CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, and conceptual framework.

A. Previous Related Research Findings

Gupitasari in her research "The Implementation of Process-Genre Approach to Teaching Writing Business Letter" concluded that the process-genre approach could help improve their writing ability, especially writing application letters. The findings of this study show improvement in students' writing scores after they were involved in the teaching program using the process-genre approach. Moreover, students' responses to the implementation of process genre approach to teaching writing business letter are mostly positive.[1]

Saputra in his research "Teaching Writing by Using Process Genre Approach to The Eighth Grade Students of SMP Negeri 22 Palembang." Concluded that The Process Genre Approach was applicable for the students which helped them felt enthusiasm and prepared their thoughts, ideas, experiences, and sentences before making a paragraph or a composition and the students could overcome their difficulties in starting of making a composition.[2]

Assaggaf in his research "A Process Genre Approach to Teaching Report Writing to Arab EFL Computer Science Students. Concluded that the findings

---

[1] Gupitasari, Hilda. 2013. *The Implementation of Process-Genre Approach to Teaching Writing Business Letter.* Journal of English and Education.

[2] Saputra, Hendri. 2015. *Teaching Writing by Using Process Genre Approach to The Eighth Grade Students of SMP Negeri 22 Palembang.* Jurnal Pendidikan Dan Pengajaran Edukasi.

demonstrated positive views of the students on implementing the PGA in the teaching of writing. For most of the participants the use of PGA in teaching report writing could help them comprehend project reports, be aware of the purpose of writing project reports, know how to write project reports, and improve their writing abilities in general.[3]

B. Some pertinent ideas

1. The Concept of Writing

a. Definition of Writing

Writing is a language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. It includes deciding what one wants to write, how best to say it and how to put these ideas into paper in a way that is intelligible to others. Like talk it can be used to entertain, persuade, express feelings, inform, request, instruct, record and express opinions and ideas.[4]

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.[5]

In addition, writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for "common" people was carried out orally.[6]

[3] Assaggaf, Husein, Taha. 2016. *A Process Genre Approach to Teaching Report Writing to Arab EFL Computer Science Students.* International Journal of English Linguistics; Vol. 6, No. 6.

[4] Browne, Ann. 2007. *Teaching and Learning Communication, Language and Literacy.* London: Paul Chapman Publishing.

[5] Heaton, J. B. 1988. *Writing English Language Test*. New Edition, London: Longman. Group UK Limited

2. Components of Writing

There are five components in writing; they are content, organization, vocabulary, language use, and mechanics.

a) Content

This category considers the development and comprehension of the topic as well as the adequacy of the content of the text.

b) Organization

Several factors are considered here, such as the organization of ideas, the structure and cohesion of the paragraphs and the clarity of exposition of the main and secondary ideas.

c) Vocabulary

This category deals with the selection of words, expressions and their usage. The appropriateness of the register used is also taken into account.

d) Language Use

The use of grammar categories is taken into account, e.g. tense, number, subject-verb agreement, in addition to word order and the use of complex syntactic structures.

e) Mechanics

This category includes the evaluation of punctuation, spelling, and the use of capitalization.[7]

---

[6] Brown, H. Douglas. 2004. *Language Assessment: Principle and Classroom Practice.* New York, San Francisco State University Press. Pearson Education

[7] Puffer-Dalton, Christiane, & Nikula, Tarja, & Smit, Ute. 2010. *Language Use and Language Learning in CLIL.* Amsterdam: John Benjamins Publishing Company

3. **The Process of Writing**

There were five steps in writing process are presented as follow:

a. Prewriting.

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

b. Drafting.

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience.

c. Revising.

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors.

d. Editing.

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations.

e. Evaluating

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance.[8]

4. Teaching Writing

There are some reasons for teaching writing to students as follows:

a. Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is in invaluable for both our understanding of how it all fits together and as an aid to commuting the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

b. Language Development

We cannot be sure, but it seems that the actual process of writing (rather like process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

c. Learning Style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many

---

[8] Richards, Jack C. & Renandya, Willy A. 2002. *Methodology in Language Teaching.* New York. Cambridge University Press

learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is instead of the rush and bother of interpersonal face-to-face communication.[9]

