



**IMPROVING STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT  
THROUGH THE PROCESS GENRE MODEL AT MTs AL- WASHLIYAH TEMBUNG**

**THESIS**

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## ABSTRACT

### ERLIDA YANTI.2018.IMPROVING STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT THROUGH THE PROCESS GENRE MODEL

**Keyword:** *Improving, Writing, Genre Model, Descriptive Text*

This research was aimed to find out whether the students' writing be improved by implementing Process Genre Model. The subject of this research was the second grade of MTs Al-Washliyah Tembung 2016/ 2017 Academic Years, which consist of 29 students.

This research was applied by classroom action research. The instruments for collecting data of this study was applied by using qualitative and quantitative data. The Qualitative data were taken from interview, observation sheet, diary notes, and documentation. The quantitative data were taken from the test. In the first writing test there was 14% (4 students) who got points of over 70. In the second writing test there was 59% (17 students) who got points over 70. It means that there was an improvement about 45%. In the third writing test there was 80% (23 students) got points over 70. There was an improvement about 21% from the second vocabulary test, and about 66% from the first writing test to the third one.

The finding of this research were that Process Genre Model can help the students improve their writing. By using this Process Genre Model, the score of the students in writing kept improving from the orientation-test until the second-test of Cycle II. It was proved by the data which showed that the mean of the students in the second-test (90.69) was higher than that of the first-test (70.52) and also higher than that of orientation-test (42.72).

Therefore, Process Genre Model improve the students' writing at school grade of MTs Al- Washliyah Tembung.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

English a global language sets the important role in English at school from elementary school until high school and even in university. From these fact, students are not only expected to speak English fluently but they also have to be able to fulfill four language skills: speaking, writing, reading, and listening. These four skills integrated and related to each other.<sup>1</sup> English is the most popular language in the world. In Indonesia, English has become the first foreign language which is taught from elementary level up to university. English is also intensively used in international communication, in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English.

Based on Education Unit Curriculum (KTSP), all skills in teaching and learning English that are integrated each other must be learnt and taught by both students and teacher. Writing is one of the four language skills which are very important to learn. In the first year of junior high school, the basic competence that should be achieved in writing English subject is having ability to develop and produce written simple functional in the recount text, narrative text, news items, procedure, and descriptive text (Depdiknas: Direktorat Pembinaan SMA, 2007 :11). Students are expected to comprehend the element of the text and be able to write certain types of text. One of texts introduced in this level is descriptive text.

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the four language skills which is very important to learn. As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. As **Jack C. Richard and Willy A. Renandya** said, "writing is the most difficult skill for second language learners to

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<sup>1</sup>Benson, Phill. 2001. *Teaching and Researching Autinomy in Language Learning*.

master.<sup>2</sup> The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. In the second year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text.

Based on the writer's experience in doing KKN at Junior High School, the students could not write well. The students found difficulties to write especially in writing descriptive text. Most of them had difficulties in conveying idea in writing. They didn't know what to write because they are lack of vocabularies and had difficulties to structure the sentences. The students did not know how to organize the idea and how to analyze a text for its context and purpose. They were also lack of motivation. The teacher's strategy made the students feel bored because the teaching strategy that was used by the teacher in learning process was still applied lecturing strategy. This strategy was not too effective because the teacher held the class dominantly and the student became inactive.

One of the alternatives models of teaching is the process genre model. This model is the combination of the process approach and genre based approach. Badger and Whitenas quoted by Yan (2005:20) states that this model 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. The process genre model consists of six steps they are: preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising. By applying this model the teacher can create an interesting way in learning writing.<sup>3</sup>

Based on the explanation above, the writer concludes that by using these steps, students writing achievement can be improved. The writer wants to conduct the research to know whether the process genre model can improve the students' writing achievement.

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<sup>2</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002)

<sup>3</sup>Badger, R. And White, G. (2000). *A process genre model for teaching writing*. *English Language Teaching Journal* 54, 2, pp. Available in <http://www.baleap.org.uk/pimreports/2002/heriotwatt/badger.html>

## **B. Identification of Study**

Below identification of study, they are is:

1. Student don't understand how to comprehend a writing material.
2. The media that was used not suitable.
3. Student only write the text word by word without comprehending.

## **C. The Scope of the Study**

This study limits to student's achievement writing skill especially writing descriptive text and the model is the process genre model.

## **D. The Problem of Study**

Based on the background of the study, the problem of the study is formulated as follows "How does the students' achievement in writing descriptive text by through the process genre model?"

## **E. The Objective of the Study**

The objective of the study is to find out whether the genre model significantly achievement students' writing descriptive achievement.

## **F. The Significances of the Study**

Finding of the study expected to be useful for:

- 1) The students can improve their writing achievement especially in writing descriptive text.
- 2) English teacher can improve their ability to conduct a better and an interesting model in teaching writing.
- 3) Other researchers who are interesting in doing research related to this study by using information related to getting to the intended data.<sup>4</sup>

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<sup>4</sup>Sudarwati, T. H. 2007. *Look Ahead an English Course 1*, Erlangga: Jakarta



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or term applied in the research concerned. The reader must have same perception on the concept of this study.

##### A.1 Students' Achievement in Writing

Achievement is setting a goal or the accomplishment of learning a difficult skill, or improving your skill through hard work accomplishing the desired goal. It is the act of achieving or performing a work, ability to demonstrate accomplishment of some outcome for which learning experience were designed, and a recognition granted to a learner when all required learning outcomes have been successfully demonstrate.<sup>5</sup>

Hornby (2000:11) explains that achievement is a thing done successfully, especially with afford and skill. Achievement concerns with what someone has actually learned whereas aptitude is the potential for learning something. It can be conclude that achievement is a success in reaching particular goal status or standard, especially by effort, skill, courage, etc.

Based on the explanation above, the writer conclude that students' achievement in the outcomes of students' success in finishing or gaining something through skill and hard work.

As then Holy Prophet Muhammad S.A.W. says:

طَلَبُ الْعِلْمِ كَالْعَنْفَرِ يُضَةُ مُسْلِمٍ وَمُسْلِمَةٍ

*The meaning: "Seeking for knowledge is obliged for every man and woman of Islam.*

*(H.R. Ibnu Abdul Bar)*

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<sup>5</sup>Hyland, Ken. 2002. *Teaching and Researching Writing*. London: Pearsoneducation Limited

## **A.2 Writing Descriptive Text**

Take some time to think about the differences between a short and long conversation that you have had with someone about a specific event. Chances are that you could almost picture yourself being there now. Or, think about getting directions from friends. If you were invited to a party, would you prefer the directions that just said, 'By the school' or would you prefer detailed directions that provide specific streets? Description is an important part of daily life and has an even bigger role in writing.<sup>6</sup>

Descriptive writing text is a literary device in which the author uses details to paint a picture with their words. This process will provide readers with descriptions of people, places, objects, and events through the use of suitable details. The author will also use descriptive writing text to create sensory details as a means of enhancing the reading experience. If done effectively, the reader will be able to draw a connection through the use of sensory details that include seeing, hearing, smelling, touching, and tasting. These techniques will assist you in becoming not only a better writer, but will also make your writing more engaging for readers.

## **A.3 Writing**

Erika Linderman (1988) states that writing was a process of communication which uses conventional systems to convey the meaning to the receiver. The expression of ideas, thoughts in the form of written form to communication is the goal of writing.

According to Halliday and Numan (1999) writing emerged in societies as a result of cultural changes that created new communication needs. Halliday suggests that the written language is used for action, information, and entertainment.

However, Mc.Crimmon (1984:23) states that writing is a way of communicating a message to a reader for a purpose. Purposes for writing, though varied can be organized into four major groups to

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<sup>6</sup>Sanggam Siahaan and Kisno Shionada, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu

express yourself. To provide information for your reader, to persuade your reader and to create a literary work.

Writing is one way of making meaning from experiences for ourselves and for other. So, writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfyingly of thought and feelings.<sup>7</sup>

Writing convey the writer's thought in the written form. Writing process is the stage writer goes through in order to produce something in its final written form. Writing is also process of self discovering who you are and what you think. In the process of writing, people give full shape to their thoughts, their feelings and even their value.

Writing is the expression of language in form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. Then writing can be formed on the wall of a cave, a piece of paper, or a computer screen.

Writing is one way of making meaning from experiences for ourselves and for other. So, writing serves as the most available and the most compelling way because the outcome, visible language, is a satisfyingly of thought and feelings.

Allah said in Qur'an in Al-alaq Verse 4-5:

عَلَّمَ لِمَمَّا الْإِنْسَانَ يَعْزَمُ (٥)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

*The meaning: "Who was taught (the writing) by the pen. He has taught man that which he doesn't know (Q.S Al-Alaq)"<sup>8</sup>*

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<sup>7</sup>Harmer, Jeremy, 2003. *How to Teach Writing*. England: Pearson Education Limited

<sup>8</sup>QS. Al- Alaq: 4-5

Based explanation above. It can be concluded that writing is a way of communication to convey a message, ideas, thoughts, impression, and feeling in written form. Writing should be organized effectively and include aspects such as ideas, word choice, grammar, content and coherent.

Allah said in Qur'an Al-Qalam Verse 1:

ن. وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

*The meaning: "Nun, by the pen and what he writes (Q.S Al-Qalam: 1)*

As started before that writing is a skill, the skill of writing itself include five general components or main idea namely:

1. Language use: the ability to write correct and appropriate sentences.
2. Mechanical skills: the ability to use correctly those conventions peculiar to written language, e.g. punctuation and spelling.
3. Treatment of content: the ability to think creatively and develop thoughts including all the relevant information.
4. Stylistic skill: the ability to manipulate sentences and paragraph and use language effectively.
5. Judgment skills: the ability to write in a appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and other relevant information.

#### **A.4 Descriptive Text**

Descriptive text has functional to describe something in detail in order to enable the readers to see, hear, feel and touch in directly or involve themselves in the event. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and review a particular person, place or thing. According to Martin in Grabe and Kaplan (1996) The purpose in descriptive writing is to engage a reader's attention, to create characters to set a mood or create an atmosphere, to bring writing to life, and also to help a writer develop an aspect of their work, for example to create

particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.<sup>9</sup>

In descriptive text, there are several things that should be understood as the following:

1. Social function

The social function of writing descriptive is to describe the particular person, place, thing or animal.

