



**THE EFFECT OF USING PROCESS-GENRE APPROACH ON THE
TENTH GRADE STUDENTS' DESCRIPTIVE TEXT WRITING
ACHIEVEMENT AT SMA NEGERI 1 PAKUSARI**

THESIS

By:

**DIAH AKMALIAH
120210401011**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department
Faculty of Teacher Training and Education, Jember University

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2016**

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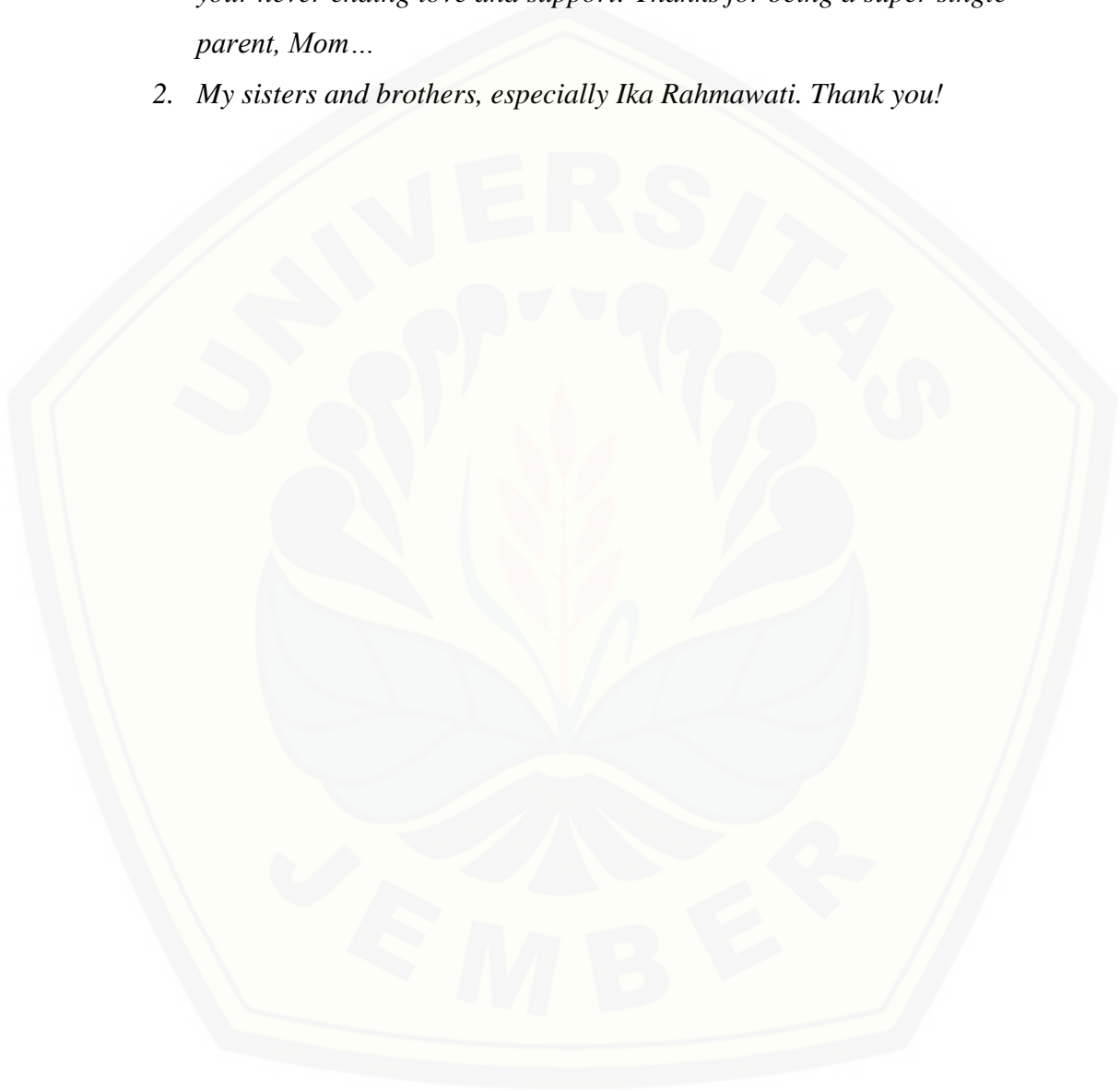
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DEDICATION

This thesis is honorably dedicated to:

- 1. My late father Musthofa, and my mother, Maskanah. Thank you for all your never ending love and support! Thanks for being a super single parent, Mom...*
- 2. My sisters and brothers, especially Ika Rahmawati. Thank you!*



MOTTO

"Just write, trust, don't ask too many questions, go with it. Put your effort into experiencing the tree you want to describe, not on thinking about which words to use. Don't put your attention on quality or critics. Just write."

(Peter Elbow)



CONSULTANT APPROVAL

**THE EFFECT OF USING PROCESS-GENRE APPROACH ON THE
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THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

By:

Name : Diah Akmaliah
Identification Number : 120210401011
Level : 2012
Place and Date of Birth : Tegal, June 6th 1994
Department : Language and Arts Education
Program : English Education

Approved by:

Consultant I

Consultant II

Dr. Budi Setyono, M.A.
NIP.19630717 199002 1 001

Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 19561214 198503 2 001

APPROVAL OF THE EXAMINER COMMITTEE

The thesis entitled “The Effect of Using Process-Genre Approach on the Tenth Grade Students’ Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson

The Secretary

Drs. Bambang Suharjito, M.Ed.

Dra. Wiwiek Eko Bindarti, M.Pd.

NIP. 19611025 198902 1 004

NIP.19561214 198503 2 001

Member I

Member II

Dr. Budi Setyono, M.A.

Drs. Bambang Arya Wijaputra Dip.Ed.,Ph.D

NIP.19630717 199002 1 001

NIP. 19601231 198802 1 002

Acknowledged by

Faculty of Teacher Training and Education

The Dean

Prof. Dr. Sunardi, M.Pd

NIP 19540501 198303 1 005

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I do realize that this thesis is still far from being perfect. Therefore, any constructive criticism and suggestions will be appreciated.

Jember, 2016

The Writer

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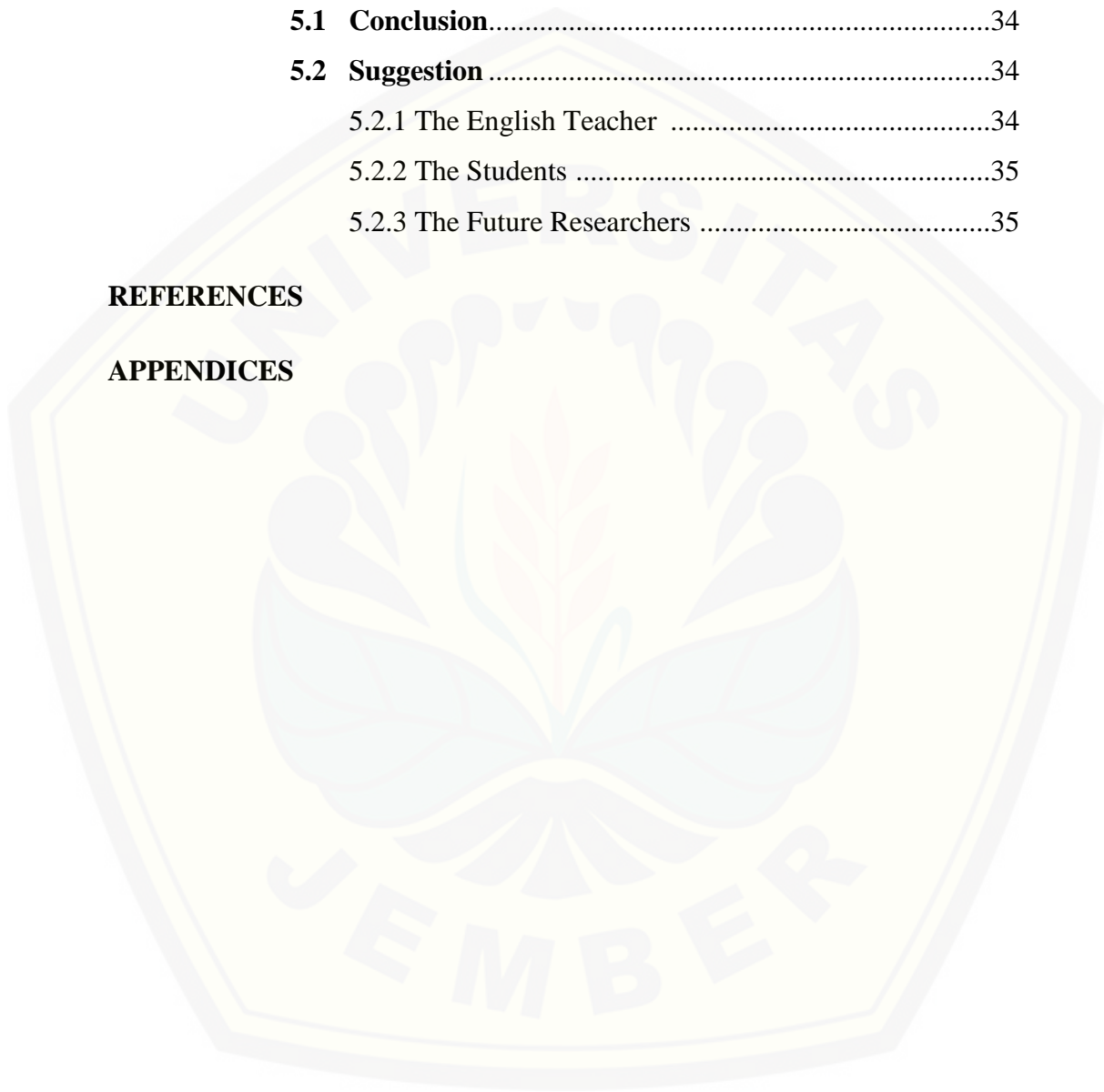
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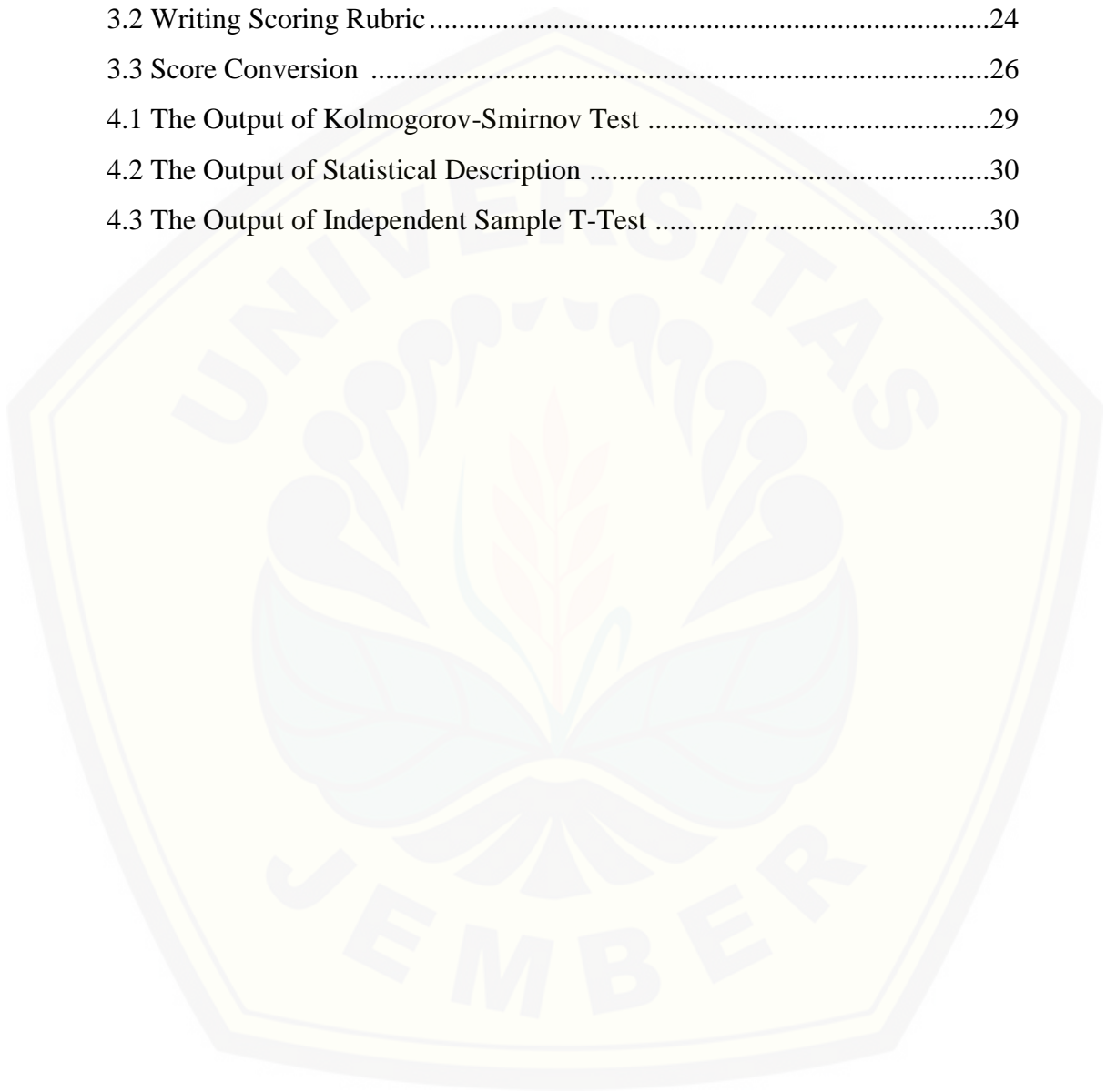
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SUMMARY

The Effect of Using Process-Genre Approach on the Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari; Diah Akmaliah, 120210401011; 2012; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Writing is one of the language skills that should be mastered by the students. It plays an important role in the process of learning English. For Indonesian students, writing has been considered as the most difficult skill to master. It is because writing is not only about organizing and generating ideas using appropriate choice of vocabulary, grammar, punctuation, but also turning the ideas into readable text. In this case, the teacher needs to use an appropriate approach in teaching writing. As a combination of process approach and genre based approach, process-genre approach has been recently regarded as an effective approach to teach writing. Thus, the researcher came to the idea to conduct an experimental research to know the effectiveness of process-genre approach in teaching writing.

