipe. It was aimed at gaining their first product in order to set the base-line of students' score. It was conducted on January 2nd, 2013. There were forty students engaged in this activity and it lasted for forty minutes from 7.00 to 7.40 am. The products were analyzed and it was found that the average score was 6.1

4.1.1.2 Implementation

In the implementation of the plan, the researcher acted as a teacher who conducted the teaching learning process, while the collaborator assisted her to observe the teaching and learning process. The collaborator was also expected to

write her comments, either positive or negative, on the teaching and learning process, and identify the problems that might emerge during the teaching learning process. The implementation of the action in the three meetings was elaborated below.

4.1.1.2.1 The First Meeting

The first meeting was conducted on 5th January, 2013 at the first and second periods. It was from 7 to 8.20 a.m. The focus was on preparation and modeling and reinforcing steps. The purpose of the preparation step was to give students a clear idea about what they were going to do in class and to provide the context in which students would construct their writing. Moreover, modeling and reinforcing step was aimed at reinforcing the purpose of procedure writing and to clarify the basic understanding of the procedure writing.

The teacher began the class by greeting the students. While the collaborator took a seat at the back row of the class, the teacher checked the students' attendance list and signed it. Then the teacher told the students that the purpose of this lesson was to write and present a recipe.

Before beginning to write, the teacher asked some questions to stimulate the students' background knowledge, like "Do you have any favorite food or drink?" "Can you make it by yourself?" Some students answered, "Yes", but the rest said "No". Then the teacher asked other questions. "Do you know a recipe? Where can you find a recipe?"

Receiving good answers, the teacher asked the students to sit in group of four. Then she made a big circle on the blackboard and wrote 'favorite food and drinks' in it. After that she asked a student representative from each group to write

a favorite food or drink in circles around the big circle linked with lines forming a spider web (see Figure 4.1).

After writing the students' favorite food and drink, the teacher asked students to repeat her in pronouncing the words they have written on the blackboard. It was aimed at practicing students' pronunciation, since the teaching writing was integrated with the others language skill: listening, speaking and reading.