2. Generic structure

As Gerot (1994) writes, the generic structure of descriptive text are:

- a. Identification, which identifies phenomenon that will be described.
- b. Description, which describe about part, qualities or characteristic of something or someone in detail.

3. Grammatical features

The following are several grammatical features of descriptive writing according to Knapp and Watkins:

- a. In descriptive text, the present tense is predominantly used. The past tense is used to describe something in the past.
- a. The use of action verbs are needed in describing especially for describing behaviors.
- b. When describing feeling, mental verbs are used adjective, adverb, and adverbial phrase are used most often.

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

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<sup>9</sup>Pardiyono, 2007. *Pasti bisa teaching genre based writing*, Yogyakarta: Penerbit Andi

Descriptive or etimologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person, in order to have visual appearance of the object described.<sup>10</sup> A descriptive text is a text that describes the feature of someone, something, or a certain place.<sup>11</sup> Descriptive makes for diversity six sections that follow vary as the distinctive styles and perspective of their authors.

### **A.5 Process Genre Model**

The process genre model is the synthesis of the process approach and genre based approach. The process approach identifies four stages in writing: (1) prewriting, (2) composing/ drafting, (3) revising, and (4) editing. 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 paragraph. An important element of the process approach is the meaningfulness it brings to learners, who make a personal connection to the topic and to the processes they follow when writing about it.

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 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.<sup>12</sup>

However, in genre based approach explain different types of written texts. As Nunan (1999: 280) explains, 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 perceive the differences in structure and form and apply what they learn to their own

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<sup>10</sup>I Wy Dirgeyasa, (2014), *Writing a Genre Based Perspective*, Medan: UNIMED Press

<sup>11</sup>Artoto, Masduki and M. Sukirman Djusma, (2008), *English in Focus*, Jakarta: Pusat Pembinaan Departement Pendidikan Nasional

<sup>12</sup>Badger, R. And White, G. (2000). *A process genre model for teaching writing. English Language Teaching Journal* 54, 2, pp. Available in

writing.<sup>13</sup> According to Yan (2005:20) the genre based approach to writing consists of three phases: (1) the target genre is modeled for the students, (2) a text is jointly constructed by the teacher and students, and (3) a text is independently constructed by each student.

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

The process genre 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 develops students' awareness of different text types and of the composing process.

The teaching procedure for the process genre model is divided into six steps, they are:

### **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 a narrative text to amuse or entertain the reader. This activates the schemata and allows students to anticipate the structural features of this genre.

### **2. Modeling And Reinforcing**

In this step, the teacher introduces a model of the genre and lets students consider the social purpose of the text, including who the audience will be. For example, the purpose of descriptive text is to describe a particular thing, person or place. Next, the teacher discusses how the text is structured

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<sup>13</sup>Nunan, David. 1992. *Research Method in Language Learning* New York: Cambridge University.

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 a particular genre.<sup>14</sup>

### **3. Planning**

In this step, many meaningful activities activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. 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 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, revising. The students contribute information and ideas, and the teacher writes 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 genre. They then 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 consult about the process.

### **6. Revising**

Students eventually will have a draft that will undergo final revision and editing. 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' works, which will impart a sense of achievement and motivate the students to become better writers.

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<sup>14</sup>Kim, Miyoung. 2005. *Genre-Based approach to teaching writing*<http://www.google.com>



## A.6 Genre

Genre is a term of grouping texts together, representing how writers typically use language to respond to recurring situation. Every genre has a number of features which make it different to other genres. Each have a specific purpose, an overall structure, specific linguistic features and is shared by members of the culture. For many people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts of situation in which they occur.

## A.7 Genre Model

As a student prepares to write, they need to think about the purpose of their writing, are they writing to entertain? To inform? To persuade? Setting the purpose for writing is just as important as setting the purpose for reading, because purpose influences decisions students make about form.<sup>15</sup>

One of the most important considerations is the genre or form writing will take: a story, a letter, a poem, an essay. A writing activity could be handled in any one of these ways. Students learn to use a variety of writing genres, six are described in the table below. Through reading and writing, students become knowledgeable about these genres and how they are structured (Donovan and Smolkin, 2002). Langer (1985) found that by third grade, students respond in distinctly different ways to story- and report-writing assignments, they organize the writing differently and include varied kinds of information and elaboration.

In Educational Unit Curriculum (KTSP:2007) there are twelve genres that are taught in Senior High School, they are:

1. Narrative has a function to amuse, entertain and to deal with actual or vicarious experiences in different ways: narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.
2. Recount has function to retell events for the purpose of informing or entertaining.

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<sup>15</sup>James Turnbull, (2007), *Pulling Strings With Genre Model: Configuration Management Made Easy*, Firs Press

3. Procedure has function to describe how something is accomplished through a sequence of actions or steps.
4. Descriptive has function to describe a particular person, place or thing.
5. News item has function on inform readers, listener', or viewers, about events of the day, which are considered newsworthy or important.
6. Reports has function to describe the way thing are with reference to a range of natural man made and social phenomena in environment.
7. Analytical exposition has function to persuade the reader or listener that something the case.
8. Spoof has function to tell an event with a humorous twist and entertain the readers.
9. Hortatory exposition has function to persuade the redaer or listener that something should or should not be the case.
10. Explanation has function to explain the processes involved in the formation or working of natural or sociocultural phenomena.
11. Discussion has function to present information and opinions issues in more one side of an issue.
12. Review has function to comment on an artwork, even for a public audience. Such works of art movies, TV shows, books, plays, operas, recording, exhibitions, concert, and ballets.<sup>16</sup>

## **B. Conceptual Framework**

Writing is very complex activity in writing, the students must be able to express the meaning of short functional text and essay text in the recount text, narrative text, news items, procedures, and descriptive text Writing should be organized effectively and include aspects such as content,

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<sup>16</sup>Nordin, S. And Muhammad, N. 2005, *The best of two approaches: Processing/genre based approach to teaching writing*. Hhttp://www.google.com

organization, vocabulary use, grammatical use and mechanical consideration such as spelling and punctuation. The problem is students find difficulties in writing especially in descriptive writing. They do not know what they are going to write because they are lack of ideas. The students also do not know how to organize the idea and how to analyze a text for its context and purpose.

In order to solve the students' problem in writing, the teachers need to use appropriate model. One of the appropriate models in teaching writing is the process genre model.

The process genre model is the combination of process genre approach and genre based approach. This approach consist of six stage, they are: (1 preparation), (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, (6) revising. By using this model the students are allow to study the relationship between purpose and form for particular genre as the recursive process of prewriting, drafting, revising, and editing. For the teacher, using this model will make them be easier to teach writing, so that the students' writing achievement will be improved significantly.<sup>17</sup>

### **C. Advantages and Disadvantages of Genre Model**

There are some advantages and disadvantage of genre model.

#### **Advantages:**

Below, the advantages of genre model. They are:

- a. Students generally appreciate the models or examples showing specifically what they have to do linguistically.
- b. Studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose.

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<sup>17</sup>Nordin, S. And Muhammad, N. 2005, *The best of two approaches: Processing/genre based approach to teaching writing*. [Http://www.google.com](http://www.google.com)

- c. Brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them.
- d. The prior knowledge will make it easier for students to produce acceptable structures in their writing tasks.
- e. An assigned genre seems to serve as an influential tool for both the learning and teaching of writing (for both students and teacher).
- f. The genre approach encourages students to participate in the world around them, to comprehend writing as a tool that they can utilize, and to realize how writers manage content to promote logical organization.
- g. It also allows students to become more flexible in their thinking and eventually to realize how authors organize their writing.

**Disadvantages :**

Below, disadvantages of genre model. They are:

- a. In order to master the written genres, students need direct instruction; genre forms should therefore be explicitly taught through the analytic study of models, the learning of genre elements and their sequencing, and the collaborative then solo production of exemplars. And added that explicit, teacher-directed pedagogy is particularly important.
- b. The genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts.
- c. Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two concerns about the genre approach.
- d. The genre approach not only places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts' true messages due to the targeted aspects of the specified genre.
- e. If teachers spend class time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive.

- f. The genre approach is blamed for limiting learners' creative thoughts about content and is criticized in that it overlooks natural processes of learning and learners' creativity

#### **D. Related Studies**

Below, the related of study:

1. Hartini, Improving Students' Achievement in Writing Descriptivv Text by Applying Thematic Discussion. UNIMED. This study attempted to improving students' achievement in descriptive text by applying Thematic Discussion. This study was conducted by using classroom action research. The subject of the research was class VII-2 SMP Swasta Budisatrya Medan which consisted of 36 students. The research was conducted in two cycle' each cycle consisted for four meeting. The instrument for collecting data were quantitative data (writing test) and qualitative data (observation sheet, questionnaire sheet, and diary notes). Based on writing scores, students' score kept improving in every test and based on observation sheet, questionnaire sheet and diary notes, it was found that teaching-learning process ran well. Students were active, enthusiastic, and intersted in writing. The result showed that Thematic Discussion technique significantly imvroved students' achievement in descriptive writing.
2. Yuli Yenti, Eliye. Improving Students' Ahievement in Writing Descriptive Text through Mind Mapping technique. UNIMED. This study aims to improve students' achievement in writing descriptive text through Mapping technique. This study was conducted by using classroom action research. The subject of the research was class VIII-1 SMP Negeri 3 Tanjung Beringin which consisted of 30 student. The researc was conducted in two cycles and every cycle consisted of three meetings. The instrumens of collecting data were quantitative (writing test) and qualitative data (diary notes, observation sheet, and interview sheet).

Based on the writing test scores, students' score kept improving in every test. In the orientation test the mean score was 60.46, in the first cycle, the mean score of the competence score was 67.5, in the second cycle, the mean of the competence score was 74.06. Bsed on the

diary notes, observation sheet, and interview sheet, it was found that teaching learning process ran well. Students were active. Enthusiastic, and interested in writing. The result of the research showed that Mind Mapping Technique could improve students' achievement in writing descriptive text.