6. The concept of Process genre approach

a. Definition of Process genre approach

Process-genre approach is a writing approach which Badger and White invented on 2000. It is an integrated approach from process-based approach and genre-based approach which convey a text with a familiar genre.[10] The approach has an essential idea that writing involves knowledge about language, knowledge of the context in which writing happens (especially, the purpose of the text), and skills in using the language. Also, the writing development happens by acknowledging students' potentials (as in process approach) and giving input which students respond (as in genre approach).[11]

By using the approach, students are able to acknowledge how written texts are created differently based on the purpose, audience, and message.[12]Then, students work to compose the writing with a range of process which facilitates students to have some drafts before they produce the final draft. Whereas in the process approach, it includes five elements of writing

---

[9] Harmer, Jeremy. 1998. *How to Teach English*. Longman

[10] Kim and Kim, "Teaching Korean University Writing Class: Balancing the Process and the Genre Approach", 2005, in Abrar Ajmal, Process-Genre Approach to Teaching Writing University Foundation Course Students in Pakistan, The European Conference on Language Learning 2015, Official Conference Proceeding, The International Academic Forum, p. 3.

[11] Richard Badger and Goodith White, A Process Genre Approach to Teaching Writing, ELT Journal, Vol. 54 (2),2000, pp. 156-157.

[12] Macken-Horarik, "Something to Shoot for", 2002, in Xhevdet Rusinovci, Teaching Writing through Process-Genre Based Approach, (FAMA College, Pristhina, Kosovo), US-China Education Review A, Vol. 5 (10), David Publishing, 2015, pp. 702-703.

process which are pre-writing, drafting, revising, editing, and post-writing. Then, it is believed that the process is not linear, but rather repentance. It means that students plan, draft, and edit, but then frequently re-plan, re-draft, and re-edit.[13] The process ease students to develop their writing skills but the genre of the texts are regardless in the process. Students need guidance on reaching the social context such as the purpose, the structure, and the language features of the text which can be achieved with genre-based approach. In another side, genre-based approach has three phases. The first is modeling the target genre text which provides students exposure to some examples of genre text they need to produce further. The next step is joint constructing where students and teacher create a genre text together. Then, the final step is independent constructing which requires students to create a text individually.[14] In genre-based approach, it is emphasized on the text knowledge and neglects the process of writing; it reverses the fundamental ideas of process-based approach. Thus, the combination of process and genre approach is seen as a strategic writing approach to improve students' writing through writing process and genre knowledge. It is able to complete each other for the better students' writing performance.

7. **The Implementation of Process-Genre Approach in Teaching Writing to Senior High School Students as follows;**

   a. Teacher's Preparation

---

[13] Op.Cit., Jeremy Harmer, How to Teach Writing, p. 5.

[14] Op.Cit., Richard Badger and Goodith White, pp. 155-156.

The teacher has to do a preparation before teaching writing by using the process-genre approach in order to do the teaching-learning process run well. The preparations that can be set by the teacher are; lesson plans, materials, media and evaluation.

b. Lesson plan

The main thing have to do is making a lesson plan. It really helps the teachers to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning

c. Materials

In choosing the materials for modeling text, the teacher not only can use the materials from textbook and the materials that have already been provided in the curriculum but also combine them with authentic materials. The teacher can find the authentic materials from internet, newspaper, magazine, and etc. In selecting the material, the teacher also should find the text that is expected can be understood by the student easily. The qualifications for the text are including the dictions that are used, the length of the text and the complexity of the topic. The topic can be a hot issue or something that is close-related to students' daily lives.

d. Media

Using media can attract students' attention and help student understand the lesson. The media that can be used for teaching writing by using the process- genre approach are LCD projector and laptop to show the modeling text to the students and pictures and videos to develop student's interest. These media are needed to develop students' interest to the lesson.

e. Evaluation

Evaluation is a way to measure whether the lesson can be understood by students. For example: writing test, exercise in WH-questions, true false exercise, filling gaps the text or jumbled paragraph. The evaluation for teaching writing by using process-genre approach are filling gap the text or jumbled paragraph that is examine in the modelling step and written test that is examine in independent constructing step.

