Process-Genre Approach: The Implementation at *STKIP PGRI Blitar* in Teaching Writing

Novi Sriwulandari
Rani Muntasari

ABSTRACT

This study was intended to apply process-genre approach to solve the problems of the students of Class IIB of *STKIP PGRI Blitar* in the academic year of 2011/2012 in writing a descriptive paragraph. The research designed used in this study was collaborative Classroom Action Research. To get the data, the researcher used several instruments (e.g. observation sheet, and questionnaire). The finding showed that he students of Class IIB could write their descriptive paragraphs much better.

Keywords: writing ability, process-genre approach, a descriptive paragraph

In learning English, EFL learners are expected to master the macro skills consisting of speaking, writing, reading and listening. Among those skills, many experts believe that writing is the most difficult one for L2 learners to master for several reasons (Richards, 1990, as cited in Tuan, 2011; Zheng, 1999, as cited in Yan, 2005; Richards and Renandya, 2002) such as low English proficiency (Hyland, 2003: 34), the differences between the rhetorical conventions of English texts and L2 learners' texts (Leki, 1991, as cited in Yan, 2005), generating, organizing, and also translating ideas into readable text (Richards and Renandya, 2002: 303), and the use of the English mechanics (Richards and Renandya, 2002: 303). Thus, L2 learners are often stressful when they have to face writing tasks.

This phenomenon could be seen at *STKIP PGRI Blitar*, particularly at class IIB of the academic year 2011/2012. Based on the preliminary study done on December 9th, 2011, the students were found it difficult in composing descriptive paragraphs (describing places); they had unsatisfactory result. It was found that only 3 students (13%) out of 23 students of Class IIB had scores between 65-100. It means that only those students who could reach the passing grade (65), while the rest of the students (20 or 87% students) failed.

Considering the aforementioned problems, the researcher as well as the teacher of the Writing IV of Class IIB, in this study, decided to use another writing instruction that was process-genre approach. By using this writing instruction, the researcher believed that she could improve the students' skill of Class IIB in writing a descriptive paragraph since this writing instruction provided chance for students not only to learn grammar and diction but also how to write a good descriptive paragraph. Besides, students were given chance to improve their writing by receiving feedback from both their peers and teacher so that they knew what mistakes they should revise.

Related to the writing instruction used in this study, this writing instruction was a modified version of process-genre approach proposed by Badger and White (2000) and Yan (2005). Badger and White proposed that the teacher should create a (kind of) situation which reflects a real social context. By having such situation, students would be able to identify the

purpose of the text. Moreover, students would be able to consider the target group society (tenor); thus, the students would know what information (field) they should include in their writing and how to present (mode) the information in the form of readable texts. A final text which reflects the situation is produced after undergoing several stages such as planning, drafting and proofreading. Moreover, input may be given by teacher, learners themselves, or the texts.

Yan (2005) expanded this writing instruction into six cyclical steps consisting of preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising. In preparation stage, teacher makes a class preparation by providing a situation that lead to a specific genre. Moreover, students' schemata are activated and structural features of the target genre text are introduced. In modeling and reinforcing, students are introduced to a model of the genre. Class discussion focuses on knowing the purpose of the text, the possible audience and the structure and organization of the text. Furthermore, comparing the model of the text with other texts is done to reinforce students' understanding toward the selected genre. Selection on certain topic through brainstorming, discussing and reading related material is done in planning stage. Students start to compose a draft in joint constructing stage through their teacher's guidance. Here, students compose the draft through writing process and their final product is used for their reference when they work independently in independent constructing stage. These students' final works are given feedback or comment by the teacher and also their peers in revising stage.

Furthermore, in this study, the researcher also adapted the process-genre approach above. The modified process-genre approach is illustrated in Figure 1.
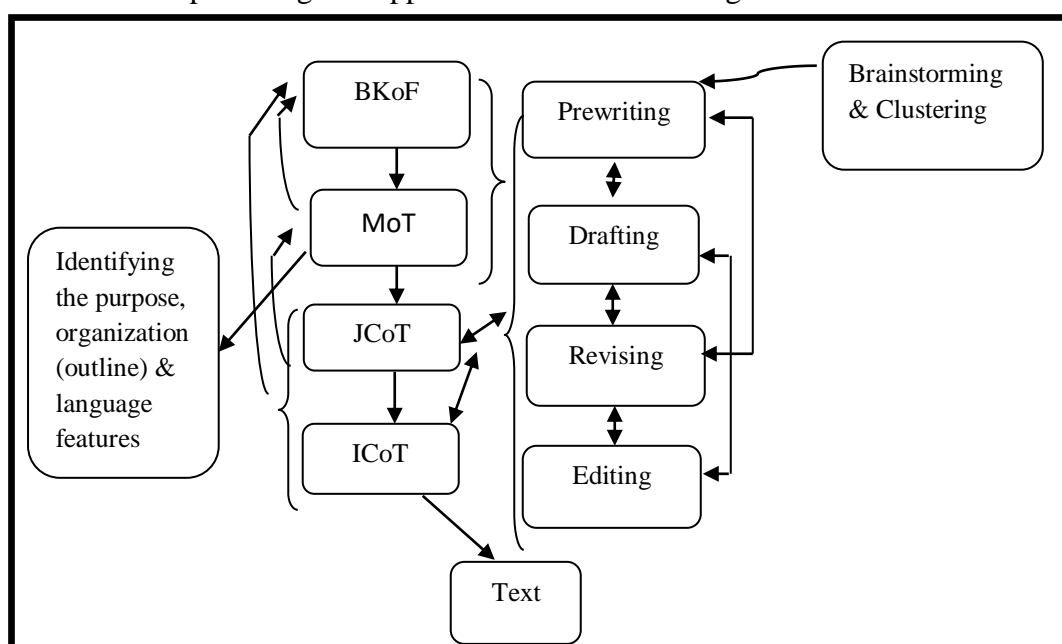

Figure 1 The Modified Version of the Process-Genre Approach

According to the process-genre approach proposed by the researcher, there are eight important elements, namely: BKoF , MoT, JCoT, ICoT , planning (prewriting), drafting, revising, and editing. Different from the teaching procedure proposed by Badger and White (2000) and Yan (2005) which places process approach after genre approach, this process-

genre approach locates process approach in both JCoT and ICoT, whereas this process of writing is also a recursive process.

Building Knowledge of the Field (BKoF) is done to activate students' schemata and background knowledge of the topic of the discussion. This stage is followed by Modeling of the Text (MoT) which is aimed to introduce students the target genre on the structural and language features by giving model of the text. The main activity in this stage is learning and analyzing the model so that they understand the purpose, how to organize the text and also the language features used in the target genre. In Joint Construction of the Text (JCoT), students apply the knowledge on the target genre by practicing to construct a text. The construction which involves a process of brainstorming the ideas by clustering and making outline, generating the outline into a paragraph, revising the paragraph and editing the paragraph is done collaboratively between the students and their friends by having supervision from their teacher. Hence, students are expected to lose their worry of being afraid to make mistakes. When students are ready to produce their own draft, they now go to the Individual Construction of the Text (ICoT). As in JCoT, the construction made also proceeds through several writing processes that are prewriting by making clustering and outlining, drafting, revising, and editing.

Teaching writing using this writing instruction was believed to be suitable with the teaching of descriptive paragraph in *STKIP PGRI Blitar*. According to Yan (2005) this writing instruction is able to unite features like form and content, ideas and organization, syntax and meaning, and writing and revising. Additionally, the teacher can provide real-life situations, motivate students and prepare them to write for audiences outside the classroom.

The researcher's belief was supported by an experimental study on the implementation of process-genre approach in teaching writing done by Foo (2007) which showed that this writing instruction was more effective than the product approach. Furthermore, some previous Classroom Action Research on the application of process-genre approach had been done by some scholars such as Nurcahyani (2008), Nihayah (2009), Isnawati (2011), Nurjanah (2011a), Megawati (2011), and Irmawati (2011), and the result of their study also showed that process-genre approach could solve the students' problems.

In addition, to assess the students' writing paragraph in process-genre approach, the researcher used two kinds of assessment; those were process assessment and product assessment. There were four kinds of measurements in process assessment; those were: Peer-assessment, student- teacher conference, self-assessment, and revising checklist. Product assessment was done by scoring students' final product based on the scoring scales. In this study, the researcher only used the analytical scoring in assessing the students' final draft since she could analyze the drafts through each of the writing components such as content, organization, grammar, vocabulary and mechanics.