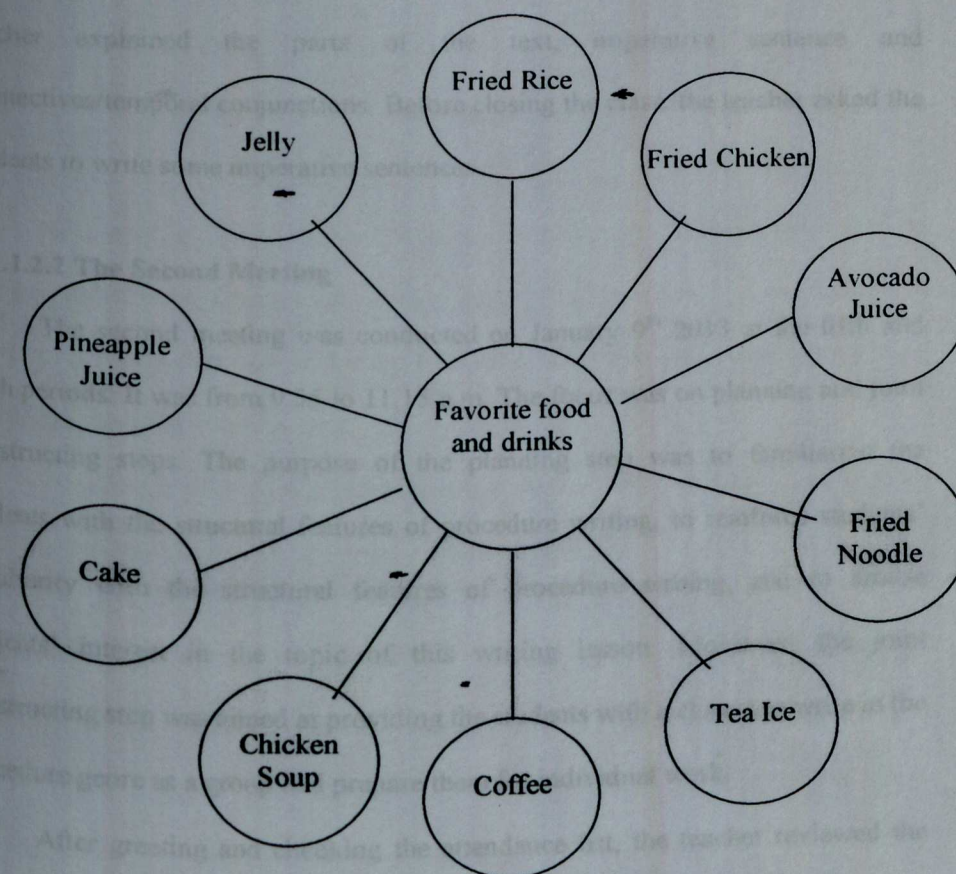


Figure 4.1 Model of Spider Web Diagram

In the modeling and reinforcing step, firstly, the teacher distributed the sample of the text that was a recipe of 'Es Teler' (worksheet 1). Before asking the

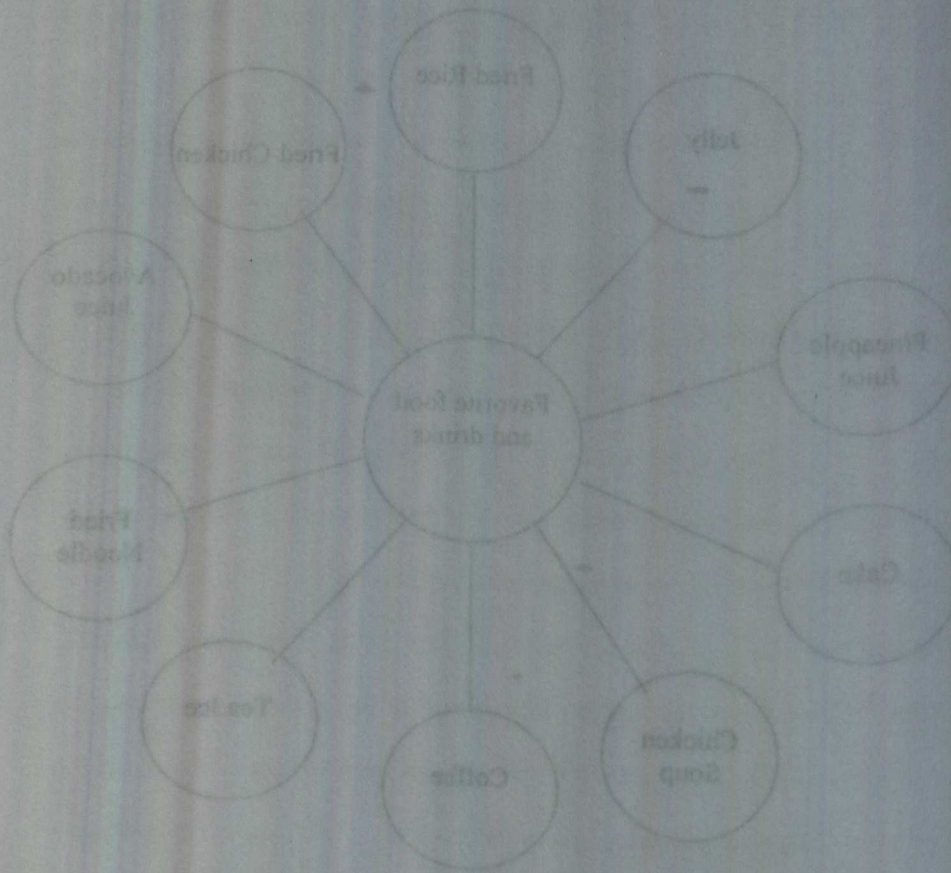
students to read, the teacher read the text in order to give a model. Having asked some students to read the text, the teacher gave some questions: "What is the purpose of this text? Who is the target audience? How many parts do the text consist of? What are they?"

After discussing the questions with the groups and asking the students to answer them, the teacher asked them about the content of the text whether they had any difficulties, understanding it or whether they found new words. Then the teacher explained the parts of the text, imperative sentence and connectives/temporal conjunctions. Before closing the class, the teacher asked the students to write some imperative sentences.

4.1.1.2.2 The Second Meeting

The second meeting was conducted on January 9th 2013 at the fifth and sixth periods. It was from 9.55 to 11.15 a.m. The focus was on planning and joint constructing steps. The purpose of the planning step was to familiarize the students with the structural features of procedure writing, to reinforce students' familiarity with the structural features of procedure writing, and to arouse students' interest in the topic of this writing lesson. Moreover, the joint constructing step was aimed at providing the students with a chance to write in the procedure genre as a group and prepare them for individual work.

