

## TABLE OF CONTENTS

<b>PAGE OF APPROVAL</b> .....	<b>ii</b>
<b>STATEMENT OF AUTHORIZATION</b> .....	<b>iii</b>
<b>PREFACE</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>1i</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF FIGURES</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1. Background of the Research .....	1
1.2. Research Questions .....	3
1.3. Aim of Research.....	3
1.4. Scope of the Research .....	3
1.5. Significance of the Research.....	3
1.6. Clarification of Related Terms.....	4
1.7. Organization of the Paper.....	5
<b>CHAPTER II THEORETICAL FOUNDATION</b> .....	<b>7</b>
2.1. Nature of Writing .....	7
2.2. Approaches to Teaching Writing .....	8
2.2.1. Process-based approach .....	8
2.2.1.1. Basic Principles of the Process-based approach .....	9
2.2.1.1.1. The process.....	10
2.2.1.1.2. The conference .....	10
2.2.1.1.3. Free choice topic .....	10
2.2.1.1.4. Time for writing .....	11
2.2.1.2. Teaching model under the Process-based approach .....	11
2.2.1.3. Critisisms over the Process-based approach.....	13

2.2.2. The Genre-based approach .....	14
2.2.2.1. Basic Principles of the Genre-based approach .....	15
2.2.2.1.1. Language learning as social activity .....	15
2.2.2.1.2. Language learning as explicit teaching .....	15
2.2.2.1.3. Language learning as series of scaffolding .....	15
2.2.2.1.4. Language learning as bilingual education .....	16
2.2.2.2. Teaching model under the Genre-based approach.....	16
2.2.2.3. Criticisms over the Genre-based approach .....	20
2.3. The Process-Genre Based Approach.....	21
2.3.1. Teaching model of the Process-Genre based approach.....	23
2.4. Systemic Functional Linguistics as the Tool for Text Analysis .....	27
2.4.1. Transitivity system.....	27
2.4.1.1. Material processes .....	28
2.4.1.2. Relational processes .....	28
2.4.1.3. Mental processes .....	29
2.4.1.4. Verbal processes .....	29
2.4.1.5. Behavioral processes .....	30
2.4.1.6. Existential processes .....	30
2.4.2. Conjunction .....	30
2.5. Descriptive Text.....	31
2.5.1. Social purpose of Descriptive text .....	31
2.5.2. Schematic structure of Descriptive text.....	32
2.5.3. Linguistic features of Descriptive text.....	32
2.5.4. Sample of the text.....	33
2.6. Findings on Related Study .....	34
2.7. Concluding Remark .....	36
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>37</b>
3.1. Site and Participants of the Research.....	37
3.2. Research Design and Methods.....	37

3.3. Data Collection Techniques .....	38
3.3.1. Classroom observation.....	38
3.3.2. Documentation of students' text.....	39
3.3.3. Interview .....	40
3.4. Data Analysis Techniques.....	40
3.4.1 Classroom observation.....	40
3.4.2. Documentation of students' text.....	41
3.4.2.1. Analysis of schematic structure.....	41
3.4.1.2. Analysis of linguistic features .....	42
3.4.3. Interview .....	42
3.5. Concluding Remark .....	43
<b>CHAPTER IV FINDINGS AND DISCUSSIONS .....</b>	<b>44</b>
4.1 Data from Classroom Observation.....	44
4.1.1 Data from preliminary observation .....	44
4.1.2 Data from the implementation of Process-Genre based approach .....	46
4.1.2.1. Building knowledge of field (prewriting/brainstorming).....	47
4.1.2.2. Modelling (brainstorming) .....	49
4.1.2.3. Joint construction (planning, drafting, revising, conferencing, editing) .....	52
4.1.2.4. Independent construction (planning, drafting, revising, conferencing, editing, publishing) .....	54
4.2 Data from Text Analysis of Students' Writing Product .....	57
4.2.1. Analysis of low-achieving students' text.....	58
4.2.1.1. Analysis of diagnostic text of Text 4.1 .....	58
4.2.1.1.1. Analysis of schematic structure of Text 4.1 .....	58
4.2.1.1.2. Analysis of linguistic features of Text 4.1 .....	60
4.2.1.2. Analysis of student's final writing product .....	61
4.2.2.1.1. Analysis of schematic structure of Text 4.2 .....	61
4.2.2.1.2. Analysis of linguistic features of Text 4.2 .....	63
4.2.1.3. Summary of analysis of Texts 4.1 and 4.2 .....	64