In conclusion, by considering the possibility of suitability and effectiveness of the process-genre approach in teaching descriptive paragraph, the researcher conducted a Classroom Action Research (CAR) using process-genre approach to solve the problems of the 2nd year students of *STKIP PGRI Blitar* in writing a descriptive paragraph.

METHOD

The study was conducted in *STKIP PGRI Blitar* which is located on Jl. Kalimantan no.111 Blitar. The subjects were the 2nd year students of Class IIB at English Department in academic year 2011/2012; there were 23 students in Class IIB which consisted of 3 males and 20 females.

The research design used in this research was Classroom Action Research (CAR) since the researcher implemented it to solve the writing problems of the 2nd year students of Class IIB of English Department at *STKIP PGRI Blitar* in academic year 2011/2012 in writing a descriptive paragraph (describing place). In this research, the researcher applied collaborative Classroom Action Research which focused only on a particular classroom. Collaboration was done with another English writing teacher who was also teaching writing IV. The researcher herself acted as the practitioner who conducted the teaching and learning activities by using process-genre approach, whereas the collaborator performed as the observer during the implementation of the action.

The Classroom Action Research consists of cycle (s) in which each cycle consists of four stages namely planning, implementation, observation and reflection (Latief, 2010: 86-88). However, to know what should be planned in the stage of planning, the researcher did a preliminary study to identify the students' problem. The preliminary study was in the form of questionnaire, test, and interviews. In this study, the Criteria of Success emphasized on the students' involvement in the class activities, the final products of students' individual writing, and also the students' responses (opinion) towards the implementation of process-genre approach in writing class.

Each of the criteria was considered to be successful if it could reach 80%. These criteria were set since in the preliminary study there were 21 students (91%) admitted that writing descriptive paragraphs was difficult, and 20 students (87%) were unable to pass the passing grade (65). Therefore, the researcher tried to help those students to increase their ability in writing a descriptive paragraph. However, the researcher only targeted 80% or 19 students passed the Criteria of Success since there were 3 students (13%) who got very low score (30); due to the limited of time, it was hard for the researcher to help those students to reach the Criteria of Success, especially the passing grade (65). The researcher tried to help the remaining 20% students by giving them additional assignment. Furthermore, in this research, the researcher conducted two cycles; in the first cycle, the researcher still could not reach her Criteria of Success; thus, she needed to conduct the second cycle.

Additionally, the students' involvement in the class activities could be known from the data of the students' enthusiasm during the implementation of process-genre approach in writing class, the strength and weakness of the teaching and learning process using process-genre approach in Writing IV class, the situation of the class, and the students' activity in doing the process of writing descriptive paragraphs. To obtain those data, the researcher used three kinds of instrument; observation checklist, field notes, and portfolio. The portfolios were taken from peer-assessment, student-teacher conference notes, students' self assessment, revising checklist, and students' revised drafts.

In relation to the students' writing products, the researcher used two raters to score the students' final drafts. The researcher herself acted as the first rater and she asked one of her

classmates (Ar) in Graduate Program of State University of Malang (UM) to be the second rater. To help the raters in scoring the students' drafts, the researcher used guidance in the form of scoring rubric adapted from Brown & Bailey (1984 as cited in Brown, 2004:244-245). This rubric was used since all the elements of writing (content, organization, grammar, vocabulary, and mechanics) could be assessed. To score the students' writing product, the researcher used the following formula:

$$\text{Writing score: } \frac{C \times (0.3) + O \times (0.3) + G \times (0.2) + V \times (0.1) + M \times (0,1)}{5} \times 100$$

Note: C: Content   V: Vocabulary
       O: Organization   M: Mechanics
       G: Grammar

Based on the formulas, the analytical scoring was done by multiplying each of the content and organization by 0.3, the grammar by 0.2 and each of the vocabulary and mechanics by 0.1. The total of the five components were then divided by 5 and, then, it was multiplied by 100. Finally, in order to know the students' responses, the researcher used questionnaires that were given after the students finished their individual writing products. The questionnaires themselves consisted of 14 questions.

RESEARCH FINDINGS

The Students' Writing Product in Preliminary Study
The data of the students' writing products in preliminary study were obtained on 9th December 2011 by asking them to write descriptive paragraphs on their favorite places. In relation to the aspects of the writing which consisted of content, organization, grammar, vocabulary, and mechanics, it could be known that the range of the level of each aspect varied from *poor* to *very good*. The result of the students' writing product could be seen in Figure 2.
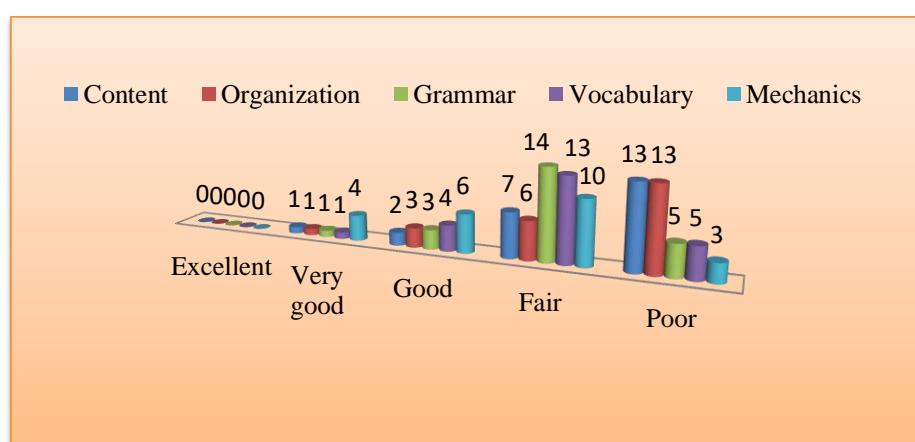

Figure 2 The Level of Students' Writing Aspects in Preliminary Study

In relation to the students' final scores the students got in preliminary study, 13 students or more than half students (57%) got E, and 7 students (30%) got D. However, there

were still 2 students who got B- (9%) and 1 student who got B+ (4%). The diagram of this finding can be seen in Figure 3.
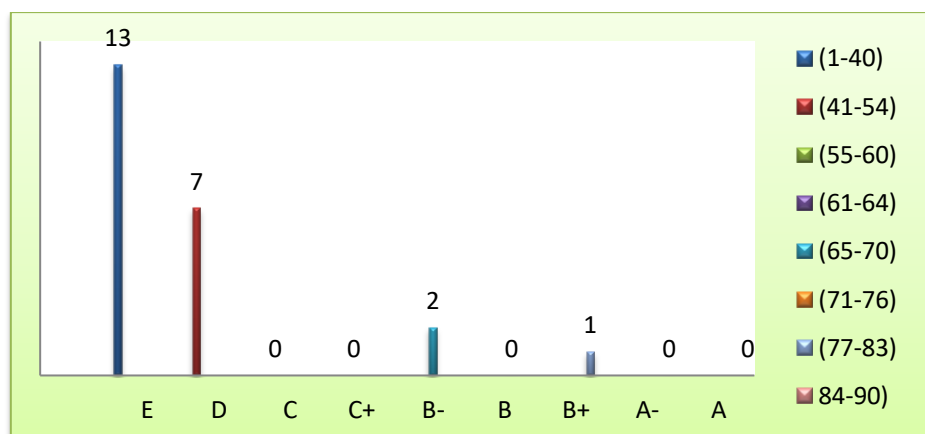

Figure 3 The Students' Final Scores in Preliminary Study

Moreover, after being analyzed, the researcher found that there were only 3 students (13%) who passed the passing grade (65); the rest of the students (20 students or 87%) did not pass the passing grade. The percentage of the number of the students who passed the passing grade can be seen in Figure 4.
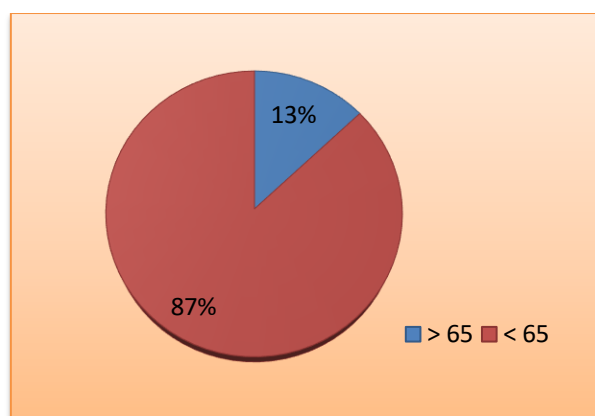

Figure 4 The Percentage of Students' Final Scores in Preliminary Study

From the diagram in Figure 4, it can be said that the students' performance on writing a descriptive paragraph was very low. Hence, the researcher needed to help the students to improve their ability in writing a descriptive paragraph.