The aim of this research was to investigate whether or not there was a significant effect of using process-genre approach on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari. The research design used was quasi-experimental research with post-test only control group design. The population of this research was all the tenth grade students of SMA Negeri 1 Pakusari. Before selecting the sample, it should be ensured that the population was homogenous. For the sake of this, the researcher used the students' previous scores on English midterm test to know the homogeneity of the population which was analyzed by using Levene test. The result of Levene test showed that the population was homogeneous so the researcher chose the sample randomly by using cluster random sampling. Through a lottery, class X-1 was

selected as the experimental group which received the treatment; and class X-2 was selected as the control group which received no treatment. In this case, the control group was taught by using product approach which is usually used by the English teacher in teaching writing.

The data of this research were obtained from the writing post test. The result of the writing post test was analyzed by using independent sample t-test. Based on the analysis of post-test score, the mean score of the experimental group was 71.2742 while the mean score of control group was 63.2581. Moreover, based on the output of independent sample t-test, the significant value was 0.042 which was lower than 0.05. Since the value of significance (2-tailed) was lower than 0.05, it indicated that the null hypothesis (H_0): “There is no Significant Effect of using Process-Genre Approach on the Tenth Grade Students Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari” was rejected. On the other hand, the alternative hypothesis: “There is a Significant Effect of using Process-Genre Approach on the Tenth Grade Students Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari” was accepted.

Based on explanation above, it was concluded that there was a significant effect of using process-genre approach on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari. By applying process-genre approach, it was easier for the students to start their writing because they did not only know the genre of text but also know the process of the writing started from planning the ideas, drafting, revising, editing and publishing. Therefore, it is recommended for the English teacher to teach writing by using process-genre approach.

CHAPTER 1. INTRODUCTION

This chapter discusses about some aspects related to the topic of the research. It consists of background of the research, problem of the research, objective of the research, and significance of the research.

1.1 Background of the research

English has become the predominant language used for an international communication. According to Harmer (2002:1) English has been a lingua franca where it is widely used by people who do not share the same first or second language. English is used in many fields, such as economy, culture, education, technology, science, etc. Almost all countries introduce English to their people, including Indonesia. In Indonesia, the national language used is *Bahasa Indonesia* but English has also been introduced to Indonesian people as a foreign language, because English is not the first or the second language used to communicate by Indonesian people.

Since English has been an international language, it is taught in Indonesian schools as a compulsory subject from the junior high school level up to the university level. The four language skills covering listening, speaking, reading and writing should be mastered by the students. It is stated in the Institutional Based Curriculum (Depdiknas, 2006) that the objective of teaching English is that the students should master the four language skills and the components of language covering vocabulary, grammar and pronunciation.

Writing is one of the important skills of language. Harmer (2004:31) states, "Writing encourages students to focus on accurate language use and, because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds". This statement shows that writing has a close relationship with thinking process. In writing, students are definitely thinking about what they are going to write including the use of proper words and proper sentences because writing is also about generating and

organizing ideas using appropriate vocabulary and grammatical sentences. Hence, writing do not only measure the students' writing but also their mastery of vocabulary, their understanding about grammar and their creativity in composing sentences.

For Indonesian students, writing has been considered as the most complex skill to master. Kim and Kim (2005:2) state that ESL or EFL learners struggle with many structural issues including the select on proper words using correct grammar, and organizing and developing ideas about the topic they are going to write. Besides, as a means of communication, the students also have to be able to generate their ideas into readable text. According to Langan (2008:15), it is badly needed to know both the purpose for writing and the audience who will read the text. Further, Langan (2008:172) states that the three most common purposes of writing are to inform, to persuade, and to entertain. It means that the importance of writing is about composing the ideas and turning them into readable text so that readers can get the message or information of the writing. In addition, instead of having writing practices, the activity of teaching writing is mostly dominated with grammar exercise. Students sometimes have a problem in developing their ideas creatively because the teacher doesn't involve students in the process of writing which covers pre-writing, drafting, revising and editing.

Concerning the students' difficulty in mastering writing skill, the researcher tried to find out a suitable approach in teaching writing. There are some approaches that can be used as the practical way in teaching writing. Those are product approach, process approach, and genre based approach. Besides those approaches, there is a combination approach that can be applied to teach writing namely process-genre approach. Among the four approaches of teaching writing, a process-genre approach has been recently regarded as an appropriate approach to help students develop their writing skill effectively. A process-genre approach is the combination of two approaches; process approach and genre-based approach.

By applying a process-genre approach in teaching writing, the students do not only know the process of writing but also know the purpose and the contextual

situation of the text of their writing. Hopefully, this approach enables students to be more creative in constructing their ideas on a paper to write a certain genre text. This statement is in line with Kim and Kim (2005:7) who say that process-genre approach will not only afford students the chance to enjoy the creativity and to become independent writers, but also help them understand the linguistic features of each genre and emphasize the discourse value of the structures they are using. As stated in Badger and White (2000:157-158), in process-genre approach, the activity of writing involves knowledge about language, knowledge about the context in which writing happens and especially the purpose of the writing, and skills in using language. It also describes the writing development which happens by drawing out the learner's potential and also by providing input to which the learners respond.

Some studies have been conducted dealing with the use of process-genre approach to teach writing. The researchers who conducted the related study were Babalola (2012) and Jarunthawatchai (2010). The result of the research showed that learners' written English performance improved significantly as a result of the treatment with the process-genre based approach. Another research was also conducted by Reonal (2015). The research found that the application of process-genre approach help the students to write a certain genre of a text.

Concerning the three previous researches above, this research has some similarities and differences. The similarity was on the independent and dependent variable used. The independent variable was the application of process-genre approach while the dependent variable was focus on writing. In addition, this present research has the same research design as the two previous researches conducted by Babalola (2012) and Jarunthawatchai (2010) that was quasi experimental research design.

On the other hand, this present research has also some differences with the previous researches. Reonal (2015) applied a descriptive qualitative study on the implementation of process-genre approach in teaching writing, while this present research applied an experimental study. The level of the respondent was also different. Three of the previous researches which conducted by Babalola (2012),

Jarunthawatchai (2010) and Reonal (2015) were held on the university level. It was different from this present research in which the research was conducted in the senior high school level.

Moreover, the difference of Reonal's research and this present research was on the context in which English is used. Reonal's research was conducted on ESL students, while this present research was applied to EFL students. As we know that ESL students are using English more often than EFL students. The ability of writing an English text will also be different. That is why the researcher applied an experimental study to investigate the effect of process-genre approach on EFL students. Furthermore, there was a difference on the stages of process-genre approach which was applied by Reonal (2015). She applied the stages of process-genre approach which consist of preparation stage, joint construction stage, independent construction stage, evaluation stage and publishing. This present research applied the model of process-genre approach proposed by Badger and White (2000) in which it is started from defining the situation, determining the purpose, considering the genre, planning, drafting, and publishing.

This research was conducted at SMA Negeri 1 Pakusari. In this school, the English lesson is taught twice a week. Each meeting has 2 x 45 minutes. Based on the information given by the English teacher, the English teacher did not use process-genre approach in teaching writing especially descriptive text writing. The English teacher had accustomed to use product approach to teach writing. As the traditional approach, product approach had been the most practical approach in schools around the world (Sarala, et al., 2014:790). This approach encourages students to produce an end product which may be likened to a model of text provided by teachers.

Therefore, by considering the rationales above, the researcher conducted an experimental research to investigate whether or not there was a significant effect of using process-genre approach in teaching writing, entitled ***“The Effect of Using Process-Genre Approach on the Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari”***.

1.2. Problem of the research

Based on the background above, the problem of this research was: Is there any significant effect of using process-genre approach on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari?

1.3. Objective of the research

Based on the problem of the research, the objective of this research was to investigate whether or not the use of process-genre approach has a significant effect on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari.

1.4. Significance of the research

The result of this research are expected to give significant contribution to the following people.

1.4.1. The English teacher

Most of English teachers in Indonesia never use process-genre approach in teaching writing. By conducting this research, the researcher wants to give information to the English teacher to consider using another approach, such as a process-genre approach, in teaching writing. It is because process-genre approach has many advantages to be used for helping the students to express their ideas to write a certain genre text during the writing process.

1.4.2. The students

Through the use of process-genre approach in teaching writing for the students, hopefully the students will be easier to write a text in a certain genre, so that the students' achievement in writing will increase.

1.4.3. The future researcher

Hopefully, the results of this research can be used as a reference by future researchers who will conduct a research dealing with the use of process-genre approach to teach writing using different research design on a classroom action research by improving students' writing ability through process-genre approach.

CHAPTER 2. LITERATURE REVIEW

This chapter provides the review of literature related to the topic of this research. It covers writing skill, the aspects of writing, descriptive text writing, writing approaches, the process-genre approach, the strengths and weaknesses of process-genre approach in teaching writing, and research hypothesis.

2.1. Writing Skill

As the productive skill, writing is the activity to produce language in a written form. According to Byrne (1997:1), writing is the action of forming symbols, letter or combination of letters, then arranging them according to certain convention to form words and words arranged to form sentences. Writing has a close relationship with thinking process. In addition, Arndt and White (1992:3) argue that writing is far from being a simple matter of transcribing language into written symbols, but it is a thinking process of its own right.

However, writing needs the ability of the writer to organize and generate ideas to the reader in written form. Wingersky, et al (1999:4) say, "Writing is a process through which you discover, organize, and communicate your thoughts to a reader". More than organizing and generating ideas, Richard and Renandya (2003:303) state that writing is not only about organizing and generating ideas using appropriate choice of vocabulary, grammar, punctuation, but also turning the ideas into readable text.

In order to compose a good writing, Heaton (1990:135) explains five general skills of writing. The first is language use. It is the ability to write correct and appropriate sentences. The second is mechanical skill. It is the ability to use punctuation and spelling correctly. The next is treatment of content. This skill is the ability to think creatively and develop thought. Then, stylistic skill is the ability to manipulate sentences and paragraphs and use language effectively. The last skill is judgment skill. It is the ability to write an appropriate manner for a

particular purpose with particular audience in mind, together with ability to select, organize, and order relevant information.

From the arguments above, it can be concluded that writing is the activity of delivering ideas in written form. It is about not only forming symbols to letter and so forth but also activating the thinking ability of the writer.

2.2. Aspects of Writing

As a means of communication, students should be able to produce a piece of written product that can be understood by readers. It means that writing product should be readable so the readers can catch the message or information they read on a paper. To produce a good writing, students should consider about some aspects of writing. There are several aspects which need to be considered to enable students produce fluent and appropriate written English.

1. Mechanical problems with the script of English
2. Problems of accuracy of English grammar and lexis
3. Problems of relating the style of writing to the demands of a particular situation
4. Problems of developing ease and comfort in expressing what needs to be said.

Broughton, et al., (2003:116)

In addition, Heaton (1990:146) states that there are five aspects of writing skills namely content, organization, vocabulary, language use, and mechanics. In this research, the students' writing was assessed based on these five aspects.

2.2.1. Content

Content is about the ideas containing messages or information a writer wants to deliver to readers. Hughes (1983:93) argues that content is the ability to use knowledge and understandable subject information, development thesis, relationship of many details relevance to the materials and topic. Thus, it can be said that content deals with the writer's purpose of writing.

2.2.2. Organization

In order to share ideas, message or information in written product, the formulation of writing should be organized well. It deals with how the text is constructed. Furthermore, Harmer (2004:20) states that in order to have an accessible writing, a writer should consider about both cohesion and coherence of the writing. Cohesion is about the use of linking words in joining the ideas within and between sentences and paragraphs while coherence refers to the way in making all the sentences clearly connected with each other. In this case, students should compose a well organized and perfectly coherent text and also the composition of the text should contain complete generic structure of a descriptive text.

2.2.3. Vocabulary

Students' mastery of vocabulary is the basic skill to be able to write. To make a good writing, a writer should have knowledge of words and the meaning. Richard and Renandya (2003:255) argue that vocabulary is a central component of language proficiency. Without vocabulary, learners often achieve less than their potential and may be discouraged from making use of language opportunities around them. Lack of vocabulary knowledge will result in lacking of meaningful communication. It might make a writer quite difficult to write because understanding words is the basic skill to be able to construct sentences.

2.2.4. Language Use

To make an acceptable written product, structures of writing should be correct and logic. Composing the correct and logical sentences deal with the use of grammatical structures. Grammar is one of the components of language which measures the ability of the students in making a good structure of sentences. According to Knapp and Watkins (2005:32), "grammar is a name for the resource available to users of a language system for producing texts". It means that grammar is the way to help students produce correct and logical sentences to arrange them into readable text.

2.2.5. Mechanics

Besides those aspects of writing above, mechanics is also an essential part of writing. According to Heaton (1990:135), mechanical skill refers to the mastery of using correctly those conventions peculiar in written language. The use of correct punctuation and capitalization helps readers understand more about the text.

2.3. Descriptive Text Writing

The function of descriptive text is to describe places, person, or things. Boardman and Frydenberg (2008:19) note that descriptive paints a picture with words so that readers can catch in their mind the object or place which are describing. Furthermore, Kane (2000:351) states that description is about how something looks, sounds, and tastes. Mostly, describing is about visual experience, but it also deals with other kind of perceptions. Whatever sense it appeals to, descriptive writing is divided into two categories: objective description and subjective description. In objective description, writers record detail without making any personal perceptions. In subjective description, writers are free to interpret the detail for readers; they can use their personal feeling in describing something.

From those statements, it can be said that descriptive text is a text to describe something; it can be places, person or things. In describing something, writers can describe the object based on a visual experiences or a kind of perceptions.