After greeting and checking the attendance list, the teacher reviewed the lesson they had discussed in the last meeting, i.e., the parts of procedure text, imperative sentences and connectives/temporal conjunctions. Then the teacher asked the students to write some infinitives related to cooking on their note book.



Still in group, the teacher asked a representative student from each group to write the infinitives on the blackboard.

The teacher pronounced the infinitives written by the students on the blackboard and asked them to repeat after her, in order to practice their pronunciation. After discussing the meaning of the infinitives, the teacher asked the students to complete the recipe of 'Coconut Muffin', using the given words in the box (worksheet 2). The students did the worksheet. They consulted the dictionary or the teacher if they did not know the meaning of some words. Having finished completing the worksheet, the teacher and students discussed the results of their work.

Next activity was writing a recipe of 'Fried Rice' (worksheet 3). The teacher guided the students to write the recipe of 'Fried Rice' by completing the words in the materials guided by the first letter and arranging the jumbled steps guided by temporal conjunctions.

The last activity was rewriting the recipe of 'Fried Rice'. The teacher asked the students to rewrite the recipe appropriately.

4.1.2.3 The Third Meeting

The third meeting was conducted on January 12th 2013 at the first and second periods. The focus was on independent constructing and revising steps. The purpose of the independent constructing step was that the students use what they have learned to write independently. And revising step was aimed at clarifying what students should do for independent writing.

After opening the class by greeting students and checking the attendance list, the teacher informed the students that they would write a procedure paragraph

about a recipe. It contained title, materials, and steps. Before beginning to write, students discussed about what recipe they would compose and filled a table of goal, materials and steps (worksheet 4). In this activity, the students were free to write any recipe that they knew. However, since they had many words they did not know how to express in English, some of them consulted the dictionary; some others asked the teacher if they could not find them in the dictionary.

After filling the table, students were asked to rewrite the recipe based on the table they had filled and proofread their own writing. Before asking the students to edit their writing, the teacher explained how to edit writing.

Knowing how to edit writing, students were asked to check and edit their writings. Then students revised their own writings. Before finishing the class, the teacher asked the students to hand in their writings to be scored.

4.1.1.3 Analysis and Reflection

The researcher and the collaborator made some reflections on the implementation in order to determine the success or failure of the action. The reflection was focused on analysis of the teaching and learning process and analysis of the students' final products. The analysis was based on the obtained data from the observation checklists, field notes, and students' writings.

4.1.1.3.1 Analysis of the Teaching and Learning Process

The teaching and learning process was analyzed by referring to the data obtained from observation checklists and field notes. In terms of the teachers' activities it was found that the teacher had done all activities that had been planned or stated in the lesson plan. Moreover, the students also did all activities

that had been planned. The students did the activities enthusiastically since it was the first time for them to have writing classes using process genre approach.

There was no difficulty found in the first and second meetings. All steps could be done by the students well. Most of the students did the activities. However, there were difficulties faced by the students at the third meeting that is when they began to write individually. Although the teacher had given models of the texts, the students still confused about what they wanted to write since not many of the students can cook and know much about recipes, especially male students. The topic available tended to certain gender. However, not all of male students got difficulties in writing a recipe. Some male students wrote the recipe well. In addition, the limitation of their vocabulary made them hesitate in writing.

In the revising step, students did not check and edit their writing well. They were not careful in checking and editing their writing. They did not care with their writing whether it was good or not.

4.1.1.3.2 Analysis of the Students' Final Product

The researcher used analytic scoring rubric for writing in analyzing students' final writing. The marking scheme was adapted from J. B. Heaton (1990). Moreover, the researcher adjusted it with the proficiency of the first grade of MTs.

After analyzing the students' final product, the researcher found that, the students still made mistakes in terms of organization, language use and spelling. Some examples the mistakes found in students' writing can be seen in table 4.1.

Meanwhile, the result of students' final writing achievement was 6.8 at average of 7 minimum mastery criteria determined as criteria of success. Only 16

students or 40% of the students could meet the criteria of success and the rest (24 students) or 60% of the students got low scores. In terms of content, organization, language use, and mechanic, the students only got 2.8, 2.7, 2.6, and 2.6 in average of 4 maximum score. The student's lowest score was 5 and the highest student's score was 8.1. To sum up, the result of students' final writing had not met the criteria of success. The detail of all students' scores can be seen in Appendix 6b, and the sample of students' writing in the first cycle can be seen in Appendix 7a.