The Students' Involvement during the Teaching and Learning Activities in Cycle 1

The data on students' enthusiasm in doing the class activities were achieved through the result of the observation done by the collaborator (SD), a writing English lecturer at English Department of *STKIP PGRI Blitar*, by using observation sheets. The first observation was conducted on March 17th, 2012 in which it was the first meeting of Writing IV of IIB. In this meeting, the observation focused on the BKoF (Building Knowledge of the Field) and MoT (Modeling of the Text). In BKoF, there were two main activities in which the activities were aimed at giving the students background knowledge (schemata) on what descriptive paragraph is. Therefore, in this stage, the students were asked to watch a video of a man

describing his bedroom, and then, they were asked to discuss the content of the video. In discussing the content, the teacher helped the students by giving them several questions. In addition, MoT was aimed at giving students knowledge on how to form the ideas for a descriptive paragraph in the form of a clustering and an outline. Therefore, in this stage, the students were trained to draw a clustering and make an outline for each of three model paragraphs entitled "Supai Village", "My First Apartment", and "Havasu Canyon". The training was done twice; the first one was done under the teacher guidance in the form of class discussion, while the second one was done in group.

The second observation was done on March 24th, 2012 in the second meeting of the class. This meeting was the implementation of Join Construction of the Text (JCoT) that was aimed at giving students practice on how to make clustering, outline and descriptive paragraph by working with others. Therefore, in this meeting, the observation focused on the students' activities when they worked in group to make a clustering, an outline and a descriptive paragraph. Furthermore, there were thirteen main activities completed by the students in JCoT.

The last observation was done toward the last stage in the process-genre approach that was ICoT. This stage was done in three meetings, Meeting 3-5. It was carried out on March 30th, March 31st, and April 7th, 2012. This stage was aimed at giving students practice on how to make clustering, outline and descriptive paragraph individually. Therefore, in this meeting, the observation focused on the students' activities when they make a clustering, an outline and a descriptive paragraph individually. Furthermore, there were thirteen main activities completed by the students in ICoT.

Finally, from the observations, it was known that the students' enthusiasm in each stage that could be got were 53%, 58%, and 77%. Thus, the final percentage for the students' enthusiasm during the teaching and learning activities in Cycle 1 was 63%. Table 1 shows the summary of the students' enthusiasm in each meeting along with its percentage.

Table 1 Summary of the Students' Enthusiasm in Cycle 1

Meeting	Number of Main Activities	Focus	Percentage
1	10	BKoF & MoT	53%
2	13	JCoT	58%
3-5	13	ICoT	77%
Average			63%

In addition, the data on the situation of the class were gained from the field notes the collaborator made during the observation. In this first meeting, the collaborator saw that the students were still so passive; there was no cooperation between the members of the group, and, in contrast, only the ones who knew better on how to make clustering and outline did the task. However, the collaborator still pinpointed that the strength of the teaching and learning of MoT and BKoF in this meeting. One of it was the researcher could attract the students' attention by showing them an interesting video on how to describe a place. However, the sound of the video was not too clear so that the students were difficult to catch how the man in the video described the bedroom.

In Meeting 2 when JCoT was implemented, some strength and weaknesses were also noticed by the collaborator; she saw that the teacher had given good example on how to find a topic of a descriptive paragraph from a picture, and then found related ideas by using clustering. However, since the teacher gave limited time for students to find the ideas, the clustering the class made did not fully developed.

Finally, in the stage of ICoT, the collaborator observed that all the students were active in doing the assignment. They were enthusiastically wrote their own descriptive paragraph, and they also willingly did editing and revision as well, particularly with the teacher. However, when they were asked to edit their peer's work, they seemed to get difficulty in understanding the peer-editing worksheet as the guide in editing the peer's paragraph. Therefore, they could not give sufficient feedback toward the paragraph based on the guide.

Lastly, in terms of the data on the students' activity during the process of writing a descriptive paragraph, the researcher used the students' portfolios. Each portfolio itself consisted of revising checklist, peer-assessment, self-assessment, student-teacher conference notes, and students' revised drafts. The detail data on students' activity in doing the process of writing can be seen in Table 2.

Table 2 Students' Activity in Doing the Process of Writing Their Descriptive Paragraphs

Stage	Students who Did the Task		Students who did not Do the Task	
	Number	%	Number	%
Pre-writing (Making clustering & outline)	23	100%	0	0%
1st Drafting	23	100%	0	0%
Revision (Using revising checklist)	18	78%	5	22%
2nd drafting	6	26%	17	74%
Peer-editing (Using peer-editing worksheet)	15	65%	8	35%
3rd drafting	3	13%	20	87%
Self-editing (Using self-editing worksheet)	10	43%	13	57%
4th- drafting	-	0%	23	100%
Revision& editing (Teacher-student conferencing)	23	100%	0	0%
5th drafting	23	100%	0	0%
Average score	63%		37%	

Additionally, from Table 2, it can be seen that the lowest activity was when the students were asked to redraft their paragraph based on their own editing using self-editing worksheet. Even though there were 10 students (43%) did self-editing based on the worksheet given by the teacher, no students redrafted their paragraph since they thought that they had made the paragraph correctly; however, even though they found mistakes in their paragraph, they only filled in the self-editing worksheet without making correction in their own paragraph. Similarly, there were 18 students (78%) revised their own paragraph using revising checklists that were given by the teacher; however, only 6 students (26%) redrafted their own paragraph. Again, this happened because the students thought they had described a place

correctly. This happened also when the students were asked to have editing process based on their peers' feedback; 15 students (65%) had feedback from their peers; however, only 3 students (13%) redrafted their paragraph; the rest of the students (20 or 87% students) only revised the mistakes by crossing or erasing the mistakes on the same paper. For the other activities, all the students willingly did them. Finally, the average score of the students' activity during the process of writing a descriptive paragraph in Cycle 1 was 63%.

In conclusion, from the students' enthusiasm in the class activity and the students' activity during the process of writing a descriptive paragraph, the researcher could get the final average score for students' involvement in teaching and learning process in Class IIB which the amount was 63%. However, it still could not reach the Criteria of Success. Thus, she needed to continue to the next cycle.

The Result of Students' Writing Product in Cycle 1

The data of the students' final products were obtained from the students' final drafts at the ICoT stage. Furthermore, in Cycle 1, the students made progress on the level of each aspect of writing in which the range of the level changed from *poor* to *very good* to *fair* to *excellent*. Moreover, the great numbers of students were in the level of *very good* and *good*. It means that there was decrease on the number of students who were in the level of *poor* and *fair*, and, conversely, there was increase on the number of students who could reach the level of *good* and *very good*. For the detail data, it can be seen in Figure 5.
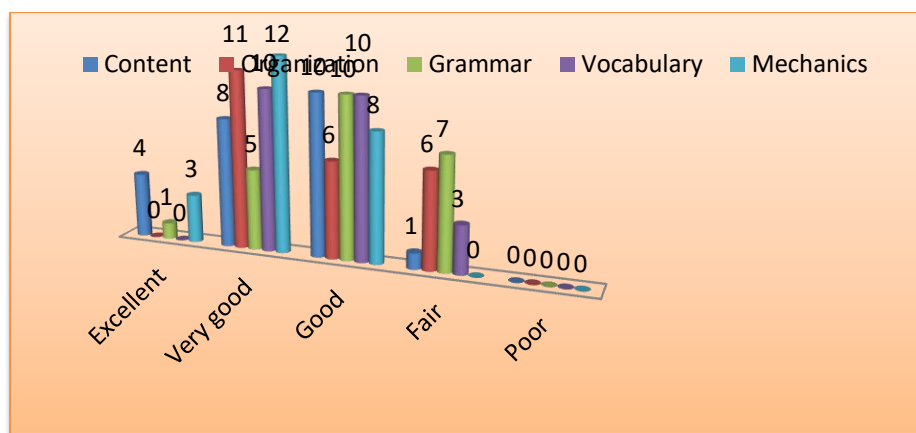