3. Purnama Ika, improving students' achievement in writing descriptive text by using Clustering technique. UNIMED. This study focuses on the improvement of students' achievement on writing descriptive text by using Clustering Technique. The main objective of this study is to know whether clustering technique could significantly improve students' achievement in writing descriptive text. It was conducted by applying classroom action research which consisted two cycles in six meetings, every meeting consisted of four phases. The subject of this study was second grade students of SMA Perguruan Sumatera Tanjung Morawa. The total of the students was 29. The instruments for collecting data were writing test for quantitative data and diary note, observation sheet, questionnaire sheet for qualitative data. Based on the students test, the students' score was improved in every test. In test I. the mean score was 59,41. In the test II, the mean score was 69, 65. In the test III, the mean score of the students was 78, 17, the using clustering technique in every test tends to be more effective. So, the mean of test improves and gets better.

## CHAPTER III

### THE RESEARCH METHOD

#### A. Research Design

This study apply classroom action research sa aim to developing innovative instructional strategy or technique can help enhance the succes in students' learning English. The technique that will be used in genre model technique to improve the students' achievement in writing descriptive text. In the classroom, the writer find the problem namely the students' can produce descriptive text. To overcome the problem, the writer used classroom action research because the writer found the problem from the classroom and solved the problem throught the process genre model the technique in classroom.

Wallace (1998: 1) defined action research as the systematic collection and analysis of data relating to the improvement of some area of professional practice. It is often considered the most accessible form of research for teacher because is goal is the solution of problems encountered in everyday practice.<sup>18</sup>

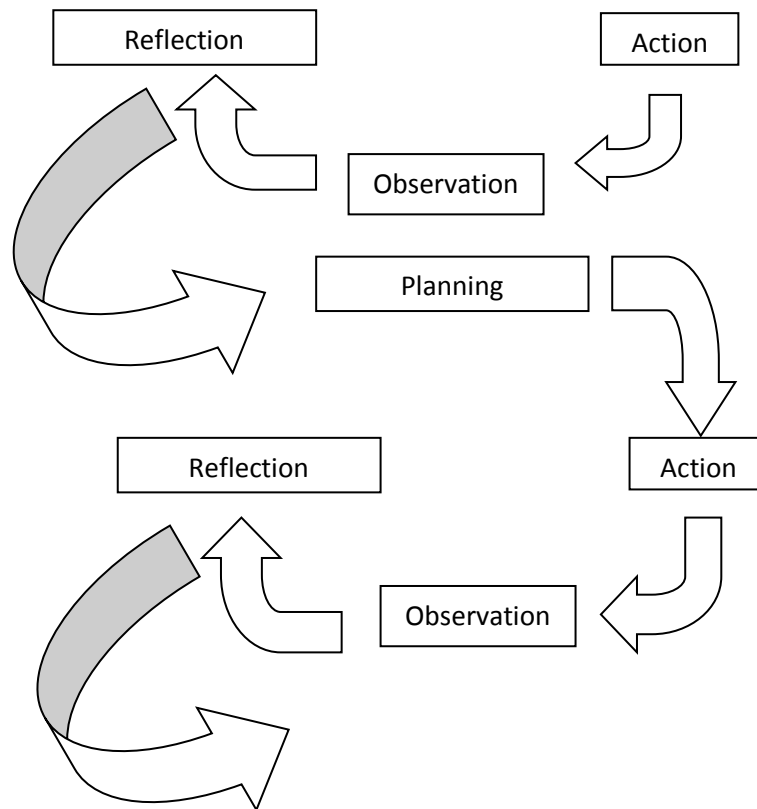
Action research is the name given a series of procedures teachers can engage in, either because they wish ti improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures (Harmer, 2003). Action research is a reflective process of progressive problem solving led by individuals working with others team or as part of a “community of practice” to improve the way address issues and solve problems.<sup>19</sup>

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<sup>18</sup>Wallace, Michael J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press

<sup>19</sup>Harmer, Jeremy, 2003. *How to Teach Writing*. England: Pearson Education Limited

Stephen Kemmis (1988) has developed a simple model of the cyclical nature of the typical action research process. Each cycle has four steps: planning, action, observation, reflection. The four stages in action research can be seen as the following figure:



## **B. Subject and Participants of Research**

The subject of this research will be doing in junior high school of MTs Alwashliyah Tembung. The sample of this research will in class VIII. The number of the students of that class will 30 students. The writer choose this class because the students' skill in writing descriptive text is still needed to be improved.

## **C. The Instruments for Collecting Data**

The data of this reserch will be collected by using the qualitative and the quantitative data. It means that the writer intended to apply qualitative and quantitative approach. Wallace (1998:38)



states that quantitative data is broadly used to describe what can be measured or counted and therefore be considered objective. In quantitative, the writer conducted the test.<sup>20</sup> The students were tested by asking them to write a descriptive text based on the topic given. The writing was limited on 50-100 words and the time given was 45 minute.

The qualitative approach should be used to describe the situation during the teaching learning process. The qualitative data should be gathered through test, observation sheet and interview sheet. The writer used observation sheet and interview sheet to get the result of the observation. Observation list used to identify all the condition that happened during the teaching and learning process while interview sheet will be used to know the feeling, the problem and the other condition of the students.

#### **D. Procedure of Research**

The procedure of this research will be conducted within two cycles. Each cycle consisted of three meeting. Each meeting include in four stages namely; planning, action, observation and reflection. The stages were:

##### **D.1 Cycle 1**

In this cycle, the students ability in writing descriptive text will be measured and their problems in writing should analyzed.

##### **a) Planning**

- 1) Planning will be the arrangement for doing something in planning, it should be considered everything that should be related to the action that had been done and it also prepared everything that was needed in teaching and learning process. There were many activities that have been done in planning.

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<sup>20</sup>Wallace, Michael J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press

- 2) Prepared lessons plan for three meeting. The lesson plan consisted of the steps of the process genre model (preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising). (See in appendix 1)
- 3) Prepared the teaching material of descriptive writing in appendix 1.
- 4) Prepared the instrument for collecting the data such as; test (see in appendix 2), observation sheet (see in appendix 5) and interview sheet (see in appendix 4).
- 5) Prepared media that would be needed while doing the research in appendix 1.
- 6) Conducted an orientation test as the instrument to know students' basic skill in writing before giving the treatment.
- 7) Interviewed the students to obtain their comment about writing and the problems could be predicted. (see in appendix 4).

**b) Action**

Action will be the process. It was implementation of planning. So, in this phase, everything that had been planned was done. There will many activities in action, they are:

- 1) Explanation the procedure of the process genre model as model to learn about descriptive writing.
- 2) The writer will give the students a topic and define the situation (preparation).
- 3) The students will think about the procedure of process genre model.
- 4) Introducing a model text and let the students considered the social function, generic structure, and significant grammatical features (modeling and reinforcing)
- 5) Giving a brainstorming and discussing about a topic that related to the students experience (planning).
- 6) The writer and the students work together to write a descriptive text by using the writing process of brainstorming, drafting, and revising (joint constructing).
- 7) Asking the students to write a descriptive text and the writer would help the students to clarify or consult about the writing process (independent constructing).
- 8) Asking the students to check and revise the text with fellow students (revising).

9) Publishing the best text in the classroom to motivate the students became the better writer.

**Table A.1**

**The Scenario of Activities using The Process Genre Model**

Steps	Teachers' Activities	Students' Activities
Pre-Activity	<ul style="list-style-type: none"> <li>• The teacher gives the motivation to the students.</li> <li>• The teacher explains</li> <li>• the goal of the lesson today.</li> </ul>	<ul style="list-style-type: none"> <li>• The students listen to the teacher's motivation.</li> <li>• The students listen to the teacher's explanation.</li> </ul>
Main Activities	<ul style="list-style-type: none"> <li>• The teacher constructs the students mind and knowledge from the basic knowledge by asking the students' experiences that related to descriptive text.</li> <li>• The teacher gives opportunity to the students to find out the knowledge, skill or information before the teacher start to</li> </ul>	<ul style="list-style-type: none"> <li>• The students respond to the teacher's construction about their experience.</li> <li>• The students respond to the teacher that they have opportunity to find out knowledge.</li> <li>• The students respond to the</li> </ul>

	<p>explains.</p> <ul style="list-style-type: none"> <li>• The teacher gives some questions to encourage the students' thinking ability.</li> <li>• The teacher explain about descriptive text and its generic structure.</li> <li>• The teacher gives an example of descriptive text orally and shows the perocess genre model.</li> <li>• The teacher asks the students to give questions about something unclear.</li> <li>• The teacher pairs two students.</li> <li>• The teacher provides the general introduction about the story.</li> </ul>	<p>teacher's question.</p> <ul style="list-style-type: none"> <li>• The students listen to the teacher's explanation.</li> <li>• The students listen to the teacher's explanation.</li> <li>• The students give question to the teacher about something unclear about the explanation.</li> <li>• The students involve in a group of pair.</li> <li>• The students listen to the general introduction about the story.</li> <li>• The students receive the half two section of the story from the teacher.</li> <li>• The students read</li> </ul>
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	<ul style="list-style-type: none"> <li>• The teacher divides the text/story in to two section. The first half of the story is given to one students in pair and the second half to the other one.</li> <li>• The teacher instructs the students to exchange their key concept list to their own partner.</li> <li>• The teacher asks the students to develop and write their own version by reflect on the list of clues and relate them to the story part they have read.</li> <li>• The teacher gives the oral test to the students to tell the class about their own complete version of</li> </ul>	<p>their own section.</p> <ul style="list-style-type: none"> <li>• The students exchange their own key.</li> <li>• The students concepted the list to their own partner.</li> <li>• The students perform an oral test by proces genre model the class about their own complete story on front of the class.</li> </ul>
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	the story in front of the class.	
Closing	<ul style="list-style-type: none"> <li>The teacher asks the students some questions about the lesson.</li> </ul>	The students respond to the teacher's questions.