Table 4.1 Students' Mistakes in Writing

| Mistakes | Corrections |
|--|---|
| a. Organization <ul style="list-style-type: none"> - First,.... Second, Next,....Then, - First,.... Second, Third,.... Fourt, After that, - Frist, Second, ... After that, After that, | a. Organization <ul style="list-style-type: none"> - First,.... Second, Third,....Finally, - First,.... Second, Third,.... Fourth, Finally, - First,.... Second, Third,....Finally, |
| b. Language use <ul style="list-style-type: none"> - Enter egg to bowl. - Pour water hot into a cup. - Finally, coffee milk ready to serve. - Next, stir to egg with spoon. - Prepared blender. | b. Language use <ul style="list-style-type: none"> - Put the egg into a bowl. - Pour hot water into a cup. - Finally, coffee milk ready to be served. - Next, stir the egg with a spoon. - Prepare a blender. |
| c. Spellings <ul style="list-style-type: none"> - Finnally, - Than, - Nex, - Fresh, - Stofe - Thirt, - Title, | c. Spelling <ul style="list-style-type: none"> - Finally, - Then, - Next, - Flesh, - Stove, - Third, - Little, |

4.1.1.3.3 Reflection

Based on the analysis of teaching and learning process and the students' final writing in the first cycle, the implementation of process genre approach had not met the criteria of success yet. For that reason, the researcher and his collaborator made a decision to continue the implementation of the study to the second cycle.

There were three main reasons that caused the failure of the implementation of process writing approach during the first cycle. First, the students had not adequate knowledge of cooking or recipe. It is caused they are different, not only the gender but also family background. Second, the students' limitation in vocabulary made them hesitate in writing. Third, the teacher did not provide media that could help the students in writing and be the lesson more interesting.

The reasons above had affected the outcomes of students' works on writing. For that reasons, both researcher and his collaborator decided to revise the planning and continued the action in the next cycle.

4.1.2 The Second Cycle

The second cycle was conducted in three meetings. It was from January 23rd to 30th, 2013. The research findings on the first cycle are organized as follows.

4.1.2.1 Planning

Relating to the research findings in terms of the weaknesses in the first cycle, the researcher and her collaborator made an improvement and revision preparation before conducting the teaching and learning process for the second

Table 4.1 Students' Mistakes in Writing

| Mistake | a. Organization | | | b. Language use | | | c. Spelling | | |
|-----------------|-----------------|--------|-------|-----------------|--------|-------|-------------|--------|-------|
| | First | Second | Third | First | Second | Third | First | Second | Third |
| a. Organization | First | Second | Third | First | Second | Third | First | Second | Third |
| | First | Second | Third | First | Second | Third | First | Second | Third |
| | First | Second | Third | First | Second | Third | First | Second | Third |
| b. Language use | First | Second | Third | First | Second | Third | First | Second | Third |
| | First | Second | Third | First | Second | Third | First | Second | Third |
| | First | Second | Third | First | Second | Third | First | Second | Third |
| c. Spelling | First | Second | Third | First | Second | Third | First | Second | Third |
| | First | Second | Third | First | Second | Third | First | Second | Third |
| | First | Second | Third | First | Second | Third | First | Second | Third |

4.1.2.2 Reflection

cycle including the lesson plan, the instructional materials and media and the instruments for observation.

The lesson plan for this cycle, however, was not so different from the first cycle. It was designed for three meetings following the steps of process genre approach. The first meeting was preparation and modeling and reinforcing steps, the second meeting was planning and joint constructing steps. And the third meeting was independent constructing and revising steps (see Appendix 1b).

The genre or text type in this cycle was still procedure and the topic remained recipe. Those were based on Content Standard 2006 that recommends procedure text type and recipe as a topic for first year of junior high school in the second semester. The instructional material and media were model text of procedure writing of recipe, blackboard and chalk. In addition, the researcher used some pictures to make the lesson more interesting. The researcher and her collaborator also add more tasks in order to enrich the students' vocabulary. Moreover, the instruments employed were observation checklists and field notes.

4.1.2.2 Implementation

The same as that in the first cycle, the implementation of the second cycle was conducted in three meetings. The implementation of the second cycle was elaborated below.