Figure 5 The Level of Students' Writing Aspects in Cycle 1

From this finding, it can be known that there was an increase on the students' writing product if it was compared with the students' scores in preliminary study. In the preliminary study, there were only 3 students (13%) out of 23 students who passed the passing score (65); there were only 2 students (9%) got B- and 1(4%) student got B+. The rest one, 20 students (87%), did not pass the passing grade; there were 13 (57%) students got E, and 7 (30%) students got D. For the detail data on the comparison of the students' scores in preliminary study and Cycle 1 can be seen in Figure 6 and Figure 7.
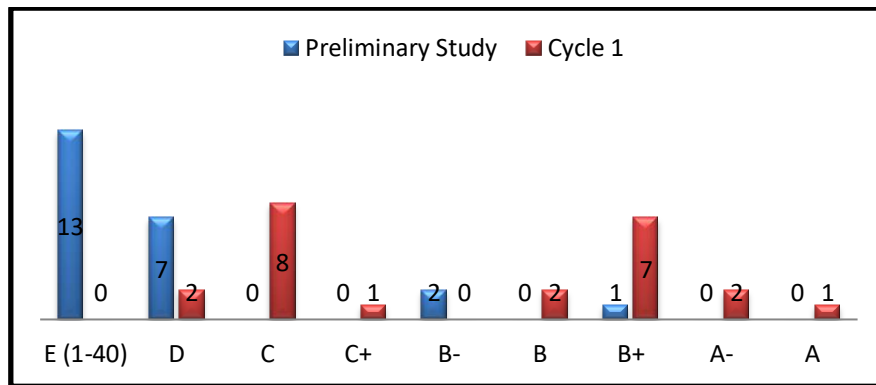
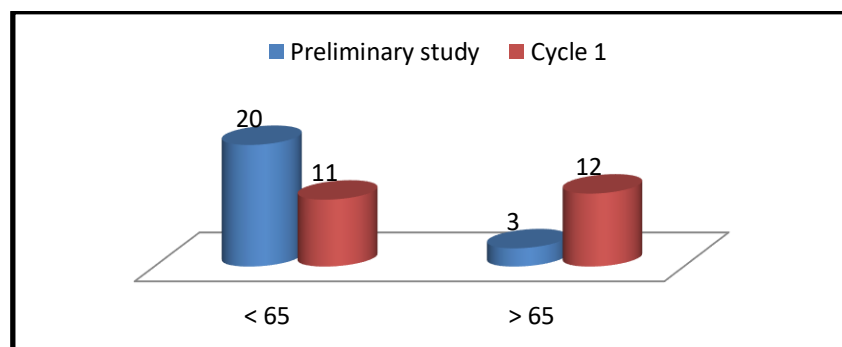**Figure 6 The Students' Writing Scores in Preliminary Study and Cycle 1**

Figure 7 The Number of Students Who Passed the Passing Grade in Preliminary Study and Cycle 1

However, after being analyzed, the researcher found out that there were only 12 students (52%) who passed the passing grade (65). The percentage of the number of the students who passed the passing grade can be seen in Figure 8.
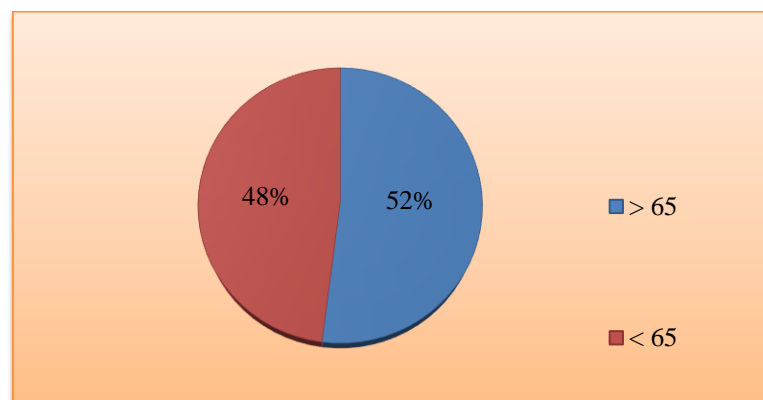

Figure 8 The Percentage of Students' Final Scores in Cycle 1

The Students' Attitude (Opinion) toward the Application of Process-Genre Approach in the Class in Cycle 1

The data on students' attitude toward the implementation of process-genre approach in Writing IV of class IIB were taken from the questionnaires that were distributed in Meeting 5 after the students finished their final products in Cycle 1.
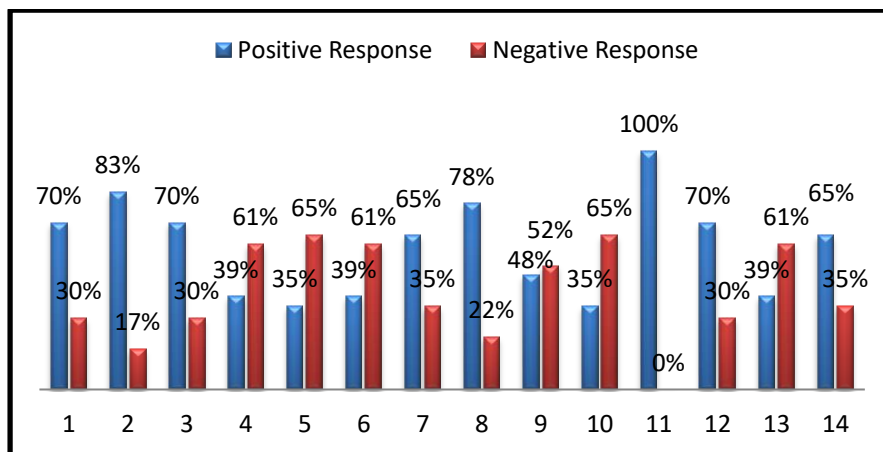
Figure 9 The Students' Attitude toward the Application of Process-genre Approach in Teaching Descriptive Paragraph in Class IIB in Cycle 1

Form the Figure 9, it could be seen that only question number 11 that got 100 % positive response; it means that all the students acknowledged (23 students or 100%) that they liked having feedback from the teacher. While the other questions, there were still small number of students who gave positive response. Finally, from the data on the students' attitude (response) toward the implementation of the process-genre approach that have been presented, the researcher found out that less than 80% students of Class IIB gave positive response toward the application of process-genre approach in improving their skill in writing a descriptive paragraph. The average percentage of the students' positive response in this cycle was only 60%.

Reflection and Revision

As it can be seen from the three data the researcher gathered during the implementation of process-genre approach in Cycle 1, the students' involvement, the students' writing product, and the students' positive response, did not reach the Criteria of Success in which the data at least should reach 80% of the total numbers. The average of the percentage of students' involvement was only 63%; the total number of students who passed the passing grade (65) was 52%; and the average percentage of students' positive response toward the application of process-genre approach in Cycle 1 was 60%. Therefore, the researcher needed to go to the next cycle in order to improve the students' skill in writing descriptive paragraphs.

Furthermore, to go to the next cycle, the researcher needed to make several revisions on her lesson plan. In Meeting 1, in BKoF stage, the researcher would not use a video anymore. She would change it with a picture of a bedroom in the form of a puzzle with the consideration that this teaching aid would not produce any sound; thus, there would not be trouble in terms of sound. Besides, the researcher would review on the characteristics of a descriptive paragraph that the students learn in Cycle 1. In MoT stage, besides giving some examples of descriptive text, the researcher would give additional grammar exercises, particularly on how to make simple, compound, and complex sentences. By doing these exercises, hopefully, the students would minimize the use of run-on sentence and/or fragments in their descriptive paragraphs.

In Meeting 2, the researcher only did JCoT once that was in the form of student-student interaction. In Meeting 3, the researcher would not use self-editing worksheet since, based on the research finding in Cycle 1, this was not effective in helping students to improve their descriptive paragraphs. The researcher also needed to do adaptation toward the peer-editing since it seemed too difficult for the students to use it.

In Cycle 2, particularly in meeting 3, teacher conference would not be held once, but this would be done twice; after having finished drafting the 3rd draft, the students would have the first conference; then, based on the feedback the teacher gave, the students redrafted their 3rd draft into the 4th draft; next, the students would have their second teacher conference, and then they would improve their descriptive paragraph by redrafting their 4th draft into the 5th draft. In terms of the topic the students selected for their individual descriptive paragraph, in Cycle 2, the teacher would provide four pictures which consisted of a messy bedroom, a neighborhood, a three floors house and a classroom. Based on those pictures, the students were free to select their own topic of their descriptive paragraphs.

The Students' Involvement in Writing Class Activities in Cycle 2

As in Cycle 1, the students' involvement during the teaching and learning process was taken from the result of the observation which was done by the collaborator. Firstly, on April 13th, 2012, the researcher conducted the 1st meeting in Cycle 2. In this meeting, the observation focused on the BKoF (Building Knowledge of the Field) and MoT (Modeling of the Text). In BKoF, there were three main activities; they were reviewing the social function, the generic structure, and the linguistic features of a descriptive paragraph, arranging the puzzle of a place (a bedroom), and answering the teacher's questions related to the place in the puzzle. Those activities were given to review the materials related to descriptive paragraphs they had got in the previous meeting. Furthermore, in MoT there were six main activities. Besides giving training to the students on how to make clustering, outline and descriptive paragraph, in this Cycle, the teacher gave more training on how to make sentences in the form of simple sentences, compound sentences, and complex sentences.