However, in constructing a descriptive text, writers should consider about the generic structures and the language features. According to Gerot & Wignell (1994) cited in Mardiyah (2013:281-282), the generic structures of descriptive text consist of two, those are identification and description.

1. Identification : It is about identifying the object that will be described. Identification is usually stated in the first paragraph. It is to introduce readers what is going to be described in the next paragraph.

2. Description : The function of description is to describe parts, qualities or characteristic of the object being described in detail.

Knapp and Watkins (2005:98) mention some grammatical features of descriptive text, covering:

1. the use of present tense
2. the use of adjectives to add extra information to nouns and may be technical, everyday or literary, depending on the text.
3. personal and literary description generally deals with individual things or specific participant.

The following is the example of a descriptive text with the description of generic structures and its functions.

Spring Gardens Apartment

Elements	Functions	Texts
Identification	Identifying what is going to be described, in this case is the Spring Garden Apartment.	The Spring Garden Apartment Complex offers you and your family country living at its best
Description 1	Describing the surrounding and location.	Surrounded by beautiful woods and hills, Spring Garden is located ten miles outside the city but is only minutes downtown on the freeway.
Description 2	Describing the inside of the apartment; what each apartment has and the possibility to take pets inside it.	Unfurnished two bedroom apartments are available. Each apartment has a dishwasher, central heating, air conditioning, and laundry room. Children pets are welcome.
Description 3	Describing the existence of sports facilities and parking area.	In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.

Rukmini (2009:185-186)

2.4. Writing Approaches

In English Foreign Language (EFL) context, there are three common approaches in teaching writing. Those are product approach, process approach and genre based approach. It is stated by Badger and White (2000:153) that process and product approaches have been dominated much in EFL writing classroom, then genre based approach turn up in the last ten years. The followings are brief overview about those three approaches of teaching writing.

2.4.1 Product Approach

Product approach sees writing on the written product rather than on the process of the writing itself. This statement is in line with Nordin and Mohammad's statement (2006:76) who said that generally the focus of such writing is on the written product rather than on how the learner should approach the process of writing. It is also supported by Hyland (2003:3) who states that product approach means writing a written product which is constructed from the grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating the model of text provided by the teacher. The main focus of this approach is on the linguistic accuracy rather than the ability of the students to write. That's why the activity of writing on product approach is started with vocabulary and grammar practices. Then as a result, students individually use the expressions and vocabulary they have learnt to produce their own text. As noted in Hyland (2004:3-4), there are four stages in applying product approach in teaching writing as follows.

1. Familiarization : Learners are taught certain grammar and vocabulary, usually through text
2. Controlled writing : Learners manipulate fixed patterns. Students practice writing using the expressions and vocabulary that they have learnt during the Familiarization stage
3. Guided Writing : Learners imitate a model of text
4. Free writing : Learners use the patterns they have developed to write an essay, a letter, and so forth.

2.4.2. Process Approach

Product approach focus on the written product instead of the process of the writing, while process approach focus on how the text is written rather than the final product of the writing. In this approach, the emphasis is on linguistic skill such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure (Badger and White, 2000:154). Moreover, Arndt and White (1991:5-6) argue that in process approach, the model of texts introduced by the teacher are used as the resource for further ideas rather than a model of mimicry.

Typically there are four stages in the process approach: pre-writing; drafting; revising; and editing. Prewriting is the activity of discovering and generating ideas. Drafting is the activity of composing the ideas into sentences and paragraph. Revising is the way to make the writing good by making changes to clarify the words and organization. The last is editing. It is the activity to checking and correcting the mechanical problems of the writing.

2.4.3. Genre-based Approach

Genre based approach is the new approach in English Language Teaching (ELT). According to Hyland (2004:18), genre based approach refers to teaching learners how to make use of language patterns to achieve a coherent and purposeful composition. The focus of this approach is the students' understanding about the social context of the text.

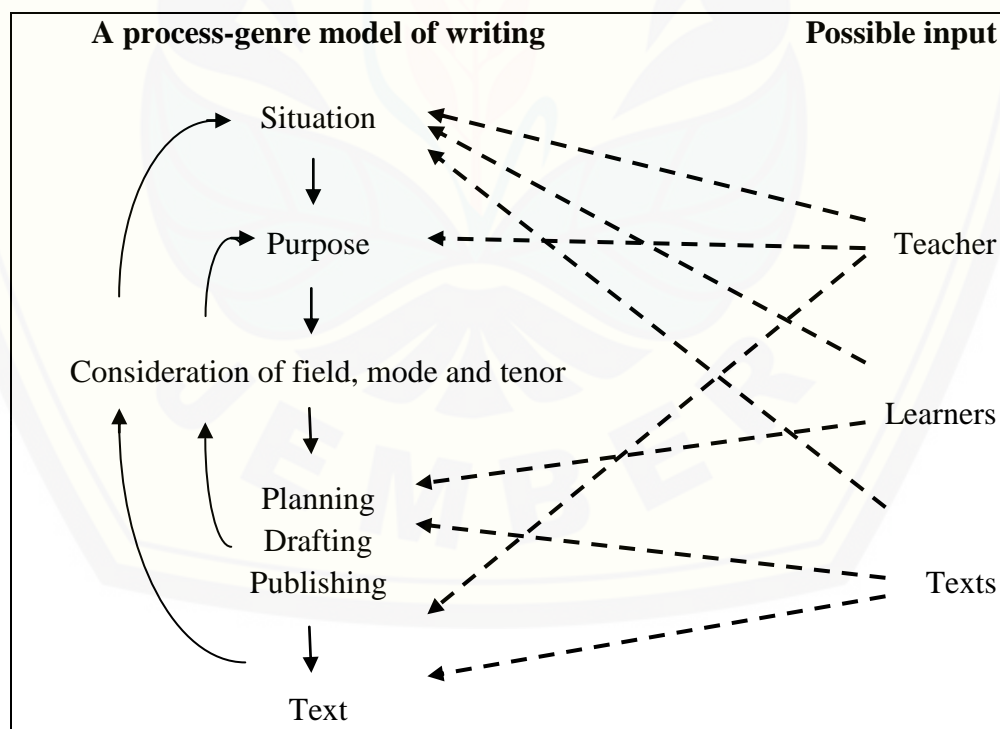
In teaching writing, applying genre-based approach consists of three stages. As stated in Hyland (2003:21), the three stages of genre-based approach are modeling of text; joint construction of text; and independent construction of text. Modeling of text is the stage where the students discuss and analyze the text structure, context and language. In the stage of joint construction of text, the students and teacher or student and students construct a text together. The last stage is independent construction of text where the activity is the students' independently writing a text.

2.5. The Process-Genre Approach

The three approaches including product approaches, process approaches and genre-based approaches have been commonly used by teachers in teaching writing. Badger and White (2000) then proposed the combination of two approaches; process approach and genre-based approach, to be applied to teach writing. Process-genre approach is seen as an effective approach to teach writing because it enables students to write text in different genres. This statement is supported by Yan (2005:20) who states that process-genre approach allows students to learn the relationship between purpose and particular genre as they use the recursive processes of pre-writing, drafting, revision and editing.

2.5.1 Procedures of Process-Genre Approach

The explanation of the stages in applying process genre approach is described as follows:



Model of Process-Genre Approach to Teach Writing

(Badger and White, 2000:159)

1. Defining the situation

This stage is important because learners will first be made aware that writing occurs in a social context and situation, and that a piece of writing has to achieve a certain purpose (Nordin & Mohammad, 2006:79). In this stage, a teacher gave a situation as the background knowledge for the students to know the text they are going to study. For instance, in a descriptive text, the teacher showed a picture of family, and then the teacher and students discussed about the description of the family based on the picture including the characteristics of the members of the family, the appearance of the members, etc. By providing the situation, students will know that they are going to study about descriptive text.

2. Determining the purpose

After knowing the situation, then it moved to determining the purpose. Badger and White (2000:155) state that the central aspect of the situation is purpose. Every genre has different purposes. This statement is also stated in (Badger & White, 2000:155) for different kinds of writing, or genres, such as letters of apology, recipes, description, explanation, and so on, are used to carry out different purposes. In this stage, teacher explained about the purpose and the social function of descriptive text used to describe persons, things or places.

3. Considering the genre

Nordin & Mohammad (2006:80) state that in this stage, learners have to relate the purpose of writing to the subject matter, the writer/audience relationship, and the mode or organization of the text. This approach allows learners to see how texts are written differently, according to their purpose, audience and message. In this case, students were given a model of descriptive text then the teacher explained about the organization of the text including generic structures and language features. This helped students understand well the way how the descriptive text is constructed.

4. Planning

In this case, students moved to the process of constructing a text. The first thing the students did was planning to write. This stage is similar to pre-writing activity. In pre-writing, there are several activities that can be used by students. Wingersky, et al (1999: 4-12) state that there are six activities in pre-writing as follows.

a) Talking

Talking is the simple way to start the writing process. Students can talk about subject that is going to be written with their classmates or teacher who can provide the inspiration to begin writing.

b) Free writing

Free writing is writing anything that comes to mind without considering the grammar, spelling and organization. Elbow (1980:14) found that free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words.

c) Brainstorming

Brainstorming is writing words or phrases that occur spontaneously. Arndt and White (1992:18) state that brainstorming is the individual or group activity involves thinking quickly to produce as many ideas as possible in a given topic or problem.

d) Journal Writing

Journal writing is recording your daily thoughts or emotion in a notebook. This activity can help the students to emerge their ideas to write.

e) Reading

One of the pre-writing activities is reading. Reading anything that relates to the topic will easily help the students get inspiration to write.

f) Searching the internet

Another way to find resource information is internet. Students can access anything about the topic going to be written in it. However, because of the large variety of internet, it cannot be sure that all materials in it are reliable and validated (Wingersky, et al., 1999:12).

5. Drafting

After organizing the ideas in pre-writing activity, the students moved to write the first draft. Drafting can be done several times. According to Harmer (2004:5), draft is the first version of writing and it can be developed later. In this research, students wrote their first draft based on the outline that they did in pre-writing. Then, after writing the first draft, the teacher checked students' writing and gave feedback on it. Feedback can be given in several ways, such as teacher written feedback, teacher-students conferencing, and peer feedback.

The most common forms of teacher's written feedbacks are commentary, marking, and rubric. Hyland (2003:178) notes that feedback to written text is essential for the development of writing skill. Moreover, Leki (1990) noted in Kim & Kim (2005:10) said that teacher's written feedback is still highly valued by writer, and many writers particularly favor their feedback on grammar.

Feedback can also be done through teacher-students conferencing. Kim & Kim (2005:10) said that the advantages of using this kind of feedback is students can be active to participate, ask questions, clarify meaning, and discuss their paper rather than passively accepting advice. Moreover, Hyland (2003:192) notes that conferencing has important advantages as it can supplement the limitations of one-way written feedback with opportunities for the teacher and the student to negotiate the meaning of a text through dialogue.

Another way to give feedback is by peer feedback. Peer feedback is said to provide a means of both improving writers' drafts and developing readers' understandings of good writing (Hyland, 2003:198). But in fact,

EFL learners are mostly inexperienced in giving peer-feedback. It means that they may heavily focus on sentence level problems rather than content and organization. In this case, peer-feedback was not used in checking the students' writing.

In checking students' first draft, there was a teacher-students conferencing. Teacher gave feedback concerning the content and organization of the text. Based on the feedback given by teacher, students then made a revision on it. Wingersky, et al., (1999:15) state that revising means making changes to clarify words and organization. Moreover, they also stated that revising a text should be done in several times until the writer feel satisfied of the writing. It means that students can revise their writing in more than one times based on their satisfaction.

Then, before publishing a final text, there was a written feedback from the teacher where it gave a focus on grammar and mechanics used in the text. After giving written feedback, students were having proofreading and editing. Arndt and White (1992:174) note that proofreading and editing is the final correction of language before writing out the final version of the text. Proofreading is reading the whole text before it is published, while editing is about checking the spelling, punctuation, capitalization and grammar usage. In this case, students went through proofreading their writing and made some editing on their misspelling, wrong punctuation, capitalization, and grammar mistakes based on the feedback from the teacher.

6. Publishing

The last stage is publishing the text. In this case, the students' final writing was submitted to the teacher. The teacher then gave a score on the students' writing. Three of the students' results of writing which had the best scores were posted on the wall. This activity would motivate the students to become better writers.

2.6. The Strengths and Weaknesses of Process-Genre Approach in Teaching Writing

Applying process-genre approach to teaching writing has some strength. The strength of the process genre approach is that the students are not only knowing the process of writing as that in process approach but also knowing the purpose and the contextual situation of the text of their writing as that in genre-based approach (Kim & Kim, 2005:7). Besides, process-genre approach gives chances to students to revise and edit their writing before it is submitted to the teacher. During the process of writing, the students were facilitated by the teacher's help. Yan (2005:20) states that in this approach, the role of the teacher is guiding and working closely with students to encourage them, offering helpful feedback and suggestions.

On the other hand, applying process-genre approach also has a weakness. The main weakness of process genre approach is that, it takes more time to be applied. Process-genre approach is like combining the stages of genre approach and process approach where more activities are added to help students write effectively. That is why it actually needs more time to accomplish the whole stages. In this case, the researcher tried to organize the time well in every stage so that each stage could be done fully.

2.7. The Research Hypothesis

Based on the research problem and the review of some related literature above, the research hypothesis was formulated as follows. There is a significant effect of using process-genre approach on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari.

CHAPTER 3. RESEARCH METHODS

This chapter discusses the research methods used in this research. It covers research design, area determination method, respondent determination method, operational determination the terms, data collection methods, and data analysis.

3.1 Research Design


The purpose of this research was to investigate the effect of using process-genre approach on the tenth grade students’ descriptive text writing achievement at SMA Negeri 1 Pakusari. Based on the aim of this research, the research design used in this research was quasi experimental research with post-test only control group design.

In this typical research design, the researcher used intact group because re-assigning students randomly to the experimental and control groups may disrupt the schedule of classroom learning (Creswell, 2012:295). There were two groups in this research; experimental group and control group. The experimental group received process-genre approach as the treatment, while the control group received no treatment. The control group was taught by using product approach usually used to teach writing by the English teacher.