### c) Observation

Observation will be done when the action was applied in the classroom. In this study, the used observation sheet, interview sheet, questionnaire sheet, and test. The writer and a collaborator did the observation. Observation should be proposed to find out information of action, such as the students' attitude, all the process and atmosphere of learning writing through the process genre model.

- 1) Many students were still confused about the procedure of the process genre model.
- 2) Some students did not know what descriptive text is.
- 3) Some students can not identify the generic structure of the text.
- 4) Some students made noisy in teaching learning process.
- 5) Some students did not know how to revise their friends' text.

### d) Reflection

Reflection is the feedback process from the action that has been done. It is very necessary to help the writer to make decisions for what to do and what to revise. From the result of the observation, the problem that existed, the causes of the problem are analyzed.

- 1) Many students will still confused about procedure of the process genre model.
- 2) Some students still have problem in writing descriptive, Some of them could not organize their idea.
- 3) Many students will not active in doing the task, even some of them made noisy when teaching learning process because they had no idea to write.
- 4) Some students will not know how to revise their frienfs' text.<sup>21</sup>

## **D.2 Cycle II**

Based on the reflection in cycle I, it was needed to conduct cycle II. This cycle focused on in solving the problems that will be found in cycle I, Some of the students still have problem in writing descriptive text. So, the writer would explain about descriptive text and the application of the process genre model more detail and slowly.

### **a) Planning**

Based on the reflection that was done in cycle I, the writer arranged planning:

- 1) Prepared lesson plan for three meetings, The lesson plan consisted of the steps of the process genre model.
- 2) Prepared the teaching material of descriptive writing.
- 3) The students were taught about the procedure of procell genre model more detail and slowly.
- 4) Prepared the indtrument for collecting the data such as; diary notes, observation sheet and interview sheet.
- 5) In the cycle I, there are some students made noisy in class, so the writer planned to control them more. It should be planned the writer would move around the class and would do more interaction to students in order to make them more active.

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<sup>21</sup>Frith. James. 2004. *A process genre approach to writing transactional letters.*

- 6) In cycle I, some students are hard to start writing, so the writer gave motivation to the students in writing.
- 7) Prepared writing test.

**b) Action**

- 1) Explaining the descriptive text by giving its definition. The writer explained about the social function, generic structure, and grammatical features.
- 2) Introducing a model text and let the students consider the social function, generic structure, and significant grammatical features.
- 3) Preparing the media that would be used in teaching learning process (providing situation).
- 4) The writer choose the suitable media for the students in order to make them interest in writing.
- 5) Introducing a model text and let the students considered the social function, generic structure, and significant grammatical features (modeling and reinforcing).
- 6) Giving a brainstorming and discussing about a topic that related to the students experience (planning).
- 7) The writer and the students worked together to write a descriptive text by using the writing process of brainstorming, drafting, and revising (joint constructing).
- 8) Asking the students to write a descriptive text and the writer would help the students to clarify or consult about the writing process (independent constructing).
- 9) Asking the students to check and revise the text with fellow students (revising).
- 10) Publishing the best text in the classroom to motivate the students became the better writes.

**c) Observation**

Based on the data from the observation sheet, the teacher could improve her ability in applying the project method in teaching procedure writing.

- 1) Most of students were not confused anymore.
- 2) The writer gave good motivation to the students, so they had spirit in teaching learning process.



- 3) The students that will difficult in identifying generic structure were better in building sentence.
- 4) Many students were active in doing the task.
- 5) In the end of cycle II, the writer did interview to some students. The interview was done to know their opinion about the process genre model and to know their improvement.

#### **d) Reflection**

Based on the observation, the writer found the result of reflection as follow:

- 1) Most of students were not cofused anymore
- 2) Most of students could identify the generic structure of descriptive text.
- 3) The students were more serious and active in doing task.
- 4) Most osf students had been able to control their voice.
- 5) The teacher moved around the class during the task and made interaction to the students.

Based on the reflection, it was found that the students' problem in writing will be improved, it proved by the observation that had been connducted.

Based on the students writing scores in the cycle II, it will be found that students' writing achievement in cycle II was better than in cycle I. The scores showed the improvement in students' writing, most of them achieves the standard score. So, it was not needed to do the next cycle. The research finished on this cycle.

#### **E. Technique of Collecting Data**

The research is the Classroom Action research carried out by following the procedures of research which includes planning, acting, observating, and reflecting. All forms of these activities take place respectively in the form of cycles. The research should be done by collaborating which teachers in this study, the data will be collected by qualitative and quantitative approach.

## **E.1 Qualitative Data**

Qualitative data describes the condition, situation, and responses of the students in teaching-learning process. In this qualitative data, the researcher, uses observation, interview, and questionnaire.

### 1) Observation

The observation will be conducted to discover valuable information related to the teaching and learning process. The observation will be given is observation sheet and also lesson plan. The information here is related to the students' in during the lesson, the students' understanding of the given materials, the technique and method used by the teacher.

### 2) Questionnaire

The researcher will give questionnaire to the students before and after action. The interview is attached in appendix 4. The questionnaire will be used to collect data by using contact with the students and the teacher will give questionnaire is attached in appendix 3.

### 3) Interview

The researcher will interview the students before and after action. The interview will be used to collect data by using contact with the students and the teacher will give interview for students. The interview is attached in appendix 4.

## **E.2 Quantitative Data**

Quantitative data is to describe what can be counted or measured and can be considered in objective way. Quantitative data were obtained through test.

Documentation of the quantitative data will be gained through test. I will used to evaluate the action and the improvement from the students in writing class. The data will be gained in the form of pre-test, cycle 1, cycle 2, and post-test. The tes in attached appendix 2.

## F. The Technique of Data Analysis

### F.1 Quantitative :

This study applies quantitative and qualitative approach. Wallace (1998:38) states that quantitative data is broadly used to describe what can be measured or counted and therefore be considered objective. The quantitative data is found by analyzing the score of students.<sup>22</sup> To know the development of the students' score for each cycle, the mean of the students' test are computed by applying the following formula:

$$\bar{x} = \frac{\sum x}{n} \times 100\%$$

Where

$\bar{x}$  = mean

x = individual score

n = number of students

To categorize the students who are competent to write a descriptive text, the following formula is applied:

Where

$$P = \frac{F}{N} \times 100$$

P = the class percentage

F = total percentage score

N = number of students

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<sup>22</sup>Wallace, Michael J. 1998. *Action Research for Language Teachers*. Cambridge: Cambridge University Press

## **F.2 Qualitative :**

Qualitative data is used to describe data which are not measurable to being counted in an objective way and subjective (Wallace 1998:38). The qualitative data is analyzed from observation sheet and interview sheet.

The data qualitative were taken from questionnaire sheet, observation sheet and diary note. The observation sheet was provided by the writer. It was filled by the collaborator by observing the teacher proficiency in some aspect during the teaching learning process in the class. The observation sheet was the reflection of how the teaching and learning have been done in the class. The diary contents comment about the teaching learning process. Questionnaire sheet is provided by the writer to know how far chain story technique helped the students in understanding descriptive text.

According to Heaton (1988:146), there are five components in scoring writing test such as content, organization, language use, vocabulary and mechanical skill. Hughes in Hughes (2003:104) also propose five components in testing writing. The components are content, organization, vocabulary, language use, and mechanics.<sup>23</sup>

In evaluating the students' improvement in writing descriptive the writer will simplify the scoring writing. The writer will use 4 components. The components are identification, description, grammar, and vocabulary. Each of them has their own highest score. The highest score for identification is 30, description is 30, grammar is 20, and vocabulary is 20. Therefore, the total score will be 100 point. To be clear, the component will be shown in following.<sup>24</sup>

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<sup>23</sup>Hughes, Arthur. 2003. *Testing For Language Teaching*. Cambridge: Cambridge University Press

<sup>24</sup>Kroll, B. (2006). *Second Language Writing: Research Insights For The Classroom*. Cambridge University Press, Cambridge.

## G. The Indicator of Success

Here are indicators of success of the students' writing:

Table 3.A

The indicator of students' success<sup>25</sup>

No	Criteria	Indicator	Score	Score Maximum
1	Identification	- Introduce the object clearly	15	30
		- The complex sentence	15	
2	Description	- Complete in elaborating	15	30
		- The complex sentence	15	
3	Grammar	- Using simple tense	10	20
		- Using adjective	5	
		- Good in sentence building	5	
4	Vocabulary	- Using English word in common	10	20
		- Good in translation	5	
		- Using appropriate words	5	
Total				100

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<sup>25</sup> Suherli Kusmana, 2014, Kreativitas Menulis, Ombak, p.65

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. The Presentation of the Data

The data in this research was taken from Diary Notes, Interview, Observation sheet, Document and Writing Test (The Process Genre Model). To collect the data, the researcher did the observation in the classroom by interviewing the teacher and the students. Then, the researcher consulted with the teacher about what they would do.

The main focus in this research was actions which were done in two cycles. Every cycle had four phases covered planning, action, observation, and reflection. This research was done only to one class; the class was chosen is VIII-2 which consisted of 29 students. They were never absent during the writer conducting the research from the first research until the last meeting.

#### A.1 The Quantitative Data

The quantitative data were taken from the result of writing test. The test was still relevant with the topic which has been discussed of each cycle in the classroom. The writing test was carried out in two cycles. In two cycles, the researcher conducted six meetings. The writing test was given to the students at the end of each cycle. The result of students' score could be seen in the following table.