Furthermore, the 2nd meeting of Cycle 2 was done on April 14th, 2012. There were only four main activities completed by the students in JCoT. Besides giving chance to the students to work together with their peers, the teacher also focused on showing and training the students how to edit their peer's work since the data of Cycle 1 showed that the students could not correct their peer's work. Therefore, in this meeting, by displaying the students' draft on a slide, the teacher did the revision and editing together with students. Hopefully, this activity could give an example to the students on how to edit their peers' work.

Lastly, like in Cycle 1, ICoT in Cycle 2 was also done in three meetings; it was carried out on April 20th, April 21st, and April 27th, 2012. There were also thirteen main activities completed by the students in ICoT. However, there were few changes made by the teacher. In this meeting, the teacher did not use self-editing worksheet anymore since she considered this was not workable. On the other hand, she doubled the time of teacher conference for she thought that this was the most efficient process of editing compared with the self-editing.

To conclude, the percentage of the students' enthusiasm in each stage in Cycle 2 increased; the percentage of each stage was 92%, 100 %, and 92%. From those result, finally, the researcher could reach 95% for the final percentage for the students' enthusiasm during the teaching and learning activities in Cycle 2. Moreover, Table 3.9 shows the summary of the students' enthusiasm in each meeting in Cycle 2 along with its percentage.

Table 3 Summary of the Students' Enthusiasm in Cycle 2

Meeting	Number of Main Activities	Focus	Percentage
1	9	BKoF & MoT	92%
2	4	JCoT	100%
3-5	13	ICoT	92%
	Average		95%

In terms of the situation of the class, in the 1st meeting, the collaborator saw that the interaction between the students and the teacher was so good; since the students had known the material well, when the teacher gave them several questions as a review, all the students enthusiastically answered them. Besides, in MoT, giving grammar exercises in the form of quiz was an interesting technique for the students since they merely did not do the task conventionally by writing the answers on the paper; conversely, the students could use their voice and body so that they seemed so energetic in answering every questions given by the teacher. In Meeting 2, the collaborator saw that the students were so interested to the activities. Since most of them had known the concept well, the discussion in the group was more active than before.

In ICot stage, in Meeting 3-5, as in Cycle 1, the collaborator monitored that all the students were enthusiastic in doing their own descriptive paragraph. Furthermore, in this Cycle, the students were eager to revise their drafts based on either their revising checklist or the feedback they got from the peers. This happened because the teacher always directed the students in filling in both revising checklist and peer-editing worksheet. This direction made the students knew what they had to fill and do. However, during the teacher-students conference, the class was so crowded since most of the students chatted with their friends while they were waiting for having conference with the teacher.

In terms of the students' activity in doing the process of writing, the researcher noted that there was an increase in their activity, particularly on their eagerness to redraft their paragraph. Table 4 provides the information on the increase of the students' activity in doing the process of writing.

Table 4 Students' Activity in Doing the Process of Writing Their Descriptive Paragraphs

Stage	Students who Did the Task		Students who did not Do the Task	
	Number	%	Number	%
Pre-writing (Making clustering & outline)	23	100%	0	0%
1st Drafting	23	100%	0	0%
Revision (Using revising checklist)	23	100%	0	0%
2nd drafting	15	65%	8	35%
Peer-editing (Using peer-editing worksheet)	20	87%	3	13%

The Continuation of Table 4

Stage	Students who Did the Task		Students who Did the Task	
	Number	%	%	Number
3rd drafting	18	78%	5	22%
Revision& editing (Teacher-student conferencing)	23	100%	0	0%
4th- drafting	23	100%	0	0%
Revision& editing (Teacher-student conferencing)	23	100%	0	0%
5th drafting	23	100%	0	0%
Average score	93%		7%	

In terms of the students' activity during the process of writing a descriptive paragraph, in Cycle 2, the students seemed to eagerly do all the activities. Only when the students needed to redraft their paragraph based on either their own revising checklist or the feedback from their peers', there were still few students unwillingly did these activities; there were 8 students (35%) did not redraft their paragraph based on their own revising checklist, and there were 5 students (22%) who did not rewrite the paragraph based on the feedback they got from their peers. This happened, again, because the students thought that they could correct the mistakes they made by writing on the same paper. In brief, the average score of students' activity during the process of writing a descriptive paragraph in Cycle 2 was 93%.

Finally, by seeing from both the students' enthusiasm in doing every activity in the class, and students' activity during the process of writing a descriptive paragraph, it could be concluded that the researcher had reached the Criteria of Success since the average score of the students' involvement in the class activity was more than 80%; it was 95%.

The Result of Students' Writing Product in Cycle 2

In this cycle, as in Cycle 1, the data of the students' final products were also obtained from the students' final draft at the ICoT stage. In relation to the aspects of the writing which consisted of content, organization, grammar, vocabulary, and mechanics, it could be known that the greatest numbers of all the aspects were in the level of *very good*. Meanwhile, the numbers of students who reached the level of *good* decreased for all aspects, and, in contrast, there was increase on the numbers of students that were in the level of *excellent*. The detail data on the aspects of writing in Cycle 2 can be seen in Figure 10.
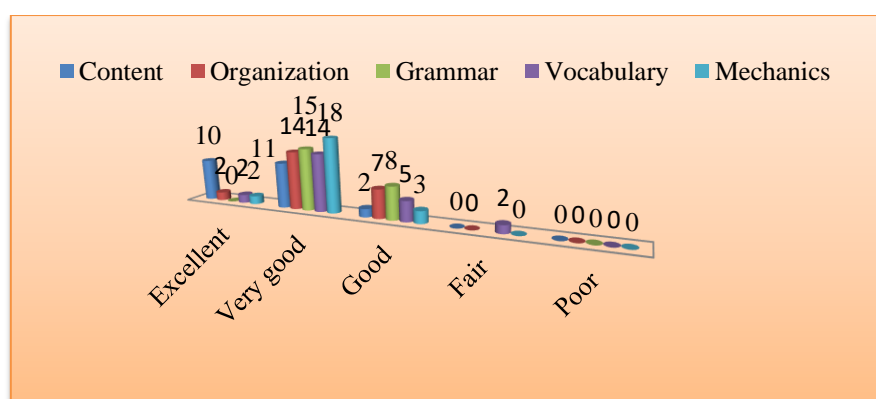
Figure 10 The Level of Students' Writing Aspects in Cycle 2

In relation to the students' final scores, in Cycle 2, 6 students (26%) got A, and 7 students got A- (30%). There were 3 students (13%) who got B+, and 5 students (22%) got B. However, there were still 2 students (9%) who did not pass the passing grade (65); one got C+, and the other one got C. The diagram of this finding can be seen in Figure 11
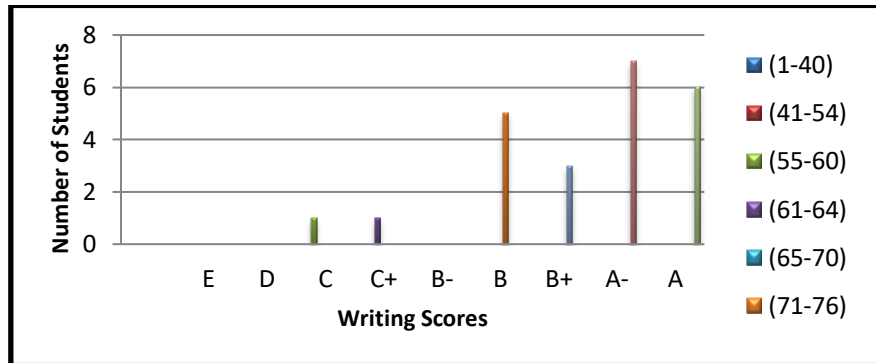