The design of this quasi-experimental research is illustrated in the following table:

Posttest-Only Control Group Design

Time



Control Group	No Treatment	Posttest
Experimental Group	Experimental Treatment	Posttest

(Creswell, 2012:310)

Based on Creswell's design, this research follows procedures as described below.

1. Determining the experimental and the control groups by analyzing the students' previous scores of English midterm test to know the homogeneity of the population. The researcher used Levene test in analyzing the students' previous scores. The result of Levene text showed that the value of homogeneity variances was not significant (more than 0.05). It means that the population was homogenous. The researcher chose two classes randomly from the seven existing classes of the tenth grade students. After that the two classes selected were determined to be the experimental and control groups by using lottery.
2. Giving treatment to the experimental group that was teaching writing by using process-genre approach. Then, the control group was taught by using product approach. The teaching learning process was done in two meetings. Each meeting took 90 minutes.
3. Administering writing post test to both groups (experimental and control groups) and analyzing the mean scores of post test by using independent sample t-test formula to find out the mean differences of both groups.
4. Comparing the result of the post test to know the significance of using process-genre approach on the students' descriptive text writing achievement.
5. Drawing a conclusion to answer the research problem.

3.2. Area Determination Method

This research used purposive method in selecting the area of the research. In this research, the area chosen was SMA Negeri 1 Pakusari. There were some reasons in selecting SMA Negeri 1 Pakusari as the area of this research. The first was the headmaster of SMA Negeri 1 Pakusari had already given permission to the researcher to conduct the research. The second was the English teacher wanted to know the effectiveness of process-genre approach because he had never applied process-genre approach in teaching writing. From those reasons, the researcher chose SMA Negeri 1 Pakusari to be the area of this research.

3.3. Respondent Determination Method

3.3.1. Population

The population of this research was the tenth grade students of SMA Negeri 1 Pakusari. There were seven classes and each class consisted of different number of students. Class X-1 had 32 students. Class X-3, X-4, X-5 and X-7 had 34 students each. Class X-2 and X-6 had 31 students each. Thus, the total population of grade ten was 230 students.

3.3.2. Samples

Samples refer to a subgroup of the population that the researcher plans to study (Creswell, 2011:142). For determining the samples, the researcher chose two classes from the whole population by using cluster random sampling. The selection of groups, or clusters of subjects rather than individuals is called cluster random sampling (Frankel, et al. 2012:96). It means that cluster random sampling is a kind of sampling which the researcher chose from intact groups, not individually. From the two sample classes selected, one class became an experimental group and the other one became a control group.

Before selecting two classes for the samples, it should be ensured that the population is homogenous. For the sake of this, the researcher used the students' previous scores on English midterm test given by the English teacher to know the homogeneity of the population which was analyzed by using Levene test provided in SPSS Computing System as described below.

Table. 3.1. The Output of Levene Test.

Test of Homogeneity of Variances

Score			
Levene Statistics	df1	df2	Sig.
1.951	6	223	.074

Based on the table above, it can be seen that the significance of the homogeneity of variances was 0,074 which was higher than 0.05. It means that the population of the students in class X-1 up to X-7 was homogeneous. Since the

population was homogeneous, the researcher chose two classes randomly and having a lottery to determine the experimental and the control groups. Through a lottery, X-1 was chosen as the experimental group and X-2 was chosen as the control group.

3.4. Operational Definitions of the Terms

3.4.1. Process-Genre Approach

Process-genre approach is a combination of process approach and genre-based approach. This approach emphasizes the process of writing rather than only the product. In composing text, students used the stages of process-genre approach covering, defining the situation; determining the purpose; considering the genre, planning; drafting; and publishing.

3.4.2. Product Approach

Product approach is a traditional approach where it focuses on the product of the students' writing instead of the process of writing. This approach has four stages namely familiarization; controlled writing; guided writing; and free writing.

3.4.3. Descriptive Text

Descriptive text is a text with the function to describe things, places, or person. In this case, the students were taught descriptive text about persons. The students also learned about the generic structures and language features of a descriptive text. The generic structures of descriptive text are identification and description. Then, the language features of descriptive text are the use of specific participant, the use of simple present tense and adjectives.

3.4.4. Students' Descriptive Text Writing Achievement.

In this research, students' writing achievement referred to the result of the students' descriptive text writing. The aspects assessed in the students' descriptive text writing covered content, organization, vocabulary, language use, and mechanics.

3.5. Data Collection Methods

According to Fraenkel, et al (2012:111) data refer to the kinds of information that researchers obtain on the subjects of their research. In this research, the data were collected by writing test

3.5.1 Writing Test

Writing test was given to the students to measure their ability in writing. Students had a writing test after they received the treatment for the experimental group and no treatment for the control group.

In this research, the writing test focused on the students' ability in writing a descriptive text. The students were asked to write a descriptive text consisting of at least 60-80 words. In this writing test, the students were given the topic for their writing. The topic was about describing an idol. Thus, the students wrote a descriptive text about their idols. The time allocation of this writing test was 60 minutes.

In order to have a good writing test, the researcher had to consider about the validity and the reliability of test. According to Ary, et.al. (2010:225) validity is defined as the extent to which an instrument measured what is claimed to measure. This research established content validity in which the writing test was constructed based on *KTSP* for SMA/MA, that is, the students of the tenth grade were required to be able to produce a descriptive text as stated in the basic competence of writing below.

Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> .

Reliability means that the scores of the instrument are stable and consistent. Based on the kinds of scoring test, they are divided into two; objective test and subjective test. Objective test is a kind of tests that do not need any judgment from the scorer. Meanwhile, subjective test is a kind of test that needs judgment/

opinion/impression from the scorer. The answer of subjective test is usually in the form of sentences, paragraphs, or text/description including the essay type of test. In this research, the test used belongs to subjective test which was constructed in the form of essay.

In relation to reliability, the researcher applied inter-rater reliability. According to Weigle (2002:135) inter-rater reliability refers to the tendency of different raters to give the same scores to the same script. So, there were two raters involved in giving the scores. The first rater was the researcher and the second rater was the English teacher. The students' writing test sheets were copied to the researcher and the English teacher. Afterwards the two raters gave score to the students writing independently by using scoring rubric. The use of inter-rater reliability makes the scores of the test more reliable.

Regarding the scoring method, the researcher used analytical scoring method. According to Weigle (2002:114) analytic scoring provides more detail information about the students' writing skill because in analytical scoring, script are rated on several aspect of writing criteria rather than given a single score. It means that script of writing is scored separately based on certain aspects. In this research, there were five aspects to be evaluated covering content, organization, vocabulary, grammar and mechanics. The following is the analytical scoring rubric used in this research.

Table 3.2. Writing Scoring Rubric

Writing Aspects	Scores	Category	Description
Content	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas.
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas.
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
Organization	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure

			of descriptive text, namely identification and description.
	3	Good	Fairly well organized and generally coherent; the composition contains complete generic structures of descriptive text.
	2	Fair	Loosely organized; the composition only contains one generic structure of descriptive text (one of the generic structure components is missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of descriptive text (all of generic structure components are missing).
Vocabulary	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms.
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms.
Grammar	4	Very Good	Good, no errors, full control of structure.
	3	Good	Few errors, good control of structure
	2	Fair	Many errors, fair control of structure
	1	Poor	Dominated by errors, no control of structure
Mechanic	4	Very Good	No errors in spelling, punctuation, capitalization, and paragraphing.
	3	Good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Taken from Cohen (1994). (in Megawati and Anugerahwati, 2012)

Based on the scoring rubric above, the score for assessing the students' descriptive text is within the range 1- 4 where 1 is the minimum score and 4 is the maximum score. The minimum score gained is 1 for each component of writing assessed, so the total converted score obtained from each aspect is 25. Meanwhile, the maximum score gained is 4, therefore, the total converted score obtained from each aspect is 100. In addition, the proportion for each aspect is also different where 30% for content, 20% for organization, 20% for vocabulary, 20% for grammar, and 10% for mechanics. From the proportion of the scoring for each

aspect, it can be seen that content has the highest score and mechanic has the lowest score. The reason is that content is the most important aspect of writing for the students of senior high school while mechanic has already been known by the students since elementary school. It is in line with Hughes's statement that it would not necessary for testing at an elementary level, where control of mechanics might be considered more important than the other aspects (2003:103). However, the formula for obtaining the score of each aspects and the table of score conversion are as follows.

$$\text{The score for each aspect} = \frac{\sum (\text{score} \times \text{weight}) \times 100}{40}$$

Table 3.3. Score Conversion

Writing Aspects	Weight	Score	Converted Score
Content	3	4	30
		3	22.5
		2	15
		1	7.5
Organization	2	4	20
		3	15
		2	10
		1	5
Vocabulary	2	4	20
		3	15
		2	10
		1	5
Grammar	2	4	20
		3	15
		2	10
		1	5
Mechanic	1	4	10
		3	7.5
		2	5
		1	2.5

3.6. Data Analysis

In this research, the data collected from writing test was analyzed by using independent sample t-test provided in SPSS Computing System with 5% significance level. Independent sample t-test was used to compare the mean scores

of two independent groups; the experimental and the control groups. Therefore, it was used to know whether the result of the post-test in the experimental group that received the treatment and the control group that received no treatment had significant effect or not. The following was the formula of t-test.

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X_x^2 + \sum X_y^2}{n_x + n_y - 2} \right] \left[\frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

- M_x : Mean of post-test on the experimental group
 M_y : Mean of post-test on the control group
 X_x : Individual score deviation of M_x
 X_y : Individual score deviation M_y
 N_x : The number of students in the experimental group
 N_y : The number of students in the control group

(Arikunto, 2013:354)

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and the suggestions for the English teacher, the students, and the other researchers.

5.1. Conclusion

Based on the result of hypothesis testing and discussion on the previous chapter, it can be concluded that the use of process-genre approach has a significant effect on the students' descriptive text writing achievement at SMA Negeri 1 Pakusari. It indicated from the students' mean score on post-test. It showed that the students who were taught by using process-genre approach got a better score than the students in control group who did not receive process-genre approach. It can be seen from the mean score of the post-test. The mean score of post-test in experimental group was 71.2742 while the mean score of control class was 63.2581. In addition, based on the sig. value of independent sample t-test, the significance value was 0.042 (lower than 0.05). It means that there was a significant effect of using process-genre approach on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari.

5.2. Suggestion

Since the use of process-genre approach has a significant effect on the students' descriptive text writing achievement at SMA Negeri 1 Pakusari, this approach can be used as a practical way in teaching writing. Thus, some suggestions are proposed to the following people.

5.2.1. The English Teacher

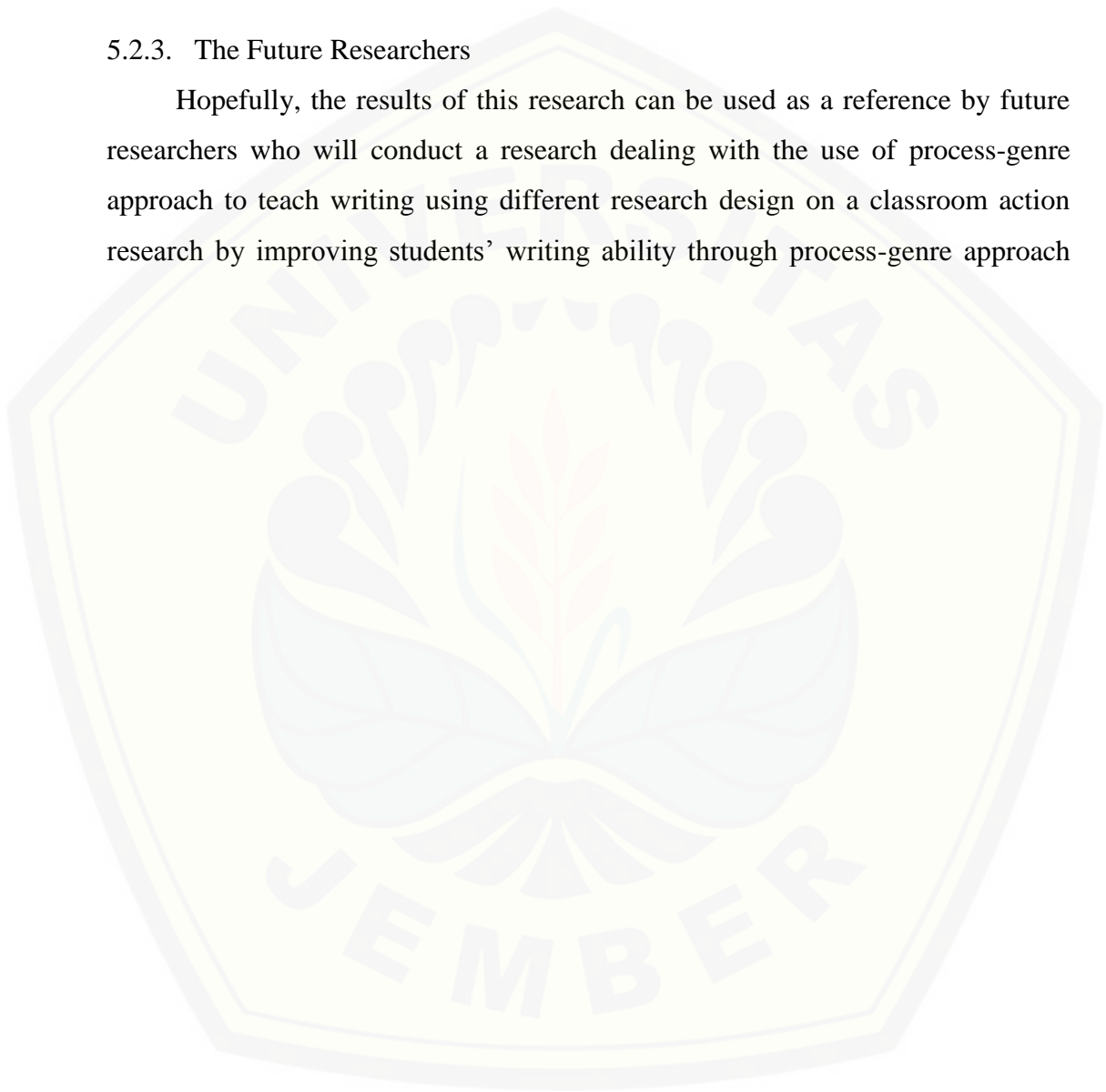
Considering the effectiveness of process-genre approach in teaching writing, it is suggested to the English teacher of SMA Negeri 1 Pakusari to use this approach in teaching writing. The activities of process-genre approach can gain the students' enthusiasm in following the teaching and learning process.

