

BIBLIOGRAPHY

- Alwasilah, A.C. (2001). *Language, culture and education: Portrait of contemporary Indonesia*. Bandung: CV. Andira.
- Badger, R., & White, G. (2000). A process-genre approach to teaching writing. *ELT Journal*, 54 (2), 153-160.
- Balabola, H. A. L. (2012). Effects of process-genre based approach on the written English performance of computer science students in a Nigerian polytechnic. *Journal of Education and Practice*, 3, 1-6.
- Bernard, H. R. (2006). *Research methods in anthropology*. Lanham, MD: Altamira Press.
- Chaisiri, T. (2010). Implementing genre pedagogy to the teaching of writing in a university context in Thailand. *Language Education in Asia*, 1(1), 181-199.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative Research (4th Ed.)*. Boston: Pearson.
- Christie, F. (2005). *Language education in primary years*. Sydney: University of New South Wales Press Ltd
- Derewianka, B. (2004). *Exploring how texts work*. Victoria: McPherson's Printing Group.
- Donn, B. (1995). *Teaching writing skill*. Harlow: Longman Group UK Limited.
- Eggins, S. (1994). *An introduction to systemic functional linguistics*. London: Printer Publishers, Ltd.
- Emilia, E. (2005). *A critical genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia*. Unpublished doctoral dissertation, University of Melbourne.

- Emilia, E. (2010). *Teaching writing: Developing critical learners*. Bandung: Rizqi Press.
- Emilia, E. (2012). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru*. Bandung: Rizqi Press.
- Emilia, E., & Christie, F. (2013). *Factual genres in English: Learning to write, read, and talk about factual information*. Bandung: Rizqi Press.
- Emilia, E., & Tehseem, T. (2013). A synthesis of approaches to teaching writing: A case study in an Australian primary school. *Pakistan Journal of Social Sciences (PJSS)*, 33(1), 121-135.
- Feez, S. & Joyce, H. (2006). *Text-based syllabus design*. Sydney: Macquarie University.
- Flower, L., & Hayes, J. R. (1981). *A Cognitive process theory of writing*. *College Composition and Communication*, 32(4), 356-387.
- Gao, J. (2007). Teaching writing in Chinese universities: Finding an eclectic approach. *Asian EFL Journal*, 20(2), 285-297.
- Gebhard, J. G. (2009). *Teaching English as a foreign or second Language: A teacher self-development and methodology guide*. United States of America: Michigan University Press.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Sydney: Gerb Stabler.
- Gupitasari, H. (2013). The implementation of process-genre approach to teaching writing business letter. *Journal of English and Education 2013*, 1(1), 89-95.
- Halliday, M. A. K. (1994a). *An introduction to functional grammar (2nd Ed)*. London: Edward Arnold.
- Halliday, M. A. K. (2007). Language and education. London; Arnold in *Collected Works*, Vol. 9.

- Halliday, M. A. K., & Matthiessen C. M. I. M. (2004). *An introduction to functional grammar (3rd ed)*. London: Arnold.
- Hancock, D. R., & Algozzine, B. (2006). *Doing case study research: A practical guide for beginning researchers*. New York: Teachers College Press.
- Harmer, J. (2007). *The practice of english language teaching*. New York: Pearson Longman.
- Hasan, M. K., & Akhand, M. M. (2010). Approach to teaching writing in EFL/ESL context: Balancing product and process in writing class at tertiary level. *Journal of NELTA*, 15 (1-2), 77-88.
- Hyland, K. (2003). *Second language writing*. New York: Cambridge University Press.
- Hyland, K. (2007). *Genre and second language writing*. Michigan: The University of Michigan Press.
- Keh, C. L. (1990). Feedback in the writing process: A model and methods for implementation. *ELT Journal*, 44 (4), 294-304.
- Kim, M. (2006). Genre-based approach to teaching writing. *HPU TESOL Working Paper series*, 4 (1), 33-40.
- Kim, Y., & Kim, J. (2005). Teaching Korean university teaching class: Balancing the process and the genre approach. *Asian EFL Journal*, 68-89.
- Knapp, P. & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: University of New South Wales Press Ltd.
- Lakrim, M. (2006). Classroom techniques to improve learning biology through writing. *Journal of Science Education*, 21-24.
- Lee, K., Goh, H., Chan, J., & Yang, Y. (2009). *Effective college writing: A process-genre approach*. Singapore: McGraw Hill Education.

- Mirna, A. (2009). *Students' error analysis in writing Descriptive text*. Bandung: Unpublished Research Paper.
- Munchie, J. (2000). Using written teacher feedback in EFL composition classes. *ELT Journal*, 54(1), 47-53.
- Nordin, S. M., & Mohammad N. b. (2006). The best of two approaches: Process/genre-based approach to teaching writing. *The English Teacher*, 75-85.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Onozawa, C. (2010). A Study of the process writing approach. *Research Note*, 10, 153-163.
- Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press.
- Pujianto, D. (2014). Process-genre based approach to teaching writing Report text to senior high school students. *Indonesian Journal of Applied Linguistics*, 4 (1), 99-110.
- Saville-troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
- Shin, S. J. (2003). The reflective L2 writing teacher. *ELT Journal*, 57(1), 3-10.
- Sugiyono. (2008). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.
- Tangpermpoon, T. (2008) Integrated approaches to improve students writing skills for English major students. *ABAC Journal*, 28(2), 1-9.
- Weigle, S. C. (2002). *Assesing writing*. Cambridge: Cambridge University Press.

Yan, G. (2005). A Process genre model for teaching writing. *English Teaching Forum*, 43(3), 18-26.