Figure 11 The Students' Final Scores in Cycle 2

From this finding, it can be known that there was an increase on the students' writing product if it was compared with the students' scores in Cycle 1. In Cycle 1, there were only 12 students (52%) out of 23 students who passed the passing score (65); there were 1 (4%) students got A, 2 students got A- (9%), 7 students got B+ (30%), and 2 students got B (9%). The rest one, 11 students (48%), did not pass the passing grade; there were 1 students (4%) got C+, 8 students (35%) got C, and 2 students (9%) got D. For the detail data on the comparison of the students' scores in Cycle 2, Cycle 1 and Preliminary study can be seen in Figure 12 and Figure 13.
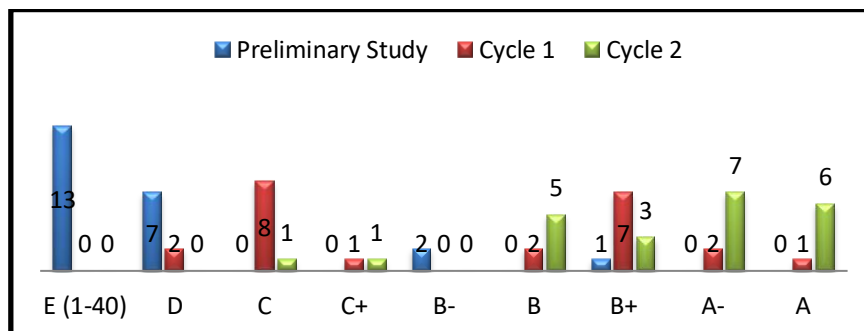

Figure 12 The Students' Writing Scores in Preliminary Study, Cycle 1, and Cycle 2
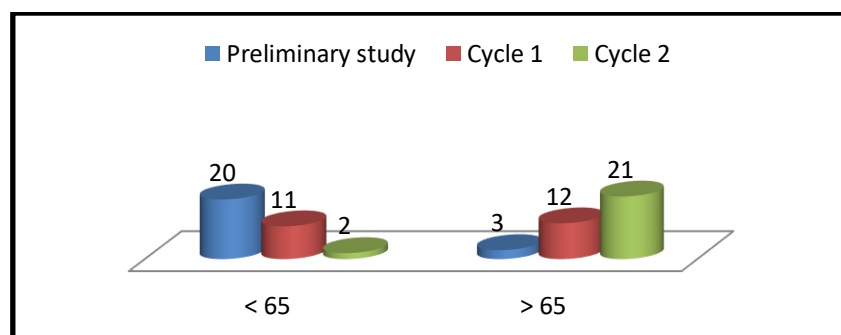

Figure 13 The Number of Students Who Passed the Passing Grade in Preliminary Study,

Moreover, after being analyzed, the researcher found out that there were 21 students (91%) who passed the passing grade. The percentage of the number of the students who passed the passing grade can be seen in Figure 14.
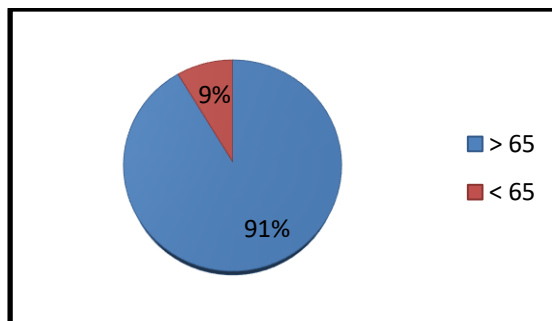

Figure 14 The Percentage of Students' Final Scores in Cycle 2

From the diagram in Figure 14, it can be said that the result of the implementation of the action in Cycle 2 had met the Criteria of Success. Therefore, the researcher did not need to go to the next cycle.

The Students' Attitude (Opinion) toward the Application of Process-Genre Approach in the Class in Cycle 2

As in Cycle 1**,** the researcher took the data on students' attitude toward the implementation of process-genre approach in Writing IV of Class IIB by using questionnaires that were distributed in Meeting 5 of Cycle 2 after the students finished their final products. The detailed result on the students' response toward the application of process-genre approach in Class IIB can be seen in Figure 3.25.
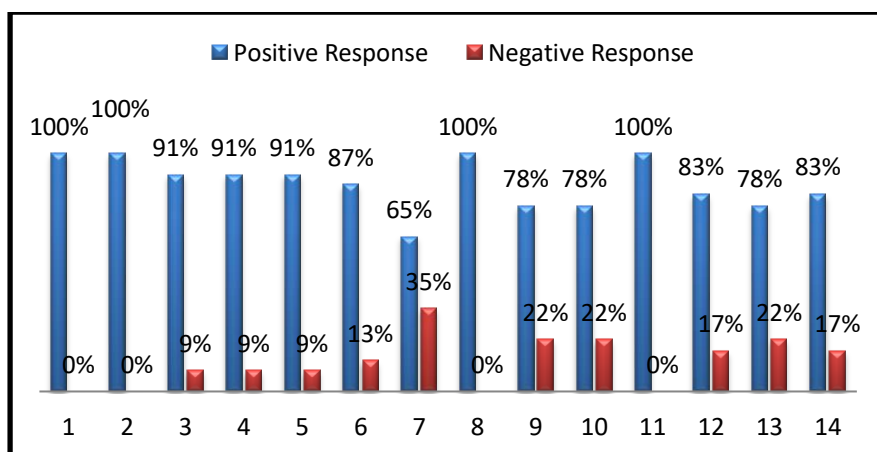
Figure 15. Students' Attitude toward the Application of Process-Genre Approach in Teaching Writing Descriptive Paragraph in Class IIB in Cycle 2

In this cycle, most of the students showed better attitude toward the application of process-genre approach. It could be seen from the increase of positive response the students gave such as numbe2 1,5 and 6. Finally, from the data on the students' attitude (response) toward the implementation of the process-genre approach that have been presented, the

researcher found out that more than 80% students of Class IIB gave positive response toward the application of process-genre approach in improving their skill in writing a descriptive paragraph. The average percentage of the students who gave positive response toward the application of process-genre approach in Class IIB in Cycle 2 was 88%.

Reflection

From the data presented above, it could be concluded that the researcher could reach the Criteria of Success in terms of the process, the product, and the students' responses. As was presented in the previous subchapters, the average score of students' involvement during the implementation of process-genre approach in Class IIB was more than 80%; it was 95%. In addition, the percentage of the students who passed the passing grade was also more than 80%; there had been 91% students who had score above 65. Similarly, in this Cycle, the percentage of the students who gave positive response toward the whole activities in the process-genre approach was also more than 80%; there had been 88% students. All in all, it could be concluded that in Cycle 2 the researcher could reach all the Criteria of Success; hence she did not need to go to the next cycle.

DISCUSSION

The Procedures or Stages of Process-Genre Approach in Teaching and Learning Writing in University Level

The findings of this present study showed that the use of process-genre approach in teaching and learning writing could solve the university students' problem in writing, as the previous studies indicated (Foo, 2007; Nurcahyani, 2008; Nihayah, 2009; Nurjannah, 2011a; Isnawati, 2011). As identified in preliminary study, the students had problem in writing a descriptive paragraph in terms of the content, organization, grammar, vocabulary, and the mechanics. This happened because most of the activities the students got in their writing classes still focused on sentence building and making outline. Hence, when the students were asked to write a descriptive paragraph, they got difficulty. However, when the teacher implemented process-genre approach to teach the students descriptive paragraph, the final result of the students' involvement and writing product showed a great improvement. Moreover, the students responded positively toward the application of process-genre approach in teaching them how to write a descriptive paragraph.

Furthermore, the students' improvements in those three aspects were caused by the result of the application of the stages or procedures of the process-genre approach. The stages that were applied in this study consisted of four stages of genre approach (BKoF, MoT, JCoT, and ICoT) and four stages of process approach (pre-writing, drafting, revising, and editing) which were applied in JCoT and ICoT. In her study, Isnawati (2011) found that the stages helped the students to gain the knowledge and skill so that they could write their composition confidently. Moreover, in this study, the researcher found that the knowledge the students got was not merely sentence building, but how the students used the sentences meaningfully to share their ideas in the form of writing products. That is why, the students were able to write their compositions in the form of descriptive paragraphs well.

Additionally, the students' writing skill improvement possibly happened since in this approach the students underwent several recursive processes of genre approach and process approach at once. Through the stages of genre approach, the students were trained on how to understand the concept of writing certain genre of text (Badger and White as cited in Yan, 2005). In addition, through the stages of process approach, the students were trained on how to write the descriptive paragraph naturally through recursive process of natural writing.

Related to the four stages of genre-approach, the stages brought advantages for the students. The activities and the materials given by the teacher in both BKoF and MoT were basically aimed at giving students good understanding on the social purpose, the organization, and also the linguistic features of descriptive paragraphs. This was in line with what Nurjanah (2011b: 85) found in MoT; in this stage the students could understand the context and the purpose the writers addressed by reading the sample texts given by the teacher. Besides, the students also understood the forms and functions of the language in the text. Therefore, the students know well the characteristics of a descriptive paragraph so that they would not make mistake in choosing the ideas for their paragraph (content), arranging the ideas (organization), and using the appropriate tense (grammar).