##### a. Pre-Test

The quantitative data were taken from the result of writing test. The test was still relevant with the topic which has been discussed of each cycle in the classroom. The writing test was carried out in two cycles. In two cycles, I conducted four meetings. The writing test was given to the students at the end of each cycle. Then in order to know about how far the students' achievements in writing descriptive text, I gave pre-test to the students. Pre-test was given to the students in the first meeting. It was conducted on Tuesday, 28<sup>th</sup> of February

2017. In pre-test, the students assigned to arrange descriptive text at least consisting of fourteen numbers. The result can be seen as follow:

**Table A.1**  
**The Score of the Students in Pre- Test**

No.	The Initial of the Students' Name	Score
1.	AY	36
2.	AFRN	43
3.	ART	43
4.	ASN	43
5.	DMD	57
6.	DSAN	29
7.	EY	<b>70*</b>
8.	FHA	<b>70*</b>
9.	FHU	21
10.	IHH	<b>70*</b>
11.	MA	36
12.	MS	29
13.	NPR	50
14.	PSR	56
15.	PR	43
16.	RKA	29
17.	RPS	36
18.	RWP	36
19.	SHM	36
20.	SD	50
21.	SA	50
22.	SZN	21
23.	SFS	21
24.	SAFN	29
25.	SAP	50
26.	SHN	<b>70*</b>
27.	TAF	36
28.	WW	29
29.	YRS	50
Total $\sum(X)$		1.239

**\*: The students who passed KKM (70)**

To get the result of pre-test, firstly, I calculated the mean score such following:

$$X = \frac{\sum X}{N} \qquad X = \frac{1.239}{29} = 42.72$$

**b. Post-Test I (Cycle I)**

In the second meeting, the students were asked to make a text using The Process Genre Model. The result can be seen follow:

**Table A.2**  
**The Score of the Students in Post- Test I**

<b>No.</b>	<b>The Initial of the Students' Name</b>	<b>Score</b>
1.	AY	<b>85*</b>
2.	AFRN	<b>85*</b>
3.	ART	50
4.	ASN	<b>80*</b>
5.	DMD	<b>75*</b>
6.	DSAN	<b>80*</b>
7.	EY	<b>85*</b>
8.	FHA	65
9.	FHU	<b>80*</b>
10.	IHH	<b>75*</b>
11.	MA	65
12.	MS	<b>80*</b>
13.	NPR	<b>85*</b>
14.	PSR	<b>85*</b>
15.	PR	65
16.	SHM	<b>75*</b>
17.	RKA	50
18.	RPS	50
19.	RWP	50
20.	SD	65
21.	SA	<b>80*</b>
22.	SZN	<b>75*</b>
23.	SAFN	<b>80*</b>
24.	SAP	65
25.	SHN	<b>75*</b>
26.	TAF	<b>75*</b>
27.	SFS	50
28.	WW	50
29.	YRS	65
Total $\sum(X)$		2.045



In the second writing test (in the Post-Test cycle I), the total score of the students was 2.045 and the number of the students who followed for this test was 29, so the mean of the students' score in Post- Test cycle I, was:

$$X = \frac{\sum X}{N} \qquad X = \frac{2.045}{29} = 70.52$$

The data showed that the mean score of post-test I was 70.52. There were only seventeen students who got the score above the Criteria for Minimum Achievement (KKM). Even though, it is still needed more improvement.

### c. Post-Test II (Cycle II)

After giving the treatment in the second cycle, the achievement of the students in writing descriptive text was increased 23students got the competency and reached the indicator in writing descriptive text. The students result can be seen as follow:

**Table A.3**  
**The Score of the Students in Post- Test II**

No.	The Initial of the Students' Name	Score
1.	AY	100*
2.	AFRN	100*
3.	ART	60
4.	ASN	100*
5.	DMD	100*
6.	DSAN	100*
7.	EY	100*
8.	FHA	95*
9.	FHU	100*
10.	IHH	100*
11.	MA	95*
12.	MS	100*
13.	NPR	100*
14.	PSR	100*
15.	PR	95*
16.	RKA	60
17.	RPS	60

18.	RWP	60
19.	SHM	<b>100*</b>
20.	SD	<b>95*</b>
21.	SA	<b>100*</b>
22.	SZN	<b>100*</b>
23.	SFS	60
24.	SAFN	<b>100*</b>
25.	SAP	<b>95*</b>
36.	SHN	<b>100*</b>
27.	TAF	<b>100*</b>
28.	WW	60
29.	YRS	<b>95*</b>
Total $\sum(X)$		2.630

The calculation of the mean of students score in writing post-test II gained 90.69 It was derived from:

$$X = \frac{\sum X}{N} \qquad X = \frac{2.630}{29} = 90.69$$

It can be concluded that the students' writing through The Process Genre Model had improved from 42.72 to 90.69. The students were said master the lesson if they got score over 70. The percentage of the students who got score over 70 also showed the improvement. It is seen from the students' score from the first meeting to the last meeting.

**Table A.4**  
**The Students' Score in the Three Writing Tests**

No	The Initial of the Students' Name	Pre-Test	Post Test Cycle I	Post Test Cycle II
1.	AY	36	<b>85*</b>	<b>100*</b>
2.	AFRN	43	<b>85*</b>	<b>100*</b>
3.	ART	43	50	60
4.	ASN	57	<b>80*</b>	<b>100*</b>
5.	DMD	29	<b>75*</b>	<b>100*</b>

6.	DSAN	<b>70*</b>	<b>80*</b>	<b>100*</b>
7.	EY	<b>70*</b>	<b>85*</b>	<b>100*</b>
8.	FHA	21	65	<b>95*</b>
9. I	FHU	<b>70*</b>	<b>80*</b>	<b>100*</b>
10.	IHH	36	<b>75*</b>	<b>100*</b>
11.	MA	29	65	<b>95*</b>
12.	MS	50	<b>80*</b>	<b>100*</b>
13.	NPR	56	<b>85*</b>	<b>100*</b>
14.	PSR	43	<b>85*</b>	<b>100*</b>
15.	PR	36	65	<b>95*</b>
16.	SHM	50	<b>75*</b>	60
17.	RKA	50	50	60
18.	RPS	21	50	60
19.	RWP	29	50	<b>100*</b>
20.	SD	50	65	<b>95*</b>
21.	SA	<b>70*</b>	<b>80*</b>	<b>100*</b>
22.	SZN	36	<b>75*</b>	<b>100*</b>
23.	SAFN	50	<b>80*</b>	60
24.	SAP	43	65	<b>100*</b>
25.	SHN	36	<b>75*</b>	<b>95*</b>
26.	TAF	36	<b>75*</b>	<b>100*</b>
27.	SFS	29	50	<b>100*</b>
28.	WW	29	50	60
29.	YRS	21	65	<b>95*</b>
Total $\sum(X)$		1.239	2.045	2.630
Mean $\bar{X}$		42.72	70.52	90.69

\*: The students who passed KKM (70)

The improving of the students' score in writing through genre model can be also seen from the mean of the students' score in the first writing test until the third writing test. The mean in the third writing test was the highest among the other tests.

The students' score in those three tests were varied. In the first test, the lowest score was 21 and the highest one was 70. In the second test, the lowest score was 50 and the highest one was 85. In the third test, the lowest score was 60 and the highest one was 100.

The comparison of the students' score in the writing tests can be seen in the Table 4.5

**Table A.5**  
**The Comparison of the Students' Score in The Three Writing Tests**

Names of Test	Pre-Test	Post Test Cycle	
		I	II
Lowest Test	21	50	60
Highest Test	70	85	100
$\bar{x}$	42.72	70.52	90.69
N	29	29	29

Where:

$\bar{x}$  = Mean

N = Number of the students

In orientation test, there are four students who got score over 70 and success in doing pre-test. They are: **FHA, EY, IHH and SHN**. And in Cycle I, there are 17 students who got the score over 70 and success in doing the test of Cycle I. Otherwise there are 12 students who didn't get the score over 70 and fail in doing the test of Cycle I. And for the last Cycle, there are 23 students got the score over 70. It can be seen that there is improvement of the students' score from the orientation test until the Cycle II.

## **A.2 The Qualitative Data**

The qualitative data were taken from diary notes, interview sheet, observation sheet and document. Those are gained within two cycles.

## 1) Diary Note

From the diary notes that were written after the lesson, it was found that the students still confused in writing descriptive in the beginning of the research. In the first cycle, in applying the Process Genre Model, the students gave the good respons while the teacher conducted the teaching learning process. In preparation, the teacher found that most of students had no good schemata about desvriptive text. They had iess idea about descriptive text. In modeling and reiinfoeing, the teacher explained all about descriptive text included the generic structure, gramatical sturcture. When the teacher asked the students to compare the text organization of descriptive text and other genre the students found some difficulties. In planning, the students do some activities such as discussing and reading some material. In joint construction, the teacher and the students worked together to begin writing a text. The students constributed information and ideas, and the teacher wrote the generated text on the blackboard. In this step, not all of the students took apart. Some of them just kept silent without convey some idea. In the next step, the teacher asked the students to write independently. In this step, most of the students found difficulties in conveying the idea and to use the correct grammar. In the last steps, the students evaluated their work together. They discuss about some error that might be happened. In this step, some of the students still confused to give some evaluation.

In cycle II, the teacher tried to solve the problem that appeared in cycle I, the teacher gave more information descriptive text and the text organization. The writer also motivated the students to show their best in writing. The teacher motivated the students to take apart in their discussing. At the end of the research, the students writing ability and scores kept improving in every writing test.

## **2) Observation Sheet**

The observation sheet showed the most of the students were active and enthusiastic in writing through the process genre model. This was an alternative way to gather the information about teacher behaviors, students' attitude, the class participation, and the teaching learning climate while the research occurred. The observation sheet was done by a collaborator in the class by using checklist and scale. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively. The students also gave good participation and active in asking question about material. A complete data of the observation sheet is presented in Appendix C.

## **3) Interview**

The interview was conducted in two interview sessions. The first interview was done before conducting the research and the second one in the end of Cycle II. The researcher interviewed the English teacher and the students. In the first session, they were interviewed about their problems in writing. While in the second session, they were interviewed about their comments or response about the implementation of The Process Genre Model. From the result of the interview questions showed that the students were difficult to understand and practice in English writing, then when they were taught by using Process Genre Model, they were interesting and really love The Process Genre Model in learning English. By The Process Genre Model, the teacher also made the students' mind relax, enjoy, enthusiast, and easy to accept every information that they got. A complete data of the interview is attached in Appendix D.

## **4) Documentation**

As a qualitative research, the researcher had to take the documentation of the research. The researcher collected some photos during teaching – learning process. A complete data of the document is attached in Appendix E.