5.2.2. The Students

The students of SMA Negeri 1 Pakusari are expected to be accustomed using process-genre approach in their writing. This approach enables them to understand the process of writing as well as the genre of the text.

5.2.3. The Future Researchers

Hopefully, the results of this research can be used as a reference by future researchers who will conduct a research dealing with the use of process-genre approach to teach writing using different research design on a classroom action research by improving students' writing ability through process-genre approach



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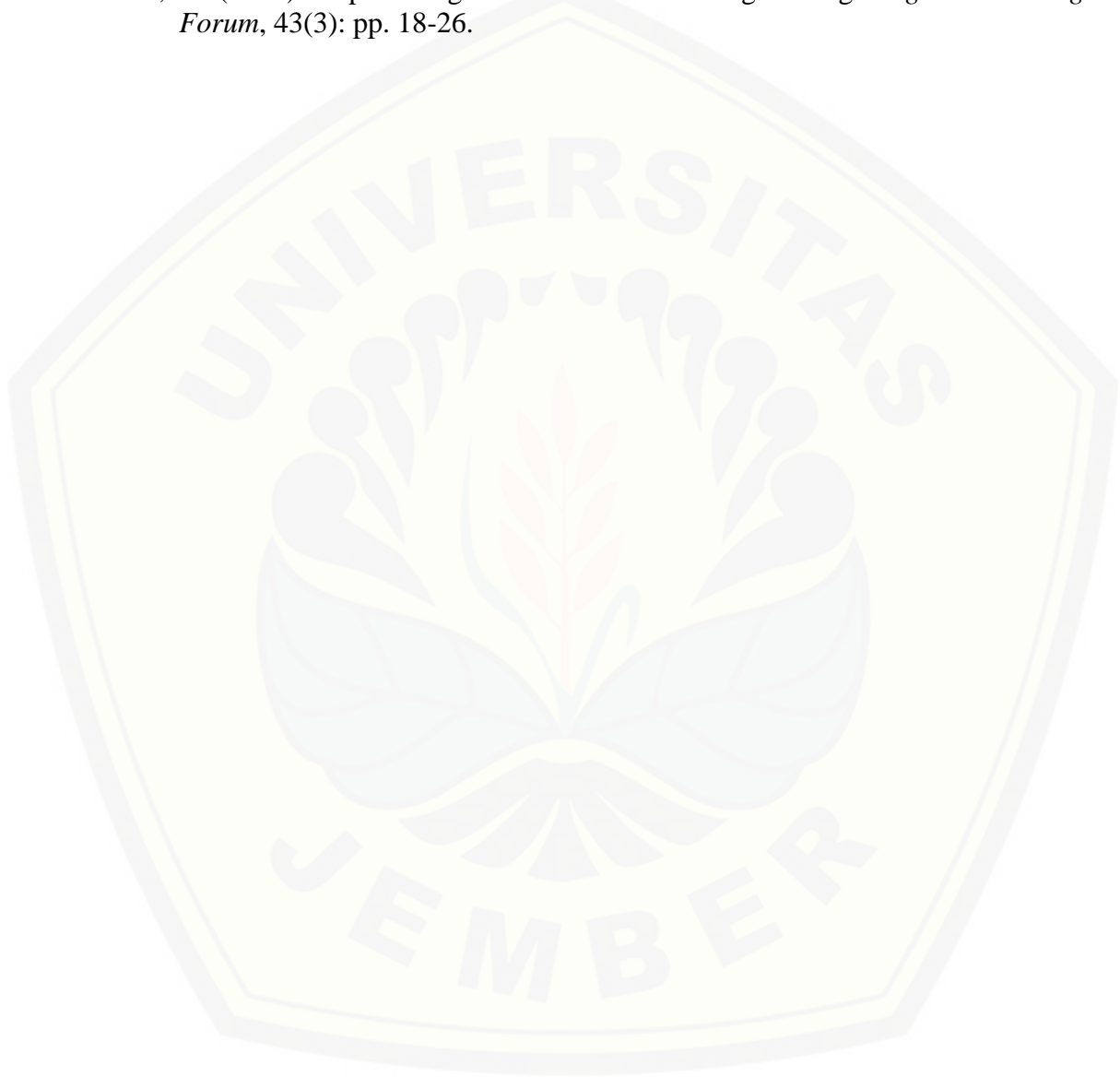
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Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data resources	Research method	Hypothesis
<p>The Effect of Using Process-Genre Approach on the Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari.</p>	<p>Is there any significant effect of using process-genre approach on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari?</p>	<ul style="list-style-type: none"> • Independent Variable Teaching descriptive writing by using process-genre approach • Dependent Variable The students' descriptive text writing achievement 	<p>Teaching descriptive writing by applying process-genre approach. The stages are:</p> <ul style="list-style-type: none"> - Defining the situation - Determining the purpose of the text - Considering the genre of the text - Planning to write - Drafting - Publishing the text (<i>Badger and White, 2000</i>) <p>The students' scores of writing achievement covering:</p> <ul style="list-style-type: none"> - Content - Organization - Vocabulary - Language Use - Mechanics (<i>Heaton, 1991:146</i>) 	<p>Respondent: The tenth grade students of SMA Negeri 1 Pakusari</p> <p>Informant: The English Teacher of the tenth grade of SMA Negeri 1 Pakusari.</p> <p>Document: The names of the research respondents (the experimental group and the control group)</p>	<ol style="list-style-type: none"> 1. Research Design <ul style="list-style-type: none"> • Quasi Experimental Design 2. Area Determination Method <ul style="list-style-type: none"> • Purposive Method 3. Respondent Determination Method <ul style="list-style-type: none"> • Cluster Random Sampling 4. Data Collection Methods <ul style="list-style-type: none"> • Writing Test 5. Data Analysis <ul style="list-style-type: none"> • Independent sample t-test of SPSS computing system 	<p>The use of process-genre approach has a significant effect on the tenth grade students' descriptive text writing achievement at SMA Negeri 1 Pakusari.</p>

Appendix B**The Schedule of the Research**

No.	Activities	Date	Time
1.	Analyzing students' previous scores	04 th May 2016	
2.	Meeting 1 (Control group)	07 th May 2016	07.00 – 08.30
3.	Meeting 1 (Experimental group)	09 th May 2016	10.15 – 11.45
4.	Meeting 2 (Control group)	11 th May 2016	12.00 – 13.30
5.	Meeting 2 (Experimental group)	12 th May 2016	08.30 – 10.00
6.	Post-test (Control group)	13 th May 2016	09.30 – 10.30
7.	Post-test (Experimental group)	13 th May 2016	07.30– 08.30

Appendix C**The Names of the Students**

Experimental Group

1.	Aan Jaya Septiawan
2.	Agung Aprilianto
3.	Agung Prasetyo
4.	Ayu Safitri
5.	Dafit Kuswara
6.	Dani Satrio Adi
7.	Dita Ayu Aisyah
8.	Esty Yulia Damayanti
9.	Evita Ayu Triana
10.	Febby Imelda Nur Safitri
11.	Febi Tartila
12.	Georgeo Yanuar Krisna Pamungkas
13.	Husnul Huluki
14.	Ica Putri Nadeliya
15.	Izza Afkarina
16.	Karina Oktaviani Agustin
17.	Maulida Aiza Berlian
18.	Maximilian Marhendra Rajasa
19.	Melina Dwi Yanti
20.	Mirza Magfira
21.	Mohammad Deni
22.	Muhammad Milam Trijayanto
23.	Nadirra Praticia Ramadhany
24.	Reza Dwi Milenia
25.	Riza Oktafiani
26.	Sa`Adah Rahmatul Ummah
27.	Safifin Ni`Mah
28.	Saiful Rizal
29.	Tarisa Febriyanti
30.	Vita Nofianti
31.	Wahyu Dwi Rachmatullah
32.	Deva Zulvian Absony

Control Group

1.	Achmad Efendi
2.	Adinda Oktavia Putri
3.	Adinda Vinsia Talia Nabellagosa
4.	Arvandi Dwi Mileniawan
5.	Bagus Hidayah
6.	Dela Febriansyah
7.	Derbyra Syahyuning Utami
8.	Faike Nurdiana
9.	Fiqri Dwi Kurnianto
10.	Gede Yoga Setyawan
11.	Ifa Rahayu
12.	Kurniawan Dwi Prasetyo
13.	Laelatul Munawaroh
14.	Maharani Diah Putri
15.	Mailida Fitria Handayani
16.	Mita Sari
17.	Mita Zahrofil Ulum
18.	Moch. Febri Jaelani
19.	Muhammad Fajar Agung Pribadi
20.	Muhammad Feno Apriliyanto
21.	Muhammad Yusuf Belo Pamungkas
22.	Novilia Garnis Aning Hiun
23.	Nur Aini
24.	Patria Retno Wiyati
25.	Riski
26.	Riwella Nanda Urbaning Putri
27.	Salva Aribah Rohmah
28.	Samsul Ma`Arif
29.	Syamsara Tafifa Arifina Hafsah
30.	Wildatul Firdausiyah
31.	Yuniskawati

Appendix D

Students Previous Scores on English Mid-term Test

No.	X-1	X-2	X-3	X-4	X-5	X-6	X-7
1.	74	75	78	81	43	77	77
2.	74	74	78	77	79	80	79
3.	75	88	78	79	79	76	80
4.	77	80	79	77	82	79	78
5.	75	75	80	81	79	79	80
6.	80	77	76	80	81	77	79
7.	85	77	78	81	80	78	78
8.	76	88	78	80	79	81	79
9.	80	75	78	79	79	80	80
10.	75	88	80	80	80	80	80
11.	75	78	79	73	82	85	78
12.	85	77	77	82	79	78	80
13.	77	73	78	77	81	80	79
14.	85	90	77	77	79	79	79
15.	72	76	80	83	81	80	79
16.	87	75	79	63	76	78	80
17.	81	87	82	82	80	80	80
18.	79	76	76	78	79	78	79
19.	80	73	76	80	79	72	78
20.	82	75	78	77	81	73	85
21.	75	74	81	81	80	80	30
22.	87	76	80	79	82	79	80
23.	90	79	80	82	79	80	80
24.	80	82	83	83	80	80	80
25.	76	77	82	81	80	78	79
26.	82	77	77	51	80	72	85
27.	90	81	77	80	79	79	90
28.	74	73	76	85	80	79	78
29.	76	84	80	80	79	81	79
30.	82	84	81	83	79	80	78
31.	74	81	80	80	79	79	79
32.	74		78	79	80		80
33.			78	80	80		87
34.			79	80	79		78

Appendix E**LESSON PLAN 1**

School	: SMA Negeri 1 Pakusari
Subject	: English
Class	: X
Language skill	: Writing
Material	: Descriptive text
Time allocation	: 2 x 45 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

III. Indicator(s)

- A. Process
 - Mentioning the purpose and the social function of descriptive text
 - Mentioning the generic structures and language features of descriptive text
- B. Product
 - Writing a descriptive text about “my family”

IV. Learning Objective(s)

- A. Process
 - The students are able to mention the purpose and the social function of descriptive text correctly.
 - The students are able to mention generic structure and language features of descriptive text correctly.

B. Product

- The students are able to write a descriptive text about “my family” correctly.

V. Learning Material

Descriptive Text

VI. Approach/Method

Experimental Group : Process-Genre Approach

Control Group : Product Approach

VII. Learning Activity

Experimental Group	Time	Control Group	Time
Greeting	2'	Greeting	2'
1. <u>Set Induction</u> 1.1. Defining the situation <ul style="list-style-type: none"> - Giving motivation by showing a picture of Family - Asking some leading questions related to the picture as follows: <ol style="list-style-type: none"> 1. What picture is it? 2. How many members are there on the picture? 3. Who are they? 4. How does father look like? 5. How is the mother's appearance? 6. How is the son's appearance? 7. How is the daughter's appearance? - Stating the objectives 	5'	1. <u>Set Induction</u> <ul style="list-style-type: none"> - Giving motivation by showing a picture of Family - Asking some leading questions related to the picture as follows: <ol style="list-style-type: none"> 1. What picture is it? 2. How many members are there on the picture? 3. Who are they? 4. How does father look like? 5. How is the mother's appearance? 6. How is the son's appearance? 7. How is the daughter's appearance? - Stating the objectives 	5'
2. <u>Main Activity</u> 2.1. Determining the purpose <ul style="list-style-type: none"> - Distributing a descriptive text entitled “My Family” - Telling the students about the 	2'	2. <u>Main Activity</u> 2.1. Familiarization <ul style="list-style-type: none"> - Distributing a descriptive text entitled “My Family” - Giving explanation about generic 	15'

purpose and social function of descriptive text		structures and grammatical features used on the descriptive text (emphasize on the explanation of simple present tense and adjectives) - Asking students to write difficult words they don't understand on the text and together find the meaning.	
2.2. Considering the genre - Explaining the generic structures and the language features of descriptive text - Distributing worksheet to be filled by the students (enclosed)	20'	2.2. Controlled Writing - Distributing the worksheet (enclosed) - Assigning students to apply vocabulary and tenses they have learnt on the familiarization stage in sentence writing. - Together with the students, discussing the answer of the task.	20'
2.3. Planning - Assigning students make an outline about what they are going to write based on the topic given.	10'	2.3. Guided Writing - Distributing a picture of "Family" - Asking the students to make a descriptive text based on the picture given referring to the model of the text.	20'
2.4. Drafting - Having students to make the first draft of descriptive text based on the outline they made.	25'	2.4. Free-writing - Assigning the students to make a descriptive text about their family - Asking them to submit their work to teacher	25'
2.5. Revising, Editing and Proofreading - Giving feedback by conducting teacher-students conference dealing with content and organization of the text - Having the students to revise their	20'		

<p>first draft based on feedback they got.</p> <ul style="list-style-type: none"> - Giving a written feedback focusing on grammar and mechanic used in the text - Based on the written feedback, having students to edit the draft. - Asking students to have proofreading to make sure that the draft is ready to be published. 			
<p>2.6. Publishing</p> <ul style="list-style-type: none"> - Assigning students to submit their writing to the teacher. 	3'		
<p>3. <u>Post-activities</u></p> <ul style="list-style-type: none"> - Making conclusion/reviewing the given materials - Parting the students 	3'	<p>3. <u>Post-activities</u></p> <ul style="list-style-type: none"> - Making conclusion/reviewing the given materials - Parting the students 	3'

VIII. Media and sources

Media : - Picture of "Family"
 - Dictionary

Sources : - English Textbook (Be Smart in English)
 - Internet

IX. Assessment

Technique : Writing assignment

Instrument : "Write a descriptive text about your family!"