Furthermore, JCoT might increase the students' confidence in writing descriptive paragraphs. Before making a descriptive paragraph individually, in JCoT, the students were given chance to practice making a descriptive paragraph cooperatively with either the teacher or their peers. Working cooperatively with others was aimed at training the students to share their ideas with others. Sharing ideas here could increase the students' confidence since they were able to give ideas for either the class' or groups descriptive paragraphs. Nurjanah (2011b:85) also believed that the activity in JCoT in which the teacher would draft a text on the board with the sentences coming from the students would give confidence to the students since their opinions were considered to be meaningful. Besides, this stage might also prepare the students to write through several processes of writing that consisted of pre-writing, drafting, revising, and editing. Having experience in writing a descriptive paragraph through process approach, the students felt ready to compose their individual descriptive paragraphs in ICoT. Finally, in ICoT, the students practiced to compose their individual paragraph. In addition, Nurjanah (2011b: 85) stated that, in this stage, the students applied all the knowledge or input they gained in the previous stages.

In relation to the four stages of process approach which were applied in both JCoT stage and ICoT stage, like genre approach, each stage also gives advantages for the students. Firstly, in pre-writing stage, through both clustering and outlining techniques, the students could brainstorm the ideas of their topic easily. For this matter, in his research using process approach, Budi (2009) also found that in pre-writing stage the students could get the related ideas easily. Additionally, by generating the central topic the students have, Hunt and Beglar (2002, as cited in Budi, 2009) believed that the students could enlarge their vocabulary. Also, Oshima and Hogue (2007:54) assumed that outlining helped the students to organize the ideas orderly and construct the structure of three main elements of a paragraph (topic sentence, supporting sentence, and concluding sentence) in a good order. Moreover, Budi (2009) stated that the order of the ideas in the outline were beneficial for the students to prepare for the possible transitional signals. Related to the drafting stage, actually, by drafting the composition for several times, the students could decrease their mistakes. This might happen

if the students want to review the previous draft. In order not to repeat the same mistakes, it was better for the students to redraft their paragraphs. From the data taken by the researcher in her 2nd cycle, the students could realize this advantage; thus, they wanted to do this activity.

Revision and editing stages are also advantageous for the students. In this study, it was found that by having either self-revising checklist or self-editing worksheet, the students actually could diagnose the mistakes of their descriptive paragraphs. Moreover, Budi (2009) believed that the students could have self-assessment. O'Malley and Pierce (1996:38) stated that "self-assessment encourages the students to think about their purpose in writing and to reflect on how much they are learning". Furthermore, by having peer-editing, the students could practice working with their friends collaboratively (Harmer, 2001: 115).

Revision and editing through teacher conference also brought a great benefit for the students. Isnawati (2011:70) found that "peer and teacher conference seemed to have big role in the improvement of the students' participation". In this study, the researcher also found several advantages of teacher conference that lead to the students' writing skill improvement. Firstly, by having discussion with the teacher, the students could get feedback either orally or in written form. Through the feedback, the students were shown the mistakes they made in writing descriptive paragraphs. This was crucial for the students since the students themselves did not consider their mistakes. Secondly, the students were able to ask suggestion on how to correct their mistakes as well. In addition, each student might have different problem in terms of the grammar; therefore, by having personal conference, the students could ask how to use the grammar correctly to the teacher.

Finally, it could be said that process-genre approach involved several techniques in each stage. The techniques themselves were needed to reach the purpose of the stages. For instance, the researcher used face-to-face teacher conference in revision and editing of ICoT stage since she wanted to give direct feedback toward the students' drafts; the teacher's feedback was useful for the students for they could improve their drafts by using the feedback. Again, in selecting the techniques, the teachers have to consider it whether it is appropriate or not to reach the purpose of the stage of process-genre approach since the teachers have to run the teaching and learning writing descriptive paragraph based on the stages in process-genre approach unless their effort would not be successful.

The Students' Writing Skill Improvement in Making Descriptive Paragraphs

The students' descriptive paragraphs in preliminary study indicated that the students had several problems in writing, particularly in describing places. Their problems were in the form of their difficulty in finding the idea (content), organizing the idea (organization), writing the idea in correct grammar (grammar), using correct dictions (vocabulary), and using correct mechanics. Moreover, the implementation of process-genre approach was proved to be effective in improving the students' writing ability. This finding was also admitted by Isnawati (2011) and Nurjanah (2011a) who also could improve her students' writing ability in terms of the five aspects.

In terms of the content, by applying process-genre approach, the students could find many ideas that were related with the topic. Besides that, the students also understood the social purpose of writing a descriptive paragraph. For instance, in this study, the students'

descriptive paragraph told about the details of a place. In other words, the students could understand the content that should exist in a descriptive paragraph.

In relation to the organization, the students could write a composition with a complete structure. Since they had been modeled with several examples of learnt genre and they had analyzed the generic structure of the model texts, the students understood how they should write the descriptive paragraphs. As the example, when the students wrote a descriptive paragraph, they wrote it with a topic sentence, some supporting sentences, and a concluding sentence. Besides, the students also could organize the ideas in a good order by adding either appropriate transitional signals or prepositional phrases. Therefore, there was a link between ideas in a composition; there was a link between one sentence and other sentences in a descriptive paragraph.

Related to the grammar used in the descriptive paragraph, the students could write the descriptive paragraphs by using correct grammar such as using appropriate article and prepositions. In addition, the students also could vary the type of the sentences they used since, in the procedures, they got review on linguistic features involving the type of sentences used in the descriptive paragraph. In writing the composition, they did not only use simple sentences, but they also modified it with either few compound sentences or complex sentences. Moreover, the use of run-on sentences could be decreased for the students got correction from both the teacher and their peers.

In terms of vocabulary, the use of process-genre approach in teaching student a descriptive paragraph could enrich the dictions the students used in the paragraph. This enrichment existed due to the addition of the description of the details of the place. Besides, the students added descriptive adjectives so that the readers could get the image of the thing being described. Besides, the use of prepositional phrases also helped the reader to visualize the place being described. Finally, related to the mechanics, again, by using process-genre instructions the students could write the descriptive paragraph by using appropriate mechanics.

The Improvement of Students' Involvement in the Class Activities during the Implementation of Process-Genre Approach

The use of process-genre approach in teaching students writing descriptive paragraphs gave chance for the teacher to use several techniques that might increase the students' involvement in the class activities. In explaining the concept, the teacher did it inductively. This made the students active in using their logic and trained the students to link their ideas to make a general conclusion. Thus, the students would not merely depend on the teacher in getting the knowledge. Furthermore, the use of games in the form of puzzle and quiz also made the class attractive. The students' competitiveness raised and, at the same time, their sense of cooperativeness was also built. As a result, all the students willingly participated in the activities.

The technique in grouping the class also paid an important point in making the students active in the class activities, particularly when they had group discussion. Each of the group should contain an ideal number. Moreover, the researcher proved that the lesser the member of the group, the more active the students would be. In addition, the teacher had to be careful in grouping the students. In order not to consume much time in selecting the group,

the teacher did not let the students choose their own group. Moreover, the teacher also increased the student-students interaction by exchanging the members of the group. This activity might stimulate the students to actively share their ideas with their new peers; they had already discussed his/her own paragraphs with his/her first group, and later, he/she had to re-discuss with other peers in a new group; thus, they would be forced to express the ideas of their previous group.

In addition, the students' involvement in the class activities, especially during the process of writing descriptive paragraphs was monitored from the students' portfolios. It was found out that the more active the students in doing the processes of writing, the better their final writing products would be. This is in line with O'Malley and Pierce (1996:35) who stated that" successful teachers have found that portfolios increase the quantity and the quality of writing and contribute to the students' cognitive development". The improvement itself happened since the students could take review on their previous assignments. In other words, as what had been said by O'Malley and Pierce (1996), the students, by making portfolios, they could learn how to assess themselves or do self-assessment by comparing their recent piece of work with the earlier one. By doing these processes, the students had been looking for ways to write a composition, particularly a descriptive paragraph, as professional writers always do. Therefore, the key element that made students' portfolio successful in helping the teacher to monitor the students' progress in making descriptive paragraphs was the collection of students' works. By collecting the drafts, students could reflect on their work and analyze their progress. O'Malley and Pierce (1996: 35) stated that "the use of portfolio encourages the students to reflect on their work, to analyze their progress, and to set improvement goals".