4.1.2.2.1 The First Meeting

The first meeting was conducted on January 23rd 2013 at the fifth and sixth periods. The focus was on preparation and modeling and reinforcing steps. The purpose of preparation steps was to give students a clear idea about what they

were going to do in class and to provide the context in which students would construct their writing. Moreover, modeling and reinforcing steps was aimed at reinforcing the purpose of procedure writing and to clarify the basic understanding of the procedure writing.

After greeting and checking the attendance list, the teacher told the students that the purpose of this lesson was to write and present a recipe. However, the students seemed disappointed since they felt bored with the topic they would write. So, the teacher asked the students to clap their hands, once when the teacher said apple, twice for banana, three times for orange and no clap for mango. That made students looked happy and they were ready for the lesson. After the students being enthusiastic, the teacher continued the lesson.

The teacher asked the students some questions to review their knowledge they received in the first cycle. "Do you know a recipe? Where can you find a recipe?" Right now the students could answer the questions well. Then the teacher asked the students to sit in groups of four and gave name to the groups by the name of fruits.

The teacher asked representative student from each group in turn to write on the blackboard some kinds of vegetables. Then, she asked the students to practice pronunciation by repeating her in pronouncing the words they have written on the blackboard. After that she distributed the sample of the text that was a recipe of "Pisang Penyet" (worksheet 1).

Before asking the students to read it, the teacher read the text first as a model. Then she asked the students the same questions as those in the first cycle

connective/temporal conjunctions. She asked the students to give some appropriate responses to commands she made. "Open your book! Clean the blackboard! Stand up! Sit down!" It was for reinforcing the students' familiarity with the structural features of procedure writing that uses imperative sentences.

Then the teacher asked students to find the definitions of some infinitives related to cooking (worksheet 2). It was stated that the students had limited vocabulary, so the teacher provided some vocabulary related to cooking in order to help students when later they were asked to write a recipe. By consulting their dictionary, the students did the worksheet.

After discussing the results of worksheet 2, the teacher asked the students to complete a recipe of 'Fried Chicken', with the available words in the box (worksheet 3). The teacher provided a picture of fried chicken in the recipe so that it became more interesting. This to make sure that the students did the task enthusiastically.

The teacher also informed students that it was easier to follow a recipe when there were pictures to show the steps. The teacher subsequently delivered pictures of how to make 'A Sunny-Side up Egg' (worksheet 4). In order to lead the students to think, the pictures were first put in jumble. Then, the students were asked to put the pictures in order so that they had a series of good steps. Before closing the lesson, the teacher asked the students to rewrite the recipe appropriately.

4.1.2.2.3 The Third Meeting

The third meeting was conducted on January 30th 2013 at the fifth and sixth periods. The focus was on independent constructing and revising steps. The

purpose of the independent constructing step was that students use what they have learned to write independently. And revising step was aimed at clarifying what the students should do for writing independently.

After greeting the students, the teacher informed them that they would write a procedure paragraph about the recipe. They were told that the recipe had to contain title, materials, and steps. Different from the first cycle in that the students were asked to write a recipe freely, in this cycle the students were guided to write a recipe of 'an omelet'. As stated in the first cycle, that students felt confused to choose what recipe they would write. So, the teacher asked the students to write a simple recipe that was familiar to them.

Firstly, the teacher provided some pictures of ingredients (worksheet 5). The students were then asked to give name for each picture. After that, the students were asked to choose what ingredients that they wanted to use in their 'omelet' by filling the table of ingredients. Finally, the students were asked to write the procedure of making an omelet based the table they had filled. In this task, the teacher provided some vocabulary items in the form of infinitive to guide the students in writing the recipe.

Having finished writing the procedure of making an omelet, the students were asked to rewrite the recipe appropriately and proofread their own writing. Before asking the students to check and edit their writings, the teacher reviewed how to edit writing.

Understanding how to edit writing, the students were asked to check and edit their partner's writing. After checking and editing their partner's writing, the students were asked to revise their own writings.

4.1.2.3 Analysis and Reflection

The researcher and the collaborator made some reflections on the implementation in order to determine the success or failure of the action. The reflections were focused on analysis of the teaching and learning process and analysis of the students' final products. The analysis was based on the obtained data from the observation checklists, field notes, and students' writings.

4.1.2.3.1 Analysis of the Teaching and Learning Process

Referring to the data obtained from observation checklists and field notes, the teaching and learning process was analyzed. In terms of the teachers' activities, it was found that the teacher had done all the activities that had been planned or stated in the lesson plan. However, the students felt little bored since the genre and the topic was not changed. To solve this problem, the teacher gave ice breaker that was asking them to clap their hands in the first meeting.