Writing Scoring Rubric:

Writing Aspect	Score	Category	Description
Content	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas.
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
	2	Fair	Some ideas are relevant to the topic; the sentences contain few supporting details to the main ideas.
	1	Poor	Limited number of ideas are relevant to the topic; the sentences contain very limited supporting details related to the main ideas.
Organization	4	Very Good	Well organized and perfectly coherent; the composition contains complete generic structure of descriptive text, namely identification and description.
	3	Good	Fairly well organized and generally coherent; the composition contains complete generic structures of descriptive text.
	2	Fair	Loosely organized; the composition only contains one generic structure of descriptive text (one of the generic structure components is missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any generic structure of descriptive text (all of generic structure components are missing).
Vocabulary	4	Very Good	Very effective choice of words; no misuse of vocabulary and word forms
	3	Good	Effective choice of words; few misuse of vocabulary and word forms
	2	Fair	Less effective choice of words; some misuse of vocabulary, and word forms.
	1	Poor	Ineffective choice of words and a lot of misuse of vocabulary and words forms.
Grammar	4	Very Good	Good, no errors, full control of structure.
	3	Good	Few errors, good control of structure
	2	Fair	Many errors, fair control of structure
	1	Poor	Dominated by errors, no control of structure
Mechanic	4	Very Good	No errors in spelling, punctuation, capitalization, and paragraphing.
	3	Good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Note : The proposition of content is 30%, organization is 20%, vocabulary is 20%, grammar is 20 % and mechanic is 10%.

$$\text{The score for each aspect} = \frac{\sum (\text{score} \times \text{weight}) \times 100}{40}$$

The Score Conversion:

Writing Aspects	Weight	Score	Converted Score
Content	3	4	30
		3	22.5
		2	15
		1	7.5
Organization	2	4	20
		3	15
		2	10
		1	5
Vocabulary	2	4	20
		3	15
		2	10
		1	5
Grammar	2	4	20
		3	15
		2	10
		1	5
Mechanic	1	4	10
		3	7.5
		2	5
		1	2.5

Jember, 2016

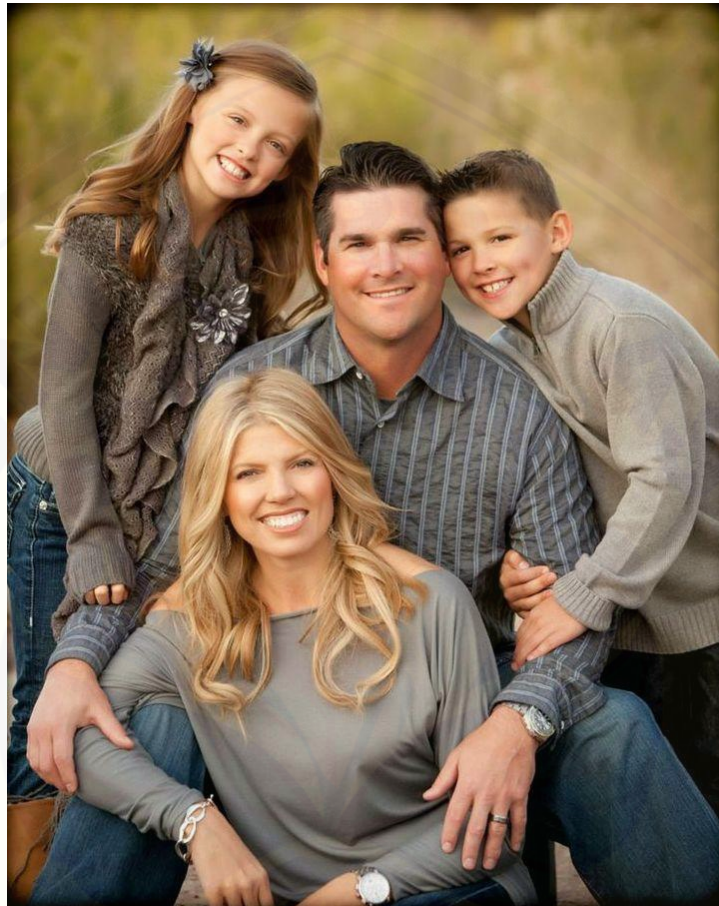
The Researcher

Diah Akmaliah

120210401011

Materials

- 1. The picture for defining situation (in experimental group) and set induction (in control group)**



Source : <https://www.pinterest.com/explore/family-posing>

2. Descriptive Text

Descriptive text is a text to describe something; it can be places, persons or things.

- Social function : To describe a person, a thing or a place
- Generic Structures :
 1. Identification
Identifying the thing that is going to be described
 2. Description
Describing the things in parts, qualities and its characteristic
- Language features
 1. Focusing on specific participant
 2. Using simple present tense
 3. Using Adjectives

3. Simple Present Tense

Simple present tense is a pattern used in a sentence to indicate that something happens all the time/repeatedly, or that something is true in general.

- The pattern in simple present tense:

(+) I / you / they / we + V1

He / she / it + V1 (s/es)

Examples : I work for five hours everyday

He goes to church every Sunday morning

(-) I / you / they / we + do not

He / she / it + does not

Examples : They do not go to the meeting

She does not go to work on Sunday

(?) Do + I / you / they / we + V1

Does + He / she / it + V1

Examples : Do you go to work on Sunday?

Does he come to your house every morning?

- The use of “be” in simple present tense

(+) I + am + Complement

He / she / it + is + complement

You / they / we + are + complement

Examples : I am a senior high school student

He is the winner of this competition

You are my best partner

(-) I + am not + Complement

He / she / it + is not + complement

You / they / we + are not + complement

Example : I am not a senior high school student

He is not the winner of this competition

You are not my best partner

(?) Are + you / they / we + complement

Is + he / she / it + complement

Example : Are you a doctor?

Is he an English teacher of grade ten?

Additional material:

Complement : Adjective, Noun, Adverb

Students Worksheet

Read the text below!

MY FAMILY

My name is Joan. I am 18 years old. Here, I will describe my beloved family. My family has four members: those are, my sister, my father, my mother, and I.

My mother is 47 years old. Her name is Mary. She has a thin face, long blond hair and beautiful brown eyes. Her body is slim and tall. She is very good looking.

My father, Peter, is 5 years older than my mother. He is 52. In spite of his age he still has black hair, with several grey hairs. He has bright blue eyes. He is quite tall but a bit shorter than me. He is very hard working. He is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Next is my sister, Bella. She is 22. She also has red hair and green eyes. She has long wavy hair. She is definitely shorter than I am. Right now she is studying English and also knows Arabic and Mandarin. I want to be as smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Source : <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html#ixzz44DUk20Zq>

(Experimental Group)

Task 1 (Pair Work)

Answer the following questions based on the text correctly.

1. What kind of text is the text above?
2. What is the purpose of the text?
3. What tense is used in the text above?
4. Mention 5 adjectives used in the text above?
5. Who is the writer's name?

Answer Key

1. Descriptive text
2. The purpose of the text is to describe my family
3. It uses simple present tense
4. Beautiful, old, tall, bright, long, etc.
5. The writer's name is Joan.

Task 2

Identify the generic structures of the text above, and write them down.

Generic Structures	Function	Sentence
Identification		

Description		
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Task 3 (Individual Work)

Make an outline of the text based on the topic you are going to write. (The topic is about describing your family)

Task 4 (Individual Work)

After making the outline, write your descriptive text about your family.

(Control Group)

Task 1. (Individual Work)

Find 3 nouns, 3 verbs and 3 adjectives in the text of “My Family”.

Noun	Verb	Adjective

Task 2. (Individual Work)

Make a sentence of each word you have found on the list above. (In simple present tense)

Example : Beautiful (Adj) → She is a beautiful girl.

Task 3. (Individual Work)

Write a descriptive text about the picture below referring to the model of the text.



Task 4. (Individual Work)

Write a descriptive text about your family.

Appendix F**LESSON PLAN 2**

School	: SMA Negeri 1 Pakusari
Subject	: English
Class	: X
Language skill	: Writing
Material	: Descriptive text
Time allocation	: 2 x 45 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative, descriptive, dan news item*

III. Indicator(s)**A. Process**

- Mentioning the purpose and the social function of descriptive text
- Mentioning the generic structures and language features of descriptive text

B. Product

- Writing a descriptive text about the students' best friend

IV. Learning Objective(s)**A. Process**

- The students are able to mention the purpose and the social function of descriptive text correctly.

- The students are able to mention generic structures and language features of descriptive text correctly.

B. Product

- The students are able to write a descriptive text about their best friend correctly.

V. Learning Material

Descriptive Text

VI. Approach/Method

Experimental Group : Process-Genre Approach

Control Group : Product Approach

VII. Learning Activity

Experimental Group	Time	Control Group	Time
Greeting	2'	Greeting	2'
1. <u>Set Induction</u> 1.1. Defining the situation <ul style="list-style-type: none"> - Having questions and answer about the topic with the students (the topic that will be discussed is describing best friend) - Giving motivation by showing a video of "My Best friend" - Stating the objectives 	5'	1. <u>Set Induction</u> <ul style="list-style-type: none"> - Having questions and answer about the topic with the students (the topic that will be discussed is describing best friend) - Giving motivation by showing a video of "My Best friend" - Stating the objectives 	5'
2. <u>Main Activity</u> 2.1. Determining the purpose <ul style="list-style-type: none"> - Distributing a descriptive text entitled "My Best Friend" - Telling the students about the purpose and social function of descriptive text 	2'	2. <u>Main Activity</u> 2.1. Familiarization <ul style="list-style-type: none"> - Distributing text entitled "My Best Friend" - Reviewing the generic structures and grammatical features used on the descriptive text (emphasize on the explanation of simple present tense and adjectives). - Asking students to write difficult 	15'

		words they don't understand on the text and together find the meaning.	
2.2. Considering the genre <ul style="list-style-type: none"> - Reviewing the generic structures and the language features of descriptive text - Distributing worksheet to be filled by the students (enclosed) 	20'	2.2. Controlled Writing <ul style="list-style-type: none"> - Distributing worksheet (enclosed) - Assigning students to apply vocabulary and tenses they have learnt on the familiarization stage in sentence writing. - Together with the students, discussing the answer of the task. 	20'
2.3. Planning <ul style="list-style-type: none"> - Assigning students to make an outline about what they are going to write based on the topic given. 	10'	2.3. Guided Writing <ul style="list-style-type: none"> - Assigning students to write a descriptive text based on the picture given with the guided questions. 	20'
2.4. Drafting <ul style="list-style-type: none"> - Having students to make the first draft of descriptive text based on the outline they made. 	25'	2.4. Free-writing <ul style="list-style-type: none"> - Assigning the students to make a descriptive text about their best friend - Asking them to submit their work to teacher 	25'
2.5. Revising, Editing and Proofreading <ul style="list-style-type: none"> - Giving feedback by conducting teacher-students conference dealing with content and organization of the text - Having the students to revise their first draft based on feedback they got. - Giving a written feedback focusing on grammar and mechanic used in the text - Based on the written feedback, 	20'		

having students to edit the draft. - Asking students to have proofreading to make sure that the draft is ready to be published.			
2.6. Publishing - Assigning students to submit their writing to the teacher	3'		
3. Post-activities - Making conclusion/reviewing the given materials - Parting the students	3'	3. Post-activities - Making conclusion/reviewing the given materials - Parting the students	3'

VIII. Media and sources

Media : - Picture of "My Best Friend"

- Power point presentation
- Dictionary

Sources : - English Textbook (Be Smart in English)

- Internet

IX. Assessment

Technique : Writing assignment

Instrument : "Write a descriptive text about your best friend!"

Writing Scoring Rubric:

Writing Aspect	Score	Category	Description
Content	4	Very Good	All ideas in the sentences are relevant to the topic; the sentences contain a lot of supporting details to the main ideas.
	3	Good	Most of the ideas in the sentences are relevant to the topic; the sentences contain some supporting details to the main ideas.
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Mechanic	4	Very Good	No errors in spelling, punctuation, capitalization, and paragraphing.
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Note : The proposition of content is 30%, organization is 20%, vocabulary is 20%, grammar is 20 % and mechanic is 10%.

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		3	22.5
		2	15
		1	7.5
Organization	2	4	20
		3	15
		2	10
		1	5
Vocabulary	2	4	20
		3	15
		2	10
		1	5
Grammar	2	4	20
		3	15
		2	10
		1	5
Mechanic	1	4	10
		3	7.5
		2	5
		1	2.5

Jember, 2016

The Researcher

Diah Akmaliah

120210401011

Materials

1. Descriptive Text

Descriptive text is a text to describe something; it can be places, persons or things.