1. Teaching Procedure

Teaching procedure for the process-genre approach is divided into six steps; preparation, modeling and reinforcing, planning, joint constructing, independent constructing and revising. These steps will be discussed by using the three stages of teaching: Pre Teaching, Whilst Teaching, and Post Teaching.

a) Pre-Teaching Activities

In pre-teaching activities, the teacher focus on how to warm up the class before ready to study; greeting the students, checking the students' attendance,asking the students some question related to the material that will be studied and also explains the purpose of the lesson or basic competency that will to achieve by the students.

b) Whilst-Teaching Activities

This stage is divided into exploration, elaboration and confirmation. The teacher explores students' knowledge about the material or topic that will be taught by asking them question, showing pictures, video and using other media. Then, the teacher shows the example and teaches the material by using that example. After that, the teacher does elaboration and confirmation by giving exercise to the students and then discusses it together. Here, the six steps of the process-genre approach take place.

1. Preparation (Preparing the Students to Write)

In this step, teacher begins preparing the students to write by defining a situation that will require a written text and placing it with s pecific genre. This stage activates the schemata and allows students to anticipate the structural features of the genre. For example, the text will be studied is recount text. The teacher explains to the students that recount text is written text which retells something that happened in the past or a series of past event.

Then, the teacher initiates a discussion about what the students did in the previous holiday. One of the students answers 'I go to Jakarta last holiday'. The other corrected by saying 'I went'. Then, the teacher allows the students to anticipate the structural features of the text by asking them a question why they changed 'go' into 'went' and the students may answer, because it happens in the past. Therefore,   the students know they will use past tense in writing   recount text.

2. Modeling and Reinforcing

In this step, the teacher introduces a model of the genre and lets the students to consider the social purpose of the text and who the audience will be. Then, the teacher discussed how the text is structured and the language feature of the text. The example of teaching procedure of this step as following: First, the teacher provides the example of the modeling text on the LCD screen or blackboard. Then, the teacher asks the students to read it. One of the students is asked to read the text aloud. After that, the teacher asks some questions to the students; (1) what do you think is the purpose of the text? (2) Who do you think is target audience? After discussing, the teacher leads the students to find the purpose and the target audience of the text. Next, the teacher asks the students to re-read the text briefly. Ask them to pay special attention to structural features. Then, ask them several questions; (1) How does the text begin and end? (2) How is the whole text patterned and sequenced? (3) How many stages does the text go through? (4) What is the function of each of these stages? After discussing, the teacher explains generic structure of the text to the students. Then, the teacher leads the students to find the generic structure of the text. Next, the teacher explains language features of the text to the student. Then, the teacher and students discuss together to find the language feature which are used in the text.

After discussing the social purpose, generic structure and language features of the recount text, the teacher asks the students to copy that example of modeling text on their notebook. It is needed to help the students to write their own text later as a model. The example of modeling text that has been discussed will be look like (see appendix 2) After the teacher and the students

discussed about many things related to the text, the teacher checks the students' understanding by asking some questions related to the text, for example: what is the purpose of text?, how the text is structured?, what tense is used in text?, and so on. The last activity is giving exercises. The teacher should give some exercises to measure the students understanding about the lesson. The exercise can be filling gap the text and or jumble paragraph.

3. Planning

In this step, many meaningful activities activate the students' background   knowledge about the topic, including brainstorming, discussion and reading   associated material. The aim is to help students develop an interest in the topic by relating it to their experience. For example, the topic will   be discussed is last holiday. The teacher can ask the students to think about their   last holiday   and asks some questions such as; what did you do in the last holiday? Where did you go? etc. Then, the teacher asks the students to sit in group and share their experience in group.

4. Joint Constructing

In this step, the teacher along with the students begins writing a text by making draft. While doing so, the teacher uses the writing processes of brainstorming, drafting and revising. The students contribute information and ideas and teacher writes the generated text on blackboard of LCD screen in a draft form.

It will facilitate later students independent composing. Continuing the planning stage, teacher asks some students to tell their experiences about

their last holiday and ask some questions such as; where did they go?, when did they go?, what did they do there? What did you think about your holiday? etc. Then, teacher writes generated text on the blackboard or LCD screen in draft form based on the students' answers. This draft provides a model for students refer to when they work on their individual composition.

5. Independent

Constructing In this step, the students have examined model texts and have jointly constructed a text in the genre. They now compose their own text on related topic. This stage is individually. However, the teacher is available to help the students in their process of composing their text. First, teacher directs the students to compose their own recount text with the same topic 'last holiday'. Then, teacher asks the students to re-look they model of recount text that they have written in their notebook and the draft in the blackboard to help them compose their own text. Teacher also encourages students to present their own experiences.