4.2.2. Analysis of middle-achieving students' text.....	66
4.2.2.1. Analysis of diagnostic text of Text 4.3 .....	66
4.2.2.1.1. Analysis of schematic structure of Text 4.3 .....	66
4.2.2.1.2. Analysis of linguistic features of Text 4.3 .....	68
4.2.2.2. Analysis of student's final writing product .....	69
4.2.2.2.1. Analysis of schematic structure of Text 4.4 .....	69
4.2.2.2.2. Analysis of linguistic features of Text 4.4 .....	71
4.2.2.3. Summary of analysis of Texts 4.3 and 4.4 .....	73
4.2.3. Analysis of high-achieving students' text.....	74
4.2.3.1. Analysis of diagnostic text of Text 4.5 .....	74
4.2.3.1.1. Analysis of schematic structure of Text 4.5 .....	74
4.2.3.1.2. Analysis of linguistic features of Text 4.5 .....	76
4.2.3.2. Analysis of student's final writing product .....	77
4.2.3.2.1. Analysis of schematic structure of Text 4.5 .....	77
4.2.3.2.2. Analysis of linguistic features of Text 4.5 .....	80
4.2.3.3. Summary of analysis of Texts 4.3 and 4.4 .....	81
4.3 Data from Interview .....	82
4.3.1. Students' responses towards the teaching and learning process of writing through Process-genre based approach .....	83
4.3.2. Students' responses towards the learning sources and the teaching step of Process-genre based approach .....	84
4.1.2.1. Building knowledge of field (prewriting/brainstorming) .....	84
4.1.2.2. Modelling (brainstorming) .....	85
4.1.2.3. Joint construction (planning, drafting, revising, conferencing, editing).....	86
4.1.2.4. Independent construction (planning, drafting, revising, conferencing, editing, publishing) .....	87
4.3.2. Students' responses towards their improvement of writing a Descriptive text.....	87
4.4 Concluding Remark .....	88
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>89</b>

5.1	Conclusions.....	89
5.2	Suggestions .....	90
	<b>REFERENCES.....</b>	<b>92</b>
	<b>APPENDICES .....</b>	<b>96</b>

## LIST OF TABLES

<b>Table 2.1</b>	<b>Modelling Table Plan for Recount Text.....</b>	<b>18</b>
<b>Table 2.2.</b>	<b>Examples of Conjunctions .....</b>	<b>31</b>
<b>Table 2.3.</b>	<b>Text Sample .....</b>	<b>34</b>
<b>Table 3.1.</b>	<b>Example of Schematic Structure Analysis .....</b>	<b>42</b>
<b>Table 4.1</b>	<b>Descriptive Text (Text 4.1) .....</b>	<b>58</b>
<b>Table 4.2</b>	<b>Process Type Employed in the Diagnostic Text (Text 4.1) .....</b>	<b>60</b>
<b>Table 4.3</b>	<b>Descriptive Text (Text 4.2) .....</b>	<b>61</b>
<b>Table 4.4</b>	<b>Process Type Employed in Final Writing Product (Text 4.1) .....</b>	<b>63</b>
<b>Table 4.5</b>	<b>Descriptive Text (Text 4.3) .....</b>	<b>67</b>
<b>Table 4.6</b>	<b>Process Type Employed in the Diagnostic Text (Text 4.3) .....</b>	<b>68</b>
<b>Table 4.7</b>	<b>Descriptive Text (Text 4.4) .....</b>	<b>70</b>
<b>Table 4.8</b>	<b>Process Type Employed in Final Writing Product (Text 4.4) .....</b>	<b>72</b>
<b>Table 4.9</b>	<b>Descriptive Text (Text 4.5) .....</b>	<b>75</b>
<b>Table 4.10</b>	<b>Process Type Employed in the Diagnostic Text (Text 4.5) .....</b>	<b>76</b>

**Table 4.11 Descriptive Text (Text 4.6) ..... 78**

**Table 4.12 Process Type Employed in Final Writing Product (Text 4.6) ..... 80**

## LIST OF FIGURES

<b>Figure 2.1 A Model of Process of Writing.....</b>	<b>11</b>
--	-----------