- Social function : To describe a person, a thing or a place
- Generic Structures :
 1. Identification
Identifying the thing that is going to be described
 2. Description
Describing the things in parts, qualities and its characteristic
- Language features
 1. Focusing on specific participant
 2. Using simple present tense
 3. Using Adjectives

2. Simple Present Tense

Simple present tense is a pattern used in a sentence to indicate that something happens all the time/repeatedly, or that something is true in general.

- The pattern in simple present tense:

(+) I / you / they / we + V1

He / she / it + V1 (s/es)

Examples : I work for five hours everyday

He goes to church every Sunday morning

(-) I / you / they / we + do not

He / she / it + does not

Examples : They do not go to the meeting

She does not go to work on Sunday

(?) Do + I / you / they / we + V1

Does + He / she / it + V1

Examples : Do you go to work on Sunday?

Does he come to your house every morning?

- The use of “be” in simple present tense

(+) I + am + Complement

He / she / it + is + complement

You / they / we + are + complement

Examples : I am a senior high school student

He is the winner of this competition

You are my best partner

(-) I + am not + Complement

He / she / it + is not + complement

You / they / we + are not + complement

Example : I am not a senior high school student

He is not the winner of this competition

You are not my best partner

(?) Are + you / they / we + complement

Is + he / she / it + complement

Example : Are you a doctor?

Is he an English teacher of grade ten?

Additional material:

Complement : Adjective, Noun, Adverb

Students Worksheets

Read the text below!

MY BEST FRIEND

I have a lot of friends in my school but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirts are those in bright colors like pink, light green, and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like child and stamps her feet. I'm really glad to have a best friend like Dinda.

Source : Textbook "Bahasa Inggris" (<http://bse.kemdikbud.go.id>)

(Experimental Group)

Task 1. (Pair Work)

Complete the following information based on the text.

Title : _____

Topic : _____

Genre : _____

Purpose : _____

Generic structure : _____

Language Features : _____

Main idea : _____

Information : _____

Summary of the text : _____

Task 2 (Individual Work)

Make an outline of the text based on the topic. (The topic is about describing your best friend)

Task 3 (Individual Work)

After making the outline, write your descriptive text about your best friend.



(Control Group)

Task 1. (Individual Work)

Find 5 nouns, 5 verbs and 5 adjectives in the text of “My Best Friend”.

Noun	Verb	Adjective

Task 2. (Individual Work)

Make a sentence of each word you have found on the list above. (In simple present tense)

Example : Study (Verb) \Rightarrow I study English every Monday and Wednesday.

Task 3. (Individual Work)

Answer the following questions related to the picture below then write a descriptive text based on the picture.



Samantha

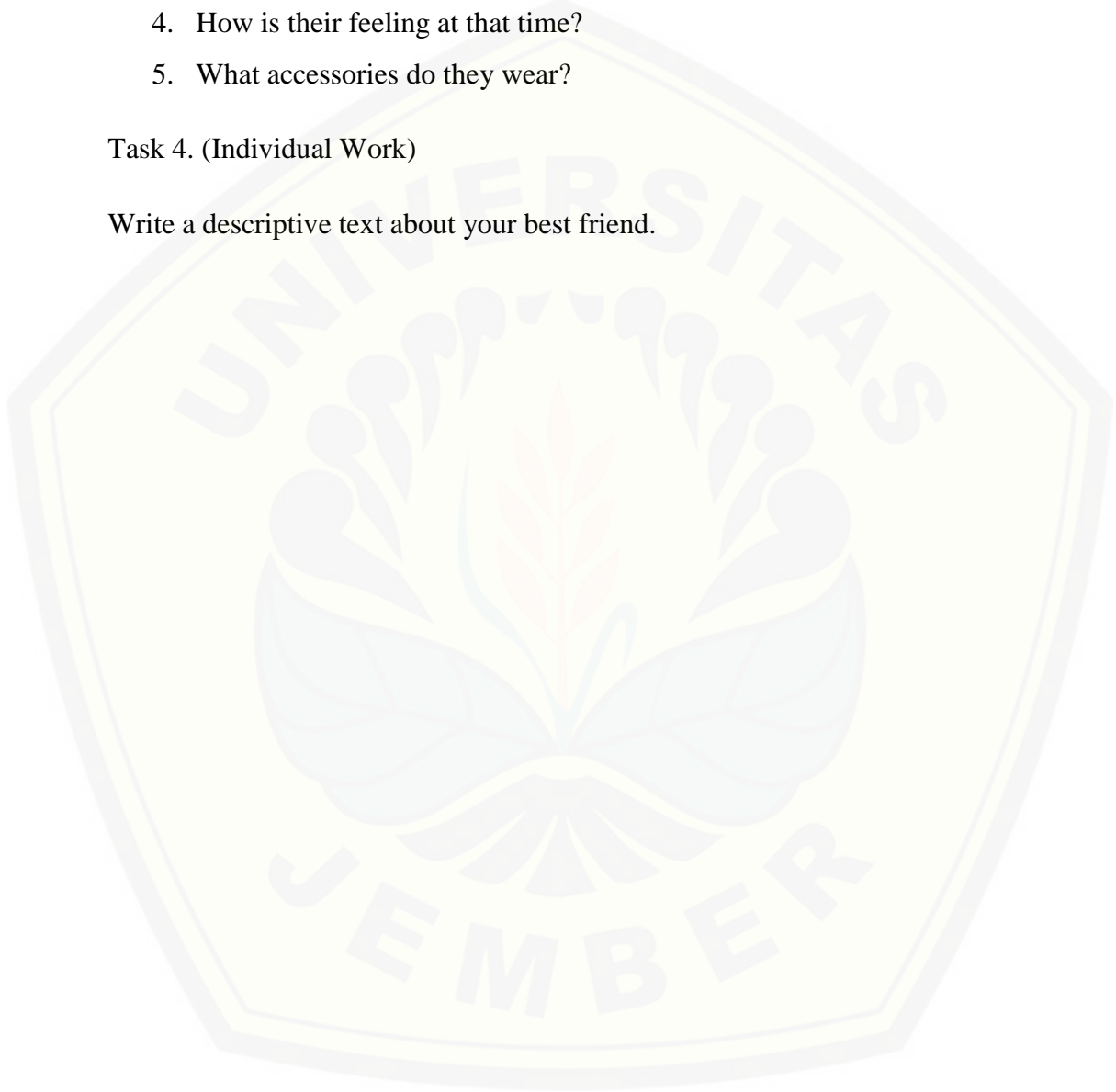
Lucy

The questions:

1. What do you think of the relationship between Samantha and Lucy?
2. What is the color of Samantha's hair and Lucy's hair?
3. What is being brought by Samantha?
4. How is their feeling at that time?
5. What accessories do they wear?

Task 4. (Individual Work)

Write a descriptive text about your best friend.



Appendix G

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol!

The descriptive text should consist of at least 60-80 words.



Appendix H

The Results of the Students' Post Test

(Experimental Group / X-1)

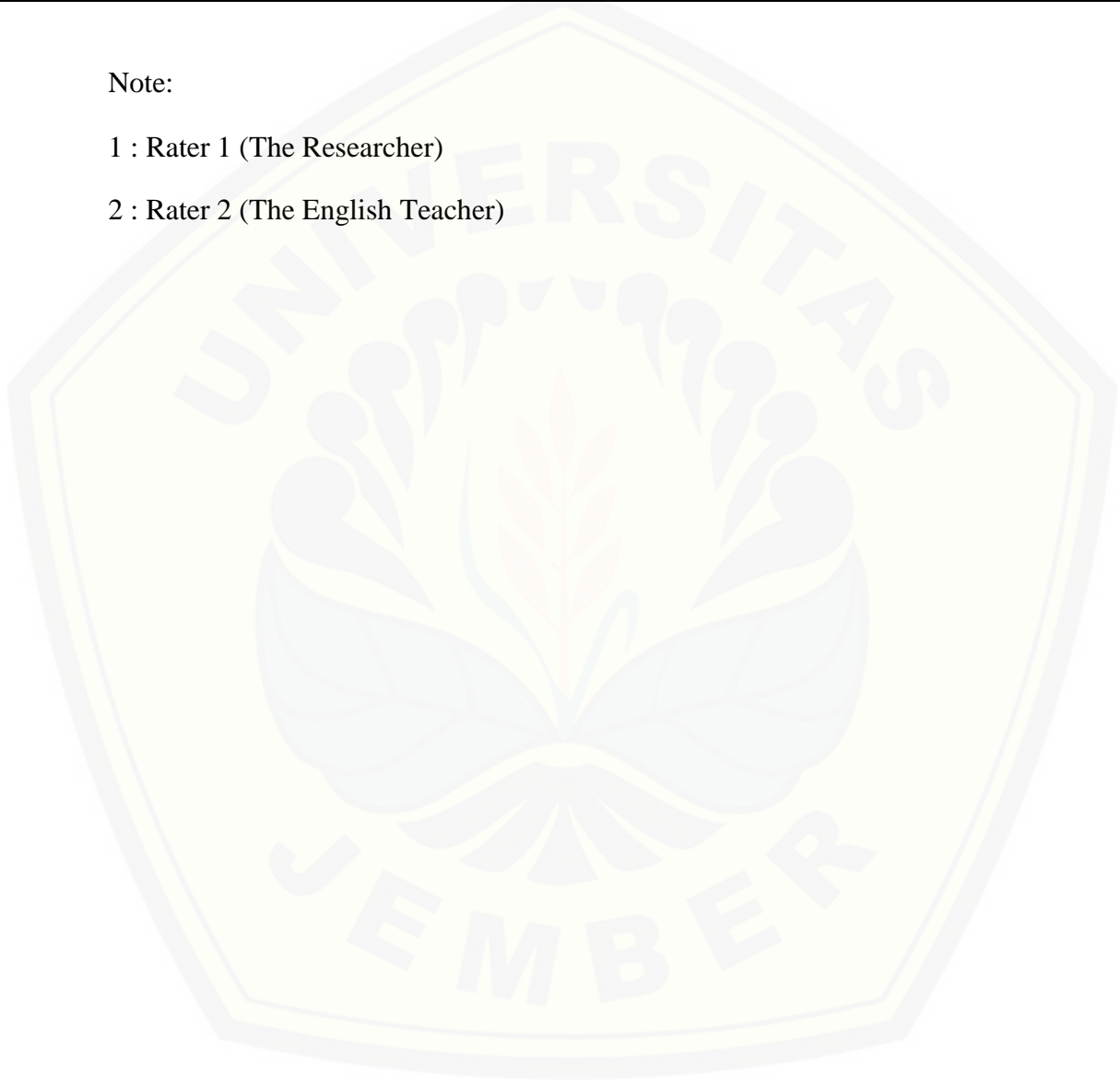
No	Ss' Names (Initials)	Content		Organization		Vocabulary		Grammar		Mechanic		Total Score		Mean Score
		1	2	1	2	1	2	1	2	1	2	1	2	
1.	AJS	2	2	3	2	2	3	2	2	2	2	55	55	55
2.	AA	3	3	3	3	2	3	2	3	2	2	62.5	72.5	67.5
3.	AP	2	2	3	3	2	2	2	2	1	2	52.5	55	53.75
4.	AS	4	4	3	3	3	3	3	3	2	3	80	82.5	81.25
5.	DSA	4	3	4	3	3	3	2	4	3	4	82.5	82.5	82.5
6.	DAA	4	4	4	4	3	3	3	4	3	2	87.5	90	88.75
7.	EYD	3	3	3	3	3	3	2	2	3	3	70	70	70
8.	EAT	3	3	3	4	3	3	3	3	2	2	72.5	77,5	75
9.	FINS	4	4	3	4	3	3	3	3	2	2	80	85	82.5
10.	FT	4	4	4	3	3	3	2	3	2	2	80	80	80
11.	GYKP	2	3	3	2	2	2	2	2	2	2	55	57.5	56.25
12.	HH	2	2	2	2	2	2	2	2	2	2	50	50	50
13.	IPN	3	4	3	3	3	3	3	3	2	2	72.5	80	76.25
14.	IA	4	4	4	3	4	3	3	3	3	3	92.5	82.5	87.5
15.	KOA	2	2	2	2	2	2	2	2	2	2	50	50	50
16.	MAB	2	2	2	2	2	2	2	2	2	2	50	50	50
17.	MMR	3	3	3	3	2	2	2	3	2	2	62.5	67.5	65
18.	MDY	3	3	3	3	2	2	2	2	1	1	60	60	60
19.	MM	3	3	3	3	3	3	2	2	2	3	67.5	70	68.75
20.	MD	3	3	3	3	3	3	3	2	2	2	72.5	67.5	70
21.	MMT	3	3	3	3	3	3	2	3	3	2	70	72.5	71.25
22.	NPR	3	3	3	3	3	3	2	3	2	2	67,5	72,5	70
23.	RDM	3	3	3	3	3	3	3	3	2	3	72.5	75	73.75
24.	RO	4	3	4	3	3	3	2	3	3	4	82.5	77.5	80
25.	SRU	3	3	3	3	3	3	3	2	2	2	72.5	67.5	70
26.	SN	4	4	4	4	3	3	3	3	3	4	87.5	90	88.75

27.	SR	3	3	3	3	3	3	3	3	2	2	72.5	72.5	72.5
28.	TF	4	4	3	3	3	3	3	3	3	3	82.5	82.5	82.5
29.	VN	4	3	3	3	3	3	2	3	3	3	82.5	82.5	82.5
30.	WDR	2	2	2	2	2	2	2	2	1	2	47,5	50	48.75
31.	DZA	4	4	4	4	3	3	3	4	2	2	85	90	87.5

Note:

1 : Rater 1 (The Researcher)

2 : Rater 2 (The English Teacher)



Appendix I

The Results of the Students' Post Test

(Control Group / X-2)