The Students' Attitude toward the Application of Process-Genre Approach in Teaching the Students Descriptive Paragraph

The use of process-genre approach in teaching students writing descriptive paragraphs made the students interested in writing descriptive paragraphs. This was caused by the procedures or the stages applied in the writing instructions. In this approach, the focus was not merely the final product of the students' writing, but also how the students underwent the processes of writing themselves. Hence, the students were motivated in doing every activity in this writing instruction, and finally they were satisfied with the progress they made in terms of their skill in writing descriptive paragraphs.

In relation to the procedures of the process-genre approach used in the study, the students liked to do all of them. Both class discussion and group discussion gave opportunities for the students to share their ideas with their friends. Besides, if they found difficulties, they could be helped by both the teacher and their peers. Thus, their understanding toward the concept of descriptive paragraph could increase, and, finally they became more confident in constructing their own descriptive paragraph. Help itself was in the form of oral feedback or written feedback given by either the teacher or the peers. By having the feedback, the students could know their mistakes in their descriptive paragraphs, and also understand how to correct the mistakes. In these processes, the students also did self revision in which it could train their skill in assessing themselves.

Conclusions

The findings of this present study showed that the use of process-genre approach in teaching and learning writing could solve the university students' problem in writing a descriptive text, particularly in describing places. This can be seen from the students' improvement in three aspects that the students made. Those are the final result of the students' involvement in the class activity, the students' individual writing products, and the number of the students who gave positive response toward the application of process-genre approach in teaching descriptive paragraph.

Furthermore, the students' improvements in those three aspects were caused by the result of the application of the procedures of the process-genre approach. The procedures consisted of four stages of genre approach (BKoF, MoT, JCoT, and ICoT) and four stages of process approach (pre-writing, drafting, revising, and editing) which were applied in JCoT and ICoT. Furthermore, the procedures themselves were, firstly, Building Knowledge of the Field (BKoF) which was aimed at activating the students' schemata on descriptive paragraph. This stage was followed by Modeling of the Text (MoT) in which, in this stage, the students were given good understanding on the social purpose, the organization, and also the linguistic features of descriptive paragraphs. By having enough knowledge on descriptive paragraph (place), the students could know how they should describe a place. Next, Joint Construction of the Text (JCoT) was done to train the students to make descriptive paragraph cooperatively with their peers through the stages of process approach; by having the training, the students would build their confidence in making descriptive paragraphs. Finally, when the students were ready and confident to compose their individual descriptive paragraph, the teacher went to Independent Construction of the Text (ICoT); in this stage, the students were trained more on how to make their individual writing descriptive paragraphs by applying the stages of process approach.

The process approach in JCoT and ICoT consisted of four stages namely pre-writing, drafting, revising, and editing. Moreover, the stages helped students to practice in constructing the descriptive paragraph based on the knowledge they had got. In pre-writing stage, the students brainstormed the ideas of their topic, organized the ideas in an order way in the form of clustering, and constructed the structure of three main elements of their descriptive paragraph (topic sentence, supporting sentence, and concluding sentence) in the form of an outline. In drafting stage the students wrote the descriptive paragraphs based on the outline they had made. Finally, in revision and editing stages, the students checked their descriptive paragraphs by using revising checklist, and self-editing worksheet; they also revised and edited their descriptive paragraph based on the feedback they got from both their peers and also teacher.

In addition**,** the improvements of the three aspects were also influenced by the use of the appropriate techniques in every stage of process-genre approach such as clustering and outlining, the use of games, grouping, and the use of portfolio. Moreover, the selection of the techniques in every stage is so crucial in maximizing the use of process-genre approach. In this study, the students' improvement in three aspects from Cycle 1 to Cycle 2 was due to the changes of some of techniques.

Related to the students' involvement in doing the activities in process-genre approach, in Cycle 1, the percentage was 63%. It means that in the first cycle the study had

22

not met the Criteria of Success in terms of its process. Conversely, in Cycle 2, the study had reached the Criteria of Success since the students who were actively involved in the activities was 94%.

In terms of the writing scores, the percentage of the students who passed the passing grade (65) showed an improvement during conducting the study. In Cycle 1, 12 students (52%) achieved the minimum passing grade (65) which means that it had not met the Criteria of Success yet. However, in Cycle 2, the percentage increased to 21 students (91%) which means that the Criteria of Success, in terms of its product, had been reached.

Related to the students' attitude or response, the students' positive response towards writing activities improved from the preliminary study to Cycle 1 and from Cycle 1 to Cycle 2. In the preliminary study, their response towards writing activities was not really positive. Meanwhile, in Cycle 1 the percentage of the students who gave positive response is 60%, and in Cycle 2 is 88%. This means that in Cycle 2, as process and product, the Criteria of Success of students' positive response had been also reached.

In conclusion, by applying process-genre approach, the researcher could solve the students' problem in writing descriptive paragraphs (places). The opportunity to be able to deal with the writing's elements (content, organization, grammar, vocabulary, and mechanics) in the stages made the students able to improve their competence in writing. As a result, they had good attitude (response) toward writing, particularly writing descriptive paragraphs (places).

REFERENCES

Badger,R.,and G.White.2000. A Process Genre Approach to Teaching Writing. *ELT Journal*, (Online), 54 (2):153-160, (http://203.72.145.166/ELT/files/54-2-6.pdf), accessed on November, 17th, 2011.

Brown,H.D.2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.

Budi. 2009. *Improving the Ability of the Students of English Education Study Program of FKIP Tadulako University in Writing Paragraphs through the Process-Genre Based Approach*. Unpublished S1 Skripsi. Malang: Faculty of Letters, State University of Malang.

Foo, T.C.Voon. 2007. The Effect of the Process-Genre Approach to Writing Instruction on the Expository Essays of ESL Students in a Malaysian Secondary School. (Online),(http://eprints.usm.my/9356/1/THE_EFFECTS_OF_THE_PROCESS-GENRE_APPROACH_TO_WRITING.pdf), accessed on November 17th, 2011.

Harmer, J. 2001. *The Practice of English Language Teaching*. Harlow, UK: Pearson Education.

Hyland, K.2003. *Second Language Writing*. Cambridge: Cambridge University Press.

Irmawati, D.K. 2011. *Using Facebook through Process-Genre Based Approach to Improve the Ability of Grade 8 Class C Students of Junior High School 19 Malang in Writing Descriptive Texts*. Unpublished S1 Skripsi. Malang: Faculty of Letters, State University of Malang.

Isnawati, L.F. 2011. *Utilizing Process Genre Approach to Improve 8th Graders of MTs Surya Buana Malang*. Unpublished S2 Thesis. Malang: Graduate Program, State University of Malang.

Latief, M. A. 2010. *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*. Malang: UM Press.

Megawati. F. 2011. *Using Comic Strips in Process-Genre Based Approach to Improve the Ability of the Twelfth Graders of MAN Bangil in Writing Narrative Texts*. Unpublished S1 Skripsi. Malang: Faculty of Letters, State University of Malang.

Nihayah,A. 2009. *Implementing Process Genre Approach to Develop Students' Writing Ability at SMP Negeri 8 Malang*. Unpublished S2 Thesis. Malang: Graduate Program, State University of Malang.

Nurcahyani,S. 2008. *Implementing Process Genre Approach to Improve the Writing Skill of the First Year Students of MTsN Kebumen I*. Unpublished S2 Thesis. Malang: Graduate Program, State University of Malang.

Nurjanah,E.S. 2011a. *A Process Genre Approach to Improve the Students' Writing Ability*. Unpublished S2 Thesis. Malang: Graduate Program, State University of Malang.

Nurjanah,E.S.2011b.A Process Genre Approach to Teaching Writing: Its Principles and Implementation in the Classroom. in B.Y. Cahyono & H. Cahyani (Eds.), *Best Practices in the Teaching of English* (p.81-91).Malang: State University of Malang Press.

O'Malley,J.M.& Pierce,L.V.1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Boston: Addison-Wesley.

Richards, J.C., & W.A. Renadya.(Eds.). 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Tompkins, G.E & Hoskisson,K. 1995. *Language Arts: Content and Teaching Strategies (3ʳᵈ Ed.)*.Englewood Cliffs: Prentice-Hall.

Tuan,L.T.2011. Teaching Writing through Genre-based Approach. *Theory and Practice in Language Studies*, (Online), 1 (11):1471- 1478, (http://ojs.academypublisher.com/index.php/tpls/article/viewFile/01114711478/3865), accessed on November, 17th, 2011.

Yan,G. 2005. A Process Genre Model for Teaching Writing. *English Teaching Forum*, (Online), 43 (3):18-26, (http://exchanges.state.gov/englishteaching/forum/archieves/docs/05-43-3-d.pdf), accessed on November, 17th, 2011.