6. Revising

In this step, the students may check, discuss and evaluate their work with fellow students, as the teacher guides and facilitates it. They may check, discuss and evaluate the linguistic aspect, text structured, vocabulary, punctuation, etc. The function is to make the students realizes their mistake in writing, so that they can improve their writing skill and become better writer.

A. Post Teaching Activities

In this stage the teacher concludes or summarizes the lesson by her/him or together with the students and gives feedback to the students toward the process and learning achievement, it can be like giving reward to the student that have finished their writing well. Finally, the teacher closes the class.

7. The Advantages of Process-Genre Approach in Teaching Writing

There are some advantages of using process-genre approach in teaching writing at Junior High School. They are:

1) Preparation step helps the students to anticipate the structural features of a particular genre in the beginning of the lesson because the teacher begins preparing the students to write by defining the situation that will require in the beginning of the lesson.

2) Modeling and reinforcing step helps the student to understand the social purpose, the target audience, how the text is structured and language features of the text because the teacher gives the students the modeling text and discus the components of the text along with the students.

3) Planning step helps the students to develop their interest in the topic because the teacher activates the students' background knowledge about the topic by relating it to their experience by asking them the questions related to the topic, showing pictures, etc.

4) Joints constructing step helps facilitating the students later independent composing because in this step the teacher makes the final draft of the text that come from students' contribution. Therefore,

the students can develop this draft while they are composing their own text.

5) Independent constructing step help the students develop their writing skill because in this step the students are given a chance to write individually presenting their ideas in the written form and apply what they have learned.

6) Revising step help the students to check, discuss and evaluate their work with their classmates that guided by the teacher so that they can improve their writing skill and know their mistakes and errors. It also helps them becoming a better writer.

C. Conceptual Framework

In learning English for communicative purpose. It was expected that classroom as the main environment provided as much as posible communicative activities in order the students can interest to communicative in Englsih.

In this points the researcher use process genre approach to improve students' writing ability. The conceptual framework which present as follow :

INPUT	PROCESS	OUTPUT
Students with low writing ability	Teaching writing by using process genre approach	Students' writing ability
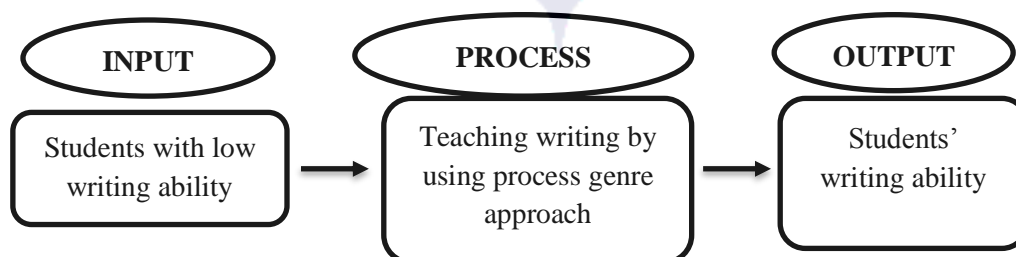
1. Input refers to the writitng ability of the eleventh grade students of SMAN 4 Parepare is low.

2. Process refers the students that will be taught writing by using process genre approach

3. Output refers to the improvement of students' wiritng ability

D. Hypothesis

Based on the conceptual framework, the researcher put forward the hypothesis, as follows:

1) The Null Hypothesis (H_0): the students' writing ability who are taught by using Process genre approach is not improve.

2) The Alternative Hypothesis (H_1): the students' writing ability who are taught by using Process genre approach is improve.

E. Variable and Operational Definition of Items

1) Variables

There are two variables of this research, these are independent variable and dependent variable.

2) Independent Variable

Independent variable of this research is the use of process genre approach

3) Dependent Variable

Dependent variable of this research is the writing ability of the eleventh grade students of SMAN 4 Parepare.

A. Operational Definition of Items

1. The definition of process genre approach

Process genre approach is an integrated approach from process-based approach and genre-based approach which convey a text with a familiar genre.

2. Students' writing ability

    The students' writing ability is the students' capability in improve their writing. The students will ask to write text especially in descriptive text. The result of the students' writing will be assessed by some components in writing text, such as content, organization, vocabulary, language use, and mechanics.