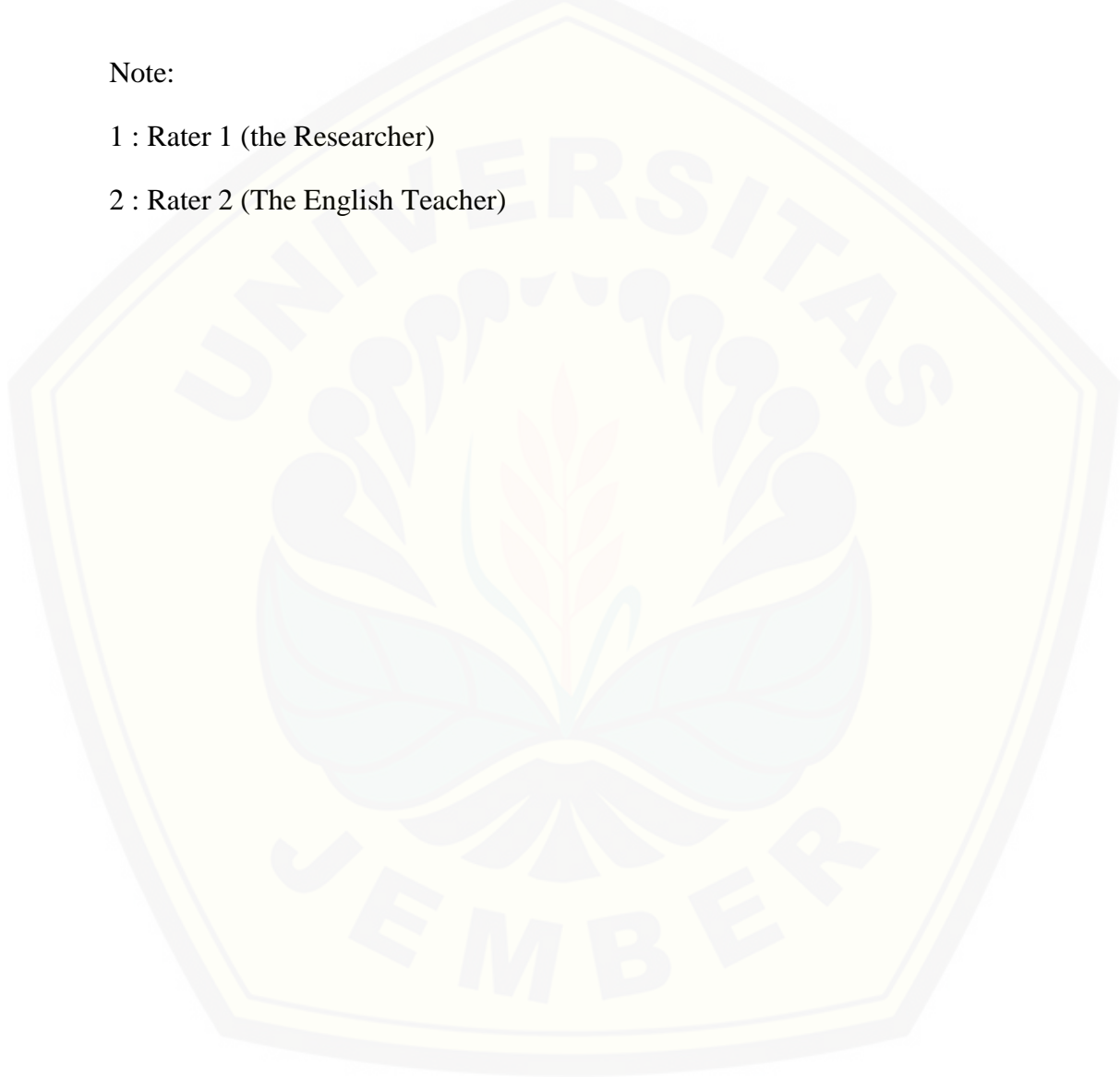
No	Ss' Name (Initials)	Content		Organization		Vocabulary		Grammar		Mechanic		Total Score		Mean Score
		1	2	1	2	1	2	1	2	1	2	1	2	
1	AE	4	3	4	4	3	3	3	3	3	3	87.5	80	83.75
2	AOP	3	3	3	3	2	3	2	2	2	1	62,5	65	63.25
3	AVTN	4	4	4	4	3	3	2	2	2	2	80	80	80
4	ADM	4	4	2	3	3	3	3	3	3	2	77,5	80	78.75
5	BH	2	2	3	3	2	2	2	1	1	1	52.5	47.5	50
6	DF	3	3	4	3	3	3	3	3	2	2	77.5	72.5	75
7	DSU	4	4	4	4	3	2	3	4	3	3	82.5	87.5	85
8	FN	4	4	4	3	3	3	2	3	4	4	85	85	85
9	FDK	2	2	2	2	2	2	2	1	1	1	47,5	42,5	45
10	GYS	3	3	4	4	3	4	2	2	3	3	75	80	77.5
11	IR	3	3	3	2	3	3	2	2	2	2	67.5	62,5	65
12	KDP	2	2	3	3	2	2	1	1	2	1	50	47,5	48.75
13	LM	3	3	3	3	3	3	2	2	1	1	64	64	64
14	MDP	4	4	4	4	3	3	2	2	2	3	80	82,5	81.25
15	MFH	2	2	1	1	2	2	1	1	1	1	37.5	37.5	37.5
16	MS	2	2	2	2	2	2	1	1	2	2	45	45	45
17	MZU	3	3	3	3	3	3	3	2	3	2	75	67,5	71.25
18	MFJ	1	1	1	1	1	1	1	1	1	1	25	25	25
19	MFAP	2	2	3	2	2	2	2	2	1	1	52.5	47.5	50
20	MFA	1	1	1	1	1	1	1	1	1	1	25	25	25
21	MYBP	4	4	3	3	3	3	3	2	2	2	80	7.5	77.5
22	NGAH	3	3	2	2	3	3	2	2	2	2	62.5	62,5	62.5
23	NA	3	3	2	3	2	2	2	2	2	1	57,5	60	58.75
24	PRW	3	3	3	3	3	3	2	2	3	3	75	75	75
25	R	3	4	4	4	3	3	2	2	2	2	72.5	80	76.25
26	RNUP	4	3	2	3	3	3	3	3	3	3	77,5	75	76.25

27	SAR	3	2	3	3	2	3	2	2	2	2	62.5	60	61.25
28	SM	1	1	2	1	2	2	2	1	1	1	40	30	35
29	STAH	4	3	4	4	4	4	3	3	3	3	87.5	85	86.25
30	WF	3	3	2	3	3	3	3	2	3	2	70	67,5	68.75
31	YK	2	2	3	3	2	2	2	2	2	2	50	45	47.5

Note:

1 : Rater 1 (the Researcher)

2 : Rater 2 (The English Teacher)



Appendix J

The Sample of the Students' Writing Posttest

(Experimental Group/X-1)

Rater 1 (The Researcher)

Nama : DITA AYU ALSYAH
Kelas : X-1

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol.

The descriptive text should consist of at least 60-80 words.

MY IDOL

My name is Dita, I have an idol she is Lestri I like her because she is cute, and sweet. Her hobby is singing. She makes me happy when I hear her voice.

Lestri is younger than me, she has short curly hair, Her eyes ~~are~~ ^{are} round. Her nose is wide small. She is thin and short. She is a humorous person. She likes singing. She has a beautiful chin and an oval face. Her mouth is medium and she has chubby cheeks. Beside that, Lestri is a clever student. She always gets a good score in her class.

E = 4
O = 4
V = 3
S = 3
M = 3

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	3	15
Grammar	3	15
Mechanic	3	7.5
Total Score		87.5

Rater 2 (The English Teacher)

Nama : DITA AYU ALSYAH
Kelas : X-1

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol.

The descriptive text should consist of at least 60-80 words.

MY IDOL

My name is Dita, I have an ^{love} idol. She is Lestr. I like her because she is cute, and sweet. Her hobby is singing. She makes me happy when I hear her voice.

Lestr is younger than me, she has short curly hair, Her eyes ^{is} ~~are~~ ^{is} round. Her nose is wide & small. She is thin and short. She is a humorous person. She likes singing. She has a beautiful chin and an oval face. Her mouth is medium and she has chubby cheeks. Beside that, Lestr is a clever student she always get good score in her class.

C - 4
O - 4
✓ - 3
G - 4
M - 2

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	3	15
Grammar	4	20
Mechanic	2	5
Total Score		90

Rater 1 (The Researcher)

nama : Wanyu Dwi R.
Kelas : X-7

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol.

The descriptive text should consist of at least 60-80 words.

My Idol

my name is wanyu. I am 16 years old. I am studying at IMAN PARUSARI. my idol is Ricardo kaka.

Ricardo kaka ^{a soccer} he is ~~score~~ player. kaka is a lap speed player ^{and} he is ~~one~~ of the top player his body is tall. ^{his hair is short} he hair short. kaka is very skill full when playing soccer kaka is ^{one} ~~ove~~ of the soccer player. FROM Real Madrid wb.

I idolize him because he is very amazing player

C = 2
O = 2
U = 2
S = 2
M = 1

Score Conversion

Content	2	15
Organization	2	10
Vocabulary	2	10
Grammar	2	10
Mechanic	1	2.5
Total Score		47.5

Rater 2 (The English Teacher)

nama: Wahyu Dwi R.
Kelas: X-1

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol.

The descriptive text should consist of at least 60-80 words.

My Idol

my name is Wahyu. I am 16 year old. I am studying at SMAN Pakusari. my idol is Ricardo Kaka.

Ricardo Kaka is soccer player. Kaka is a top speed player and he is one of the top player. His body is tall. His hair short. Kaka is very skill full when playing soccer. Kaka is one of the soccer player, from Real Madrid club.

I idolize him because he is very amazing player

C = 2
O = 2
V = 2
G = 2
M = 2

Score Conversion

Content	2	15
Organization	2	10
Vocabulary	2	10
Grammar	2	10
Mechanic	2	5
Total Score		50

Appendix K

Sample of the Students' Writing Posttest

(Control Group/ X-2)

Rater 1 (The Researcher)

Syamsara LAFIFA A. H
 X-2
 32

POST-TEST

Subject : English
 Level : X
 Skill : Writing
 Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol.

The descriptive text should consist of at least 60-80 words.

"My Idol"

My idol is Afgan Syah Reza. He was born on 27 may 1989 in Jakarta. He is well known as a talented young singer.

Afgan is quiet tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling and always wears glasses.

Afgan's favourite music is ^{are} Pop, R & B, soul and jazz. ^{There:} That music influence his way to sing.

Afgan likes eating. His favourite food is Balado Potato. He loves it because it's delicious.

C = 4
 O = 4
 V = ~~3~~
 G = 3
 M = 3

Score Conversion

Content	4	30
Organization	4	20
Vocabulary	3	15
Grammar	3	15
Mechanic	3	7.5
Total Score		87.5

Rater 1 (The Researcher)

Nama : MOCH FEBRI JAILANI
 TUS 0 X 2

POST-TEST

Subject : English
 Level : X
 Skill : Writing
 Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol.

The descriptive text should consist of at least 60-80 words.

my idola tores
 is
 my idola tores Atletico madrid Player
 Professional that iam very happy to have
 my idol tores.
 He has a very agile skill -
 have sekil a very agile and
 tores ~~with~~ this to get the ball on dor
 like a trophy that is spherical tores ?
 very same men in idola
 tores greatly in sejani by opposing players
 because having seki and kick very hard
 tores is the best football
 Player in the world

C = 1
 O = 1
 V = 1
 G = 1
 M = 1

Score Conversion

Content	1	7.5
Organization	1	5
Vocabulary	1	5
Grammar	1	5
Mechanic	1	2.5
Total Score		25

Rater 2 (The English Teacher)

Nama : MOCH FEBRI SAICANI
KLS : X2

POST-TEST

Subject : English
Level : X
Skill : Writing
Time : 60 minutes

Instruction:

Individually, write a descriptive text about your idol.

The descriptive text should consist of at least 60-80 words.

MY IDOLATORS

My idolator is Atletico Madrid player
Professional that I am very happy to have him.
my idolator is
have seki a very agile and
toros ~~have~~ this to get the ballon dor
like a trophy that is spherical toros
very same men in idolator.
toros greatly in Segani by opposing players
because having seki and Wick very hard
toros is the best football
Player in the world

C = 1
O = 1
V = 1
G = 1
M = 1

Score Conversion

Content	1	7.5
Organization	1	5
Vocabulary	1	5
Grammar	1	5
Mechanic	1	2.5
Total Score		25

Appendix L

Statement Letter from the School Principal of SMA Negeri 1 Pakusari



**PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI PAKUSARI**

*Jl. PB Sudirman 120 Telp. (0331) 591417 Kode Pos : 68181 Pakusari
email sekolah: sman_pakusari@yahoo.co.id*



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421/0615/413.05.20549350/2016

Yang bertanda tangan di bawah ini :

Nama : Dr. MOH. EDI SUYANTO, M.Pd
NIP : 19650713 199003 1 007
Jabatan : Kepala Sekolah
Instansi/Sekolah : SMAN Pakusari

Menerangkan bahwa yang tersebut dibawah ini :

Nama : DIAH AKMALIAH
NIM : 120210401011
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris Universitas Jember

Telah selesai mengadakan penelitian di SMAN Pakusari dengan judul “ *The Effect Of Using Process-Genre Approach On The Tenth Grade Studes’ Descriptive Text Writing Achievemet At SMA Negeri Pakusari*)” yang dilaksanakan pada tanggal 4 – 13 Mei 2016. Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 16 Mei 2016



Dr. MOH. EDI SUYANTO, M.Pd
NIP. 19650713 199003 1 007

Appendix M

Research Permission Letter from the Dean of Faculty of Teacher and Training Education, Jember University

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 2994 / UN25.1.5 / LT / 2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

27 APR 2016

Yth. Kepala SMA Negeri 1 Pakusari

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Diah Akmaliah
NIM : 120210401011
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Process-Genre Approach on the Tenth Grade Students' Descriptive Text Writing Achievement at SMA Negeri 1 Pakusari".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I.
Dr. Sukatman, M.Pd.
NIP. 19640213 1998812 1 001