Generally, there was no difficulty found at this cycle. All steps could be done by the students well. Available pictures and more tasks helped the students to be more enthusiastic and confident in writing.

4.1.2.3.2 Analysis of the Students' Final Product

The results of the students' final writing were analyzed based on the scoring rubric that had been provided. The products of the students in writing a recipe by using process genre approach in the second cycle showed significant improvement compared to the first cycle. From their writings it can be seen that they could write a recipe without hesitation, since the teacher provided some pictures and vocabulary items as guides. Although the teacher gave more tasks in

order to help the students more trained, some of them still made some mistakes in terms of the grammar, spelling, and punctuation. But at least, the mistakes could be minimized. The example of students' writing in the second cycle can be seen in Appendix 7b.

The average scores achieved in this cycle was 7.5. This means that the average score improved 0.7 from that in the first cycle. In other words, it can be concluded that the implementation of process writing approach in the second cycle had met the criteria of success. The score of their final writing can be seen in Appendix 6c.

4.1.2.3.3 Reflection

Referring to the results of the teaching and learning process analysis and the scores of the students' final writing in the second cycle, it can be inferred that the process genre approach could improve the students' writing skill. This can be examined from the criteria of success described in this research. Firstly, in all the stages of writing process, both the teacher and the students had done and followed the activities as planned. Secondly, the students enjoyed learning using process writing approach, after getting ice breaker and some pictures that can help them in writing. This can be seen from students' enthusiasm and motivation in following the activities, for example, in independent constructing step, the students did the writing without hesitation. And the last, the average scores obtained in the second cycle was 7.5. There were 29 or 72.5% of the students who got the scores greater than or equal to 7. Accordingly, it was considered reasonable to terminate the classroom action research.

4.2 Discussion

This part presents the discussion of the research findings. The discussion concentrates on the teaching of writing using the process genre approach and the improvement of the students' writing skill following the use of the approach.

4.2.1 The Teaching of Writing Using Process Genre Approach

When using the process genre approach, teachers should be aware of the following three general guidelines. First, because writing is difficult, the teacher should adopt the role of assistant and guide and work closely with students to encourage them, offering helpful feedback and suggestions. It is crucial for teachers to offer positive and constructive advice on what students have written. Teachers also can make efforts to arouse curiosity and self-confidence by matching student interests to the writing topic, and they should be sensitive to any individual differences that arise in the writing process.

Second, teachers should directly train students about writing strategies. If teachers demonstrate how prewriting activates the schemata and outline strategies for the drafting and revision processes, students will be more successful in writing compositions.

Third, teachers should include the listening, speaking, and reading skills in the writing class. Integrating the four language skills promotes the expansion of the students' overall language competence (Goodman, 1986). The process genre approach makes this feasible, as background material is read during prewriting activities, and speaking and listening occur during lessons and when giving or receiving feedback.

Typically, adopted from Yan's (2005) the model of the teaching procedure for the process genre approach is divided into six steps: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising. A short description of what occurred during the six steps illustrated how elements of the process and genre approaches work in unison.

1. Preparation

The teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre, such as procedure of cooking a favorite food. This activates the schemata and allows students to anticipate the structural features of this genre. In this research, the teacher asks some questions related to the topic to dig up the students' background knowledge. It is in line with Tompkin and Hoskisson (1997) who state that preparation is a crucial to writers as a warming up athletes. If there is an optimal guidance from the teacher in digging up students' ideas on the prewriting stage, automatically student can be easily progress to the next step.

2. Modeling and reinforcing

In this step the teacher introduces a model of genre and lets students consider the social purpose of the text, including who the audience will be. For example, the purpose of a procedure text is to do something orderly. It is in line with Hyland (2003:3) that says "Essentially, writing is seen as a product constructed from the writers' command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher." Next, the teacher discusses how

the text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about particular genre. In addition Hyland (2003:20) says that "Teachers can help students to distinguish between different genres and to write them more effectively by a careful study of their structure."

3. Planning

In this step many meaningful activities activate the students' schemata about the topic, including brainstorming, and reading associated material. The aim is to help the students developed an interest in the topic by relating it to their experience. The teacher familiarizes the students by giving a model text. Familiarization means students are taught certain grammar and vocabulary through a text. Brown (1994:347) states that by reading and studying a variety of relevant model of texts, students can gain important insight both about how they should write and about subject matter that they may become the topic of their writing.