## B. Data Analysis

### 1. Analysis of Quantitative Data

The quantitative data were taken from the first test until the last test of writing test. The writing test was taken from Orientation test or Pre-test, test of Cycle I, and test of Cycle II. As present in Table 4.4, the students' score improved from the first until the last test. The researcher gave the students a different items of writing test for each cycle. It was found out that the students' score for the writing test kept improving. The students' score in Cycle I test was higher than orientation test, and Cycle II test was higher than Cycle I test.

The students' writing scores kept improving from the orientation test until the test of Cycle II as have been described in Table 4.4. The students' score in Cycle I test were higher than that in orientation test. Then the students' score in Cycle II test were higher than in Cycle I test.

The students were said to master the lesson if they got score up to 70. The percentage of students who got the point up to 70 also showed the improvement of student's score from the first meeting to the last meeting. It can be seen in Table 4.6

**Table B.6**  
**The Percentage of Students Who Got Score Over 70**

Vocabulary Test	Percentage
Pre-Test	18%
Post-Test 1	83%
Post-Test 2	100%

In the first writing test (Pre- Test) there was 14% (4 students) who got points of over 70. So, the way to found this percentage of the students' score who passed the KKM (70), the researcher computed as follows:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{4}{29} \times 100\% = 14\%$$

In the second writing test (Pos Test I) there was 59% (17 students) who got points over 70. So, the way to found this percentage of the students' score who passed the KKM (70), the researcher computed as follows:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{17}{29} \times 100\% = 59\%$$

In the third writing test (Pos Test II) there was 80% (23 students) got points over 70. So, the way to found this percentage of the students' score who passed the KKM (70), the researcher computed as follows:

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{23}{29} \times 100\% = 80\%$$

There improvement from the first writing test to the second writing test was 45%, and about 21% from the second writing test to the third writing test and the improvement from the first writing test to the third writing test was 66%. Most of the students' score improved from the first writing test to the third writing test. The calculation can be seen in appendix F.

Based on the analysis of the data, it was concluded that the students' writing score had improved for each student from the first writing test (Test I) to the last writing test through Chain Story Technique. The score of the students can be seen in Appendix H.

## **2. Analysis of Qualitative Data**

The qualitative data were taken from the result of the interview, observation, diary notes and documentation. Both teacher and students' behavior during the process of teaching and learning processes in the classroom were evaluated in the qualitative data.

The researcher wanted to find out and to formulate the problem that the students found in writing. The orientation test consisted of 14 items were administered to the students' in the first meeting to obtain they learning ability and achievement. The time allocated in this occasion was 30 minutes. Many of them seemed very difficult to do the test because they did not have good preparation.



### **2.1.1. The Activities of Cycle I**

The Cycle I was done in three meetings included the orientation test. The researcher as the teacher tried to improve the students' writing through The Process Genre Model. would be success to enhance the students' vocabulary, if: a) students looked interest in studying through The Process Genre Model, b) students eager to share their opinion through The Process Genre Model, c) students looked more active and creative in learning process, and d) students writing test result showed the improvement. The detail of the first cycle as follows:

#### **a. Planning**

Planning will be the arrangement for doing something in planning, it should be considered everything that should be related to the action that had been done and it also prepared everything that was needed in teaching and learning process. There were many activities that have been done in planning. Prepared lessons plan for three meeting. The lesson plan consisted of the steps of the process genre model (preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising). (See in appendix 1). Prepared the teaching material of descriptive writing in appendix Prepared the instrument for collecting the data such as; test (see in appendix 2), observation sheet (see in appendix 5) and interview sheet (see in appendix 4). Prepared media that would be needed while doing the research in appendix 1. Conducted an orientation test as the instrument to know students' basic skill in writing before giving the tretment. Interviewed the students to obtain their comment about writing and the problems could be predicted. (see in appendix 4).

#### **b. Action**

First, teacher explained about writing to the students and what the effect is in English. The researcher as the teacher introduced the topic to the students and also handout the reading text and the exercise to every students. Teacher did the brainstorming about the topic

which had been discussed. While the brainstorming, teacher made some conversations to the students about what was their favorite figure in their life.

After brainstorming, teacher continued the study by reading and translating the text together, in order to get speaking and listening skills of English words. Next, the teacher asked the students to answer the exercise. The answer of exercise also discussed together with the students in the classroom and finally made a conclusion about the topic of studying.

In the next meeting, the teacher began to teach writing with The Process Genre Model. But for introductory, teacher took a little time to review the lesson which had been brought up in earlier time. Before teacher gave them a test in Cycle I, teacher reviewed the topic which had been discussed in the classroom in order to make them easier in answering the test.

#### **c. Observation**

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also were excited when they used The Process Genre Model. The class activity could be seen in observation sheet.

#### **d. Reflection**

Based on the result of the score of the test in Cycle I and also observation, action of improvement is needed. Actually, students' score on the test of Cycle I was improved than the score of orientation test. But, it needed more improvement in their writing because most of them still lack of writing and caused them difficult to understand some rule of writing.

In the Cycle II, researcher as the teacher should improve students' writing by revising the procedure of the treatment and motivated students who got low score in Cycle I test. It showed from the mean of the students' score increased from 42.72 in Orientation-test to 70.52in Cycle I test.

**The results of Cycle I:** a) the students were very excited when they are introduced to the lesson. Indicated by their responses during the brainstorming activity. Teachers asked the students some questions and they were very crowded, b) only several students (known as smart students in the class) who actively when the teacher asked them. They were EY, FHA, IHH, FH and SHN, c) most of the students gave passive response when translated the text, d) the students were not confidence during the exercise. Some students still asked their friends and also the teacher when doing the exercise, e) the students were really interested and also enthusiast to see the Process Genre Model. Although some of the students disturbed their friends to get more attention in the class, and f) the first test result showed that that the students' score got an improvement from their Orientation-test.

### **2.1.2. The Activities of Cycle II**

After doing Cycle I, it was found that the Process Genre Model was a good way in teaching writing. It was supported by the result that showed the good score of the students. Therefore, in the Cycle I, several criterions had been not achieved, because the students did not focus to apply The Process Genre Model and most of students were still not confidence to share their minds, idea, or opinion in English. The students also showed passive response in class discussion. The smart students seemed dominated in teaching learning process in the class.

In this cycle, teacher gave the students more motivation and also more exploration about writing which suitable with the topic discussion. It was expected that the Cycle II of action research would get better than the Cycle I. The action research steps were:

#### **a. Planning**

In this cycle, researcher trepared lesson plan for three meetings, The lesson plan consisted of the steps of the process genre model. Prepared the teaching material of descriptive writing. The students were taught about the procedure of procell genre model

more detail and slowly. Prepared the instrument for collecting the data such as; diary notes, observation sheet and interview sheet. In the cycle I, there are some students made noisy in class, so the writer planned to control them more. It should be planned the writer would move around the class and would do more interaction to students in order to make them more active. In cycle I, some students are hard to start writing, so the writer gave motivation to the students in writing. Prepared writing test.

#### **b. Action**

After being revised, the teacher began to teach writing by giving motivation to the students. The teacher asked the students what they want to be in the future, Teacher asked them to observe it.

In the next meeting, the researcher as the teacher hands out the reading passage about Gorilla and Flowers.

#### **c. Observation**

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about writing. It was found that most of the students were very active and excited do the action than before.

#### **d. Reflection**

Having evaluated the students' writing that was consisted of The Process Genre Model test, it found out the students' score showed the improvement. Based on the observation and the result of the students' test, the researcher concluded that the students had significant improving in their writing by using The Process Genre Model.

**The results of Cycle II:** a) the students were still excited when they were introduced into another topic of the lesson., b) several students were more active to ask the teacher about the topic and most of them were seriously look into their dictionary when they found

unfamiliar words in the exercise, c) the students were very confidence in doing the question and the task. They did the exercise by their own capability, and d) the second test result showed that the students got improvement score than the previous test.

### **C. Research findings**

The findings of this research were that The Process Genre Model can help the students improve their writing. By using this The Process Genre Model, the score of the students in writing kept improving from the orientation-test until the second-test of Cycle II. It was proved by the data which showed that the mean of the students in the second-test (90.69) was higher than the first-test (70.52) and also higher than orientation-test (42.72).

### **D. Discussion**

The Process Genre Model was applied to improve the students' writing. The Process Genre Model was one of the many technique that could make the students easier in learning English especially in the writing. This research had proved the effectiveness of applying The Process Genre Model. It was shown in the Table 4.1, the students' score from the Orientation test, Cycle I test, and Cycle II test. It was because the teacher controlled the class better. So, the class become quieter and also provided more interesting activity in Cycle II.

Students' data in the Cycle II test showed that the mean of students' score was higher than the mean of the students' score in Cycle I test and also better than the orientation test. In the last test of Cycle II. This improvement not only happened in the mean of students' score but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the interview and observation sheet. Most of the students were more active and enthusiast during teaching-learning process. It implies that the use of The Process Genre Model could improve the students' writing and also help the teacher to teach writing.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Most of the students' writing at second grade of MTs Al-Washliyah Tembung is still low. It can be seen when they are doing writing in the class, even they can't do and do writing because of the lack of the vocabulary and low knowledge about how to write well. It occurs because of the laziness of the students to try memorize the vocabulary in English, study about writing and there's no encouragement for students to do it.

That's why The Process Genre Model is applied in this class because this technique has some advantages. The implementation of this technique is : for the first, the teacher gave one sentences to the students, explain the material, gave the Process Genre Model paper to the students, next, students must continue the sentences that given by the teacher untill become a descriptive text. It is easy for the students because the students will be divided into groups.

The Process Genre Model can improve the students' writing. It can be seen by the improvement of their score. It was proved by the data which showed that the mean of the students in the second-test (98.69) was higher than the first-test (78.69) and also higher than orientation-test (45,43) and also the improvement of the students' score who got score over 70 showed that the percentage in the second-test (100%) was higher than the first-test (83%) and also higher than the orientation-test (18%). Therefore, The Process Genre Model can improve the students' writing at second grade of MTs Al- Washliyah Tembung.

#### B. Suggestion

The result of this study shows that the uses of The Process Genre Model improve the students' writing. The following suggestions are offered:

1. For the Headmaster, this research can be a source for school, not only English teacher but also for all the teacher.
2. For the English teacher, it is better to use The Process Genre Model Technique in teaching writing because by using this technique, the students can be more enjoyable in writing the text.
3. For the students, it is suggested to practice their writing regularly and know the way to written descriptive text well. It will make them easier to understand about descriptive text.
4. For the other researcher, this research finding is the material which can be developed further and deeper by adding other variables or expanding sample
5. For the readers, this research can be read to enrich their knowledge about The Process Genre Model and descriptive text.

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## **APPENDIX A**

### **LESSON PLAN (CYCLE I)**

**School** : MTs Al-Washliyah Tembung

**Class** : VII

**Subject** : English

**Meeting** : 1st, and 2nd

**Time allocation** : 4 x 45 minutes (2 Meeting Times)

#### **Standart Competence**

Expressing mening of written text in the form of descriptive text in context of daily life.

#### **Basic Competence**

Expressing meaning and rhetorical steps in written essay text accurately, fluently and appropriately in context of daily life acces knowledge in the form of descriptive text.

#### **Indicator**

- Identifying generic structure of descriptive text.
- Identifying language features of descriptive text.
- Producing descriptive text well.

#### **Teaching Objective**

At the end of learning process

- Identify generic strucrure of descriptive text.

- Identify language features of descriptive text.
- Producing descriptive text well.

### **Subject Materials**

- Functional Text.
- Writing related to theme.

### **Methods**

- Question Answer.
- Discussion.
- Assignment.
- Reward and Punishment.

### **Learning Strategy**

Process Genre Model.

### **Learning Activity**

Phases

1. Planning: Prepare lesson plan, teaching program.
2. Action:
  - A. Introduction Activities
    - Saying salam to the students.
    - Praying.
    - Asking about the students' attendance.
    - Warming up activity:
      - Teacher makes conversation to the students about what is their favorite pet.

## **B. Core Activity**

### **Exploration**

- Introduction the topic to the students.
- Asking the students about their prior knowledge that relate to the topic.
- Writing the adjective words on the blackboard.
- Teacher explains about text and effect in English.
- Explain to the students a brief explanation about Process Genre Model.
- Teacher distributes the reading text to the students.
- Teacher asks some students to read the text.
- Translate the difficult words/ Vocabulary in reading text.

### **Elaboration**

- Distribute Process Genre Model to each students.
- Students do the instruction of Process Genre Model.
- Facilitate learners through the provision of tasks, discussion, and others to bring new ideas both orally and in writing.
- Provide an opportunity to think, analyze, solve problems and act without fear.
- Facilitate learners engage in activities that foster pride and confidence of learners.
- Teacher and students are doing discussion related to material.

### **Confirmation**

- Provide positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of learners.
- Confirm the result of the explanation and elaboration of learners through a variety of sources.
- Facilitate learners to reflect on learning experiences to gain that has been done.
- Facilitates learners to obtain meaningful experience in achieving basic competency.

- Giving the reward to the students who get the highest score.
- Teachers with students asking for misunderstanding straightened, provide reinforcement and inference.

### **C. Closing Activities**

- Ask the students problem during learning process.
  - Make the conclusion of learning material.
  - Give the appreciation to all students for their attention in learning process that have been done.
  - Teacher delivers the next material will be studied at the next meeting.
  - Teacher saying salam.
3. Observation : Observe the students behavior and problem during the action.
  4. Reflection : Evaluate the students' action.

### **Learning Resources**

- Reading material.
- Dictionary.
- Paper (for assignment)
- Board Marker and White Board.

Rating

$$S = \frac{R}{N} \times 100$$

Where S = Score of test

R = Number of correct answer

N = Number of questions

Minimum score= 0

Maximum score= 100

Medan, September 2028

Mengetahui:

Headmaster

English Teacher

Researcher

(Muhammad Zubir Nasution, S.Ag) (Eviani, S.Pd)

(Erlida Yanti)

## LESSON PLAN (CYCLE I)

**School** : MTs Al-Washliyah Tembung

**Class** : VII

**Subject** : English

**Meeting** : 1st, and 2nd

**Time allocation** : 4 x 45 minutes (2 Meeting Times)

### **Standart Competence**

Expressing mening of written text in the form of descriptive text in context of daily life.

### **Basic Competence**

Expressing meaning and rhetorical steps in written essay text accurately, fluently and appropriately in context of daily life acces knowledge in the form of descriptive text.

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- Identifying generic structure of descriptive text.
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- Producing descriptive text well.

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At the end of learning process

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- Producing descriptive text well.

### **Subject Materials**

- Functional Text.
- Writing related to theme.

### **Methods**

- Question Answer.
- Discussion.
- Assignment.
- Reward and Punishment.

### **Learning Strategy**

Process Genre Model.

### **Learning Activity**

Phases

5. Planning: Prepare lesson plan, teaching program.

6. Action:

D. Introduction Activities

- Saying salam to the students.
- Praying.
- Asking about the students' attendance.
- Warming up activity:

- Teacher makes conversation to the students about what is their favorite pet.

**E. Core Activity**



### **Exploration**

- Introduction the topic to the students.
- Asking the students about their prior knowledge that relate to the topic.
- Writing the adjective words on the blackboard.
- Teacher explains about text and effect in English.
- Explain to the students a brief explanation about Process Genre Model.
- Teacher distributes the reading text to the students.
- Teacher asks some students to read the text.
- Translate the difficult words/ Vocabulary in reading text.

### **Elaboration**

- Distribute Process Genre Model to each students.
- Students do the instruction of Process Genre Model.
- Facilitate learners through the provision of tasks, discussion, and others to bring new ideas both orally and in writing.
- Provide an opportunity to think, analyze, solve problems and act without fear.
- Facilitate learners engage in activities that foster pride and confidence of learners.
- Teacher and students are doing discussion related to material.

### **Confirmation**

- Provide positive feedback and reinforcement in the form of oral, written, gesture, or a gift to the success of learners.
- Confirm the result of the explanation and elaboration of learners through a variety of sources.
- Facilitate learners to reflect on learning experiences to gain that has been done.
- Facilitates learners to obtain meaningful experience in achieving basic competency.
- Giving the reward to the students who get the highest score.

- Teachers with students asking for misunderstanding straightened, provide reinforcement and inference.

### **F. Closing Activities**

- Ask the students problem during learning process.
  - Make the conclusion of learning material.
  - Give the appreciation to all students for their attention in learning process that have been done.
  - Teacher delivers the next material will be studied at the next meeting.
  - Teacher saying salam.
7. Observation : Observe the students behavior and problem during the action.
8. Reflection : Evaluate the students' action.

### **Learning Resources**

- Reading material.
- Dictionary.
- Paper (for assignment)
- Board Marker and White Board.

Rating

$$S = \frac{R}{N} \times 100$$

Where S = Score of test

R = Number of correct answer

N = Number of questions

Minimum score= 0

Maximum score= 100

Medan, September 2028

Mengetahui:

Headmaster

English Teacher

Researcher

(Muhammad Zubir Nasution, S.Ag) (Eviani, S.Pd)

(Erlida Yanti)

## **APPENDIX B**

### **Diary Note**

#### **First Meetig**

In the first meeting, the writer opened the class by greeting the students. Then, she introduce herself and asked the students introduce themselves. After that, she explained the purpose of doing the research and teaching objective. The students looked very enthusiastic to welcome the writer. Then, the writer asked their opinion about writing especially writing descriptive text. Most of the students felt it was difficult to learn writing beside that they are lazy to write. Then students were given a writing test.

#### **Second Meeting**

The writer taught about descriptive writing based on the social function, generic structure and grammatical features. During the learning process, the students gave good response even though some of them make noisy. They paid attention and lintened carefully to the writer explanation about the process genre model and the characteristic of descriptive text. To make them understand, the writer introduced a model of a descriptive text and discussed how the text is constructed. After explaining descriptive writing the writer asked them to write a descriptive text based on the picture that was given to them as exercise.

#### **Third Meeting**

This meeting was continuation of theaching and learning process of second meeting. The writer gave the students model of descriptive text and identified the social function and generic structue of the text. The writer and the students worked together to make a descriptive text. The writer gave a topic and the students gave the information based on their experience. After that, the students did their writing test in cycle one. The students were asked to make a

descriptive text about Friend or Gorilla. The students more looked enthusiast in writing the text but some of them still confused and ask their friend how to write the text. The result of their writing test was better than before.

#### **Fourth Meeting**

In this meeting, the writer gave feedback to the students based on the writing score. Actually, the students writing had been improved but there were still many mistake. The writer gave more explanation about generic structure and grammatical features in descriptive writing. In this meeting the writer asked the students to sit in their own group. The writer distributed descriptive writing and asked the students to identify the generic structure and the grammatical featuers.

#### **Fifth Meeting**

In this meeting, the writer explained more about descriptive writing and gave them the model of its text. To make them more understand, the writer gave them a text and asked them to identify the generic stucture and the grammatical structure of the text. The writer focused on the use of adjective indescriptive writing. In order to know the students understanding about the use of adjective, the writer distributed the blank descriptive text and asked students to fill the blank words with appropriate adjective.

#### **Sixth Meeting**

This meeting was the last meeting whre the students were asked to do writing test. The students asked to write descriptive text based on the topic had given. They were enthusiast in writing because they had found the information by themselves. Based on the interviewed to the students, they stated that the process genre model could make them easier to comprehend a text and writing a text especially descriptive text.