4. Joint constructing

During this step, which will facilitate later independent composing, the teacher and students work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. Raimes (1983) states that brainstorming is an activity to produce words, phrases, ideas as rapidly as possible without concerning for appropriateness, order or accuracy. Moreover, drafting is the process of getting ideas on paper (Christenson, 2002:41).

The students contribute information and ideas, and the teacher write the generated text on the blackboard. The final draft provides a model for students to refer to when they work on their individual compositions.

5. Independent constructing

At this point students have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or provide consultation about the process. The writing task can be continued as a home work assignment.

6. Revising

Students eventually will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which would impart a sense of achievement and motivate the students to become better writers.

4.2.2 The Improvement of the Students' Writing Skill

To know whether or not the teaching and learning process was successful, there must be an improvement on students' writing skill. In this study, there has been a significant improvement on students writing skill compared with the teaching and learning process of writing before the process genre approach was implemented.

The findings of this research show that the students' skill in writing had improved significantly from one cycle to the following cycle. This can be seen from the results of each cycle. Before the action was implemented, the average score of the students writing was 6.1. After the first cycle had been implemented, the average score became 6.8. And the average score in the second cycle was 7.5. It means that the average score improve 0.7 in the first cycle and in the second cycle. The improvement of students score can be seen in Figure 4.2.

Since the mean score for every cycle show significant improvement and at the second cycle had met the criteria of success, the study can be stated as a successful piece of research.

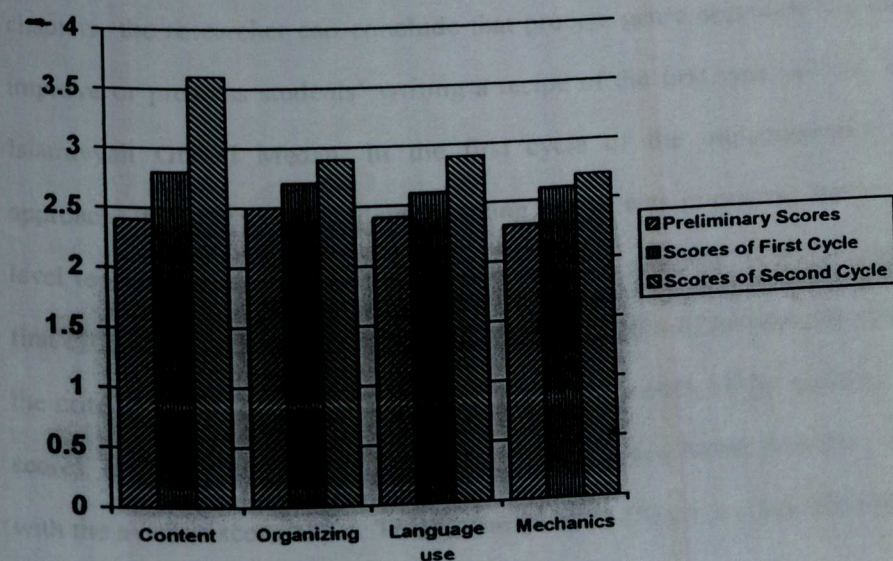


Figure 4.2 The Improvement of Students Scores

5.2 Suggestions

In accordance with the above conclusions, some suggestions are proposed to follow up the findings. The suggestions are addressed to the English teacher, the students and the future researcher.

Based on the effectiveness of the implementation of the process genre approach in teaching writing, it is suggested that the English teachers to apply the process genre approach, especially in teaching writing. Yet, the teachers should focus on the followings aspects: how to arrange the lesson plans, how to choose model texts, how to compose tasks, and allocation the time since more time is required when it comes to low achievers. Furthermore, the teachers should consider the principles of process genre approach so as to reach the expected outcome.

Beside, it is advisable for the teacher to give more and various tasks to the students. The tasks can be done at home as a homework or project if the time at school is limited. More and various tasks can enrich students' knowledge and make them be more trained.

To the future teacher-researchers, particularly those who are interested in applying process genre approach in their classroom research, it is suggested that they conduct classroom action research on the use of this approach in the teaching of writing of other genres or text types, for instance descriptive, narrative or recount.

Moreover, for the students are suggested that the implementing process genre approach will assist them to lessen their difficulties in writing classes.

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