## APPENDIX C

### OBSERVATION SHEET

#### (CYCLE I)

Date :  
Students : Grade VIII  
School : MTs Al-Washliyah Tembung  
Subject : English

FOCUS	TOPIC	YES	NO
<b>The researcher as the teacher</b>	<ol style="list-style-type: none"><li>1. Teacher comes on time.</li><li>2. Teacher greets the student.</li><li>3. Teacher motivates the students.</li><li>4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li><li>5. Teacher tells to students the goal of the study.</li><li>6. Teacher prepares the story and show to the students the step of The Process Genre Model.</li><li>7. Teacher explains about the topic of study (descriptive text trough the peocess genre model).</li></ol>		

	<ol style="list-style-type: none"> <li>8. Teacher explains the material clearly.</li> <li>9. Teacher uses media of teaching.</li> <li>10. Teacher gives students chance to ask the teacher related to the topic of study.</li> <li>11. Teacher gives test to the student.</li> <li>12. Teacher uses the time effectively.</li> <li>13. Teacher concludes the material of teaching.</li> </ol>		
<p><b>Students</b></p>	<ol style="list-style-type: none"> <li>1. Students come to class on time.</li> <li>2. Students pay attention then give their response.</li> <li>3. Students study seriously.</li> <li>4. Students are interested and enthusiastic in studying The Process Genre Model.</li> <li>5. The students participate in learning process.</li> <li>6. Students ask the teacher about material that they do not understand.</li> <li>7. Students answer the questions that is giving by the teacher.</li> </ol>		

	8. The relationship between students and the teacher. 9. Students do the test seriously.		
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Medan, September 2017

English Teacher

( )



## OBSERVATION SHEET

### (CYCLE II)

Date :  
Students : Grade VIII  
School : MTs Al-Washliyah Tembung  
Subject : English

FOCUS	TOPIC	YES	NO
<b>The researcher as the teacher</b>	<ol style="list-style-type: none"><li>1. Teacher comes on time.</li><li>2. Teacher greets the student.</li><li>3. Teacher motivates the students.</li><li>4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.</li><li>5. Teacher tells to students the goal of the study.</li><li>6. Teacher prepare the story and show to the students the step of The Process Genre Model.</li><li>7. Teacher gives explanation about the topic of study.</li><li>8. Teacher explains the material clearly.</li></ol>		

	<ol style="list-style-type: none"> <li>9. Teacher uses media of teaching.</li> <li>10. Teacher gives students chance to ask the teacher related to the topic of study.</li> <li>11. Teacher gives test to the student.</li> <li>12. Teacher uses the time effectively.</li> <li>13. Teacher concludes the material of teaching.</li> </ol>		
<p><b>Students</b></p>	<ol style="list-style-type: none"> <li>1. Students come to class on time.</li> <li>2. Students pay attention then give their response.</li> <li>3. Students study seriously.</li> <li>4. Students are interested and enthusiastic in studying The Process Genre Model.</li> <li>5. The students participate in learning process.</li> <li>6. Students ask the teacher about material that they do not understand.</li> <li>7. Students answer the question who is giving by the teacher.</li> <li>8. The students' motivation in teaching and learning process.</li> </ol>		

	9. The relationship between students and the teacher. 10. Students do the test seriously.		
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Medan, September 2017

English Teacher

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## **APPENDIX D**

### **1. Interview between the researcher and the English teacher held in the first meeting**

Researcher : Firstly, thank you for giving me the chance to do my research in this school Mam. By the way, may I know how long have you been an English teacher in MTs Al- Washliyah Tembung?

Teacher : I have been an English teacher about nine years in this school.

Researcher : What is the English teacher motivation to increase the students achievement in studying English?

Teacher : I use contextual learning to increase their motivation.

Researcher : What strategy do you use in teaching to increase the students achievement?

Teacher : I use the combination strategy but I often use cooverative learning straregy.

Researcher : What is the situable strategy do you use in English, especially in teaching writing?

Teacher : I think it is better use funny and enjoy way in teaching writing.

Researcher : What strategy do thestudents like in studying English, especially in studying writing?

Teacher : They like an enjoy technique because it is so good in learning process.

Researcher : Do the students have problems in studying English, especially in studying writing?, and what are factors of those problems?

Teacher : Yes, they do. Because their understanding of writing is so poor and they seldom do it.

Researcher : Has the teacher ever used The Process Genre Model in teaching writing?

Teacher : Never

## **2. Interview between the researcher and the students held in the first meeting**

Researcher : Do you like studying English? And why?

SD : Yes Miss. I like English because English is fun, English is not difficult subject. English is very interesting and motivating me in learning process activity.

FHU : No, I don't like English subject because it's very difficult.

EY : Yes Miss. I like English subject because it makes me smart, can speak English well, I like it so much.

Researcher : What are the difficulties that you always face when you study English?

FHN : It's difficulties to memorize and translate the words.

IHH : It's really difficult to understand the language and I don't understand the meaning of the English sentence.

SA : For me, the pronunciation, the written is very difficult to understand and also difficult to write the true writing.

Researcher : How do you overcome your difficulty to understand and learn English writing?

- DM : Open my dictionary, Miss. Then, I'll try to memorize those words although it is not easy for me.
- TAF : I will try to understand the way of writing, Miss.
- YRS : I always open the dictionary to know the vocabulary and arrange it until become a sentences, paragraph and nex.
- Researcher : What do you do to improve your English writing?
- SAFN : I take English course, Miss.
- AY : Just look the dictionary if I find the difficult words.
- AFRN : By studying hard, Miss.
- Researcher : Have you ever tried the Process Genre Model Technique?
- FS : Yes Miss. I have ever done The Proscsess Genre Model Technique. Together with my friends, by instructing of my teacher in elementary school. I really love it, Miss.
- NPR : Yes, Miss. I've ever. I think it;s really interesting for me.
- ASN : No, Miss, I've never done The Process Genre Model Technique.

### **3. The interview between the researcher and the students held in the last meeting of Cycle**

It was done to obtain their opinion about "improving students' achievement in writing descriptive text through the process genre model". (The interview questions were translated in English).

Researcher : What do you think about The Process Genre Model Technique in studying English after I taught you in the classroom?

FHA : It's fun! This technique makes me enjoy, Miss.

SD : For me The Process Genre Model Technique is interested because we feel fun to write a text. Besides that, my writing in English more improve than before.

SZN : I really love this technique, Miss. The Process Genre Model Technique that you taught is more interesting than I ever done in the English text book.

PR : This technique is very interested, Miss. I don't feel bored my more to study English

Researcher : Do you think "The Process Genre Model Technique" can help you improve your English writing?

DSAN : Yes, Miss. It was improving my English writing.

FS : A little, Miss. But I have started to love it because it is easy to understand.

SD : Yes, Miss. The Process Genre Model leps me improve my English writing. It makes me easy to understand the way to make a story that I haven't know before.

**4. Interview between the researcher and the teacher held in the las meeting.** (The interview questions were translated in English)

Researcher : How do you teach English writing to the students in the classroom, Mam?

Teacher : I use fun and enjoy way to teach English writing.

Researcher : What do you think about the Technique that I've been taught to them, namely The Process Genre Model in the classroom?

Teacher : I think it is a good technique. Many advantages that we can get this technique. Firstly, if we teach the student by enjoy way, the students will not feel boring. They are enjoyable and also enthusiast. They enjoy way also makes their mind relax and easy to accept every information that they got. Secondly, technique such as The Process Genre Model can improve their writing. They get the knowledge with the other ways. And I think it's really an interesting one.





## APPENDIX E



**The researches explained about the task they will do**



**The researcher to give the task for students**



**The students do the task from the researcher**



**The students focus with the task**

## APPENDIX F

### Calculation of Students' Mean Score

In order to know the improvement of all test, the following formula was applied:

$$X = \frac{\sum X}{N}$$

Where:

X = the mean of the students'

N = the number of the students'

The improvement of students' mean score grew from the first writing test as a test. In the first writing test (Test I) that conducted in the first meeting, total score of the students was 1.239 and the number of the students who followed the test was 29, so the mean of the students score was:

$$X = \frac{1.239}{29} = 42.72$$

In the second writing test (in the first cycle), the total score of the students was 2.045 and the number of the students who followed for this this test was 29, so the mean of the students score was:

$$X = \frac{2.045}{29} = 70.52$$

Then, in the third writing test (in the second cycle), the total score of the students was 2.630 and the number of the students who followed the test was 29, so the mean of the students' score was:

$$X = \frac{2.630}{29} = 90.69$$

## APPENDIX G

### Percentage of the Students' Writing Test

The number of the master students was calculated as follows:

$$P = \frac{F}{N} \times 100\%$$

Pre-Test:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{29} \times 100\% = 14\%$$

Post Test I:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{29} \times 100\% = 59\%$$

Post Test II:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23}{29} \times 100\% = 80\%$$

In which:

P = The percentage of those who got score of over 70

R = The number of the students who get point of over 70

T = The total number of students who do the test

## APPENDIX H

**The Students' Score in the Three Writing Tests**

No	The Initial of the Students' Name	Pre-Test	Post Test Cycle I	Post Test Cycle II
1.	AY	36	<b>85*</b>	<b>100*</b>
2.	AFRN	43	<b>85*</b>	<b>100*</b>
3.	ART	43	50	60
4.	ASN	57	<b>80*</b>	<b>100*</b>
5.	DMD	29	<b>75*</b>	<b>100*</b>
6.	DSAN	<b>70*</b>	<b>80*</b>	<b>100*</b>
7.	EY	<b>70*</b>	<b>85*</b>	<b>100*</b>
8.	FHA	21	65	<b>95*</b>
9. I	FHU	<b>70*</b>	<b>80*</b>	<b>100*</b>
10.	IHH	36	<b>75*</b>	<b>100*</b>
11.	MA	29	65	<b>95*</b>
12.	MS	50	<b>80*</b>	<b>100*</b>
13.	NPR	56	<b>85*</b>	<b>100*</b>
14.	PSR	43	<b>85*</b>	<b>100*</b>
15.	PR	36	65	<b>95*</b>
16.	SHM	50	<b>75*</b>	60
17.	RKA	50	50	60
18.	RPS	21	50	60
19.	RWP	29	50	<b>100*</b>
20.	SD	50	65	<b>95*</b>
21.	SA	<b>70*</b>	<b>80*</b>	<b>100*</b>
22.	SZN	36	<b>75*</b>	<b>100*</b>
23.	SAFN	50	<b>80*</b>	60

24.	SAP	43	65	<b>100*</b>
25.	SHN	36	<b>75*</b>	<b>95*</b>
26.	TAF	36	<b>75*</b>	<b>100*</b>
27.	SFS	29	50	<b>100*</b>
28.	WW	29	50	60
29.	YRS	21	65	<b>95*</b>
Total $\sum(X)$		1.239	2.045	2.630
Mean $\bar{X}$		42.72	70.52	90.69