# TABLE OF CONTENTS

PAGE OF APPROVAL ................................................................. Error! Bookmark not defined.

STATEMENT OF AUTHORIZATION................................. Error! Bookmark not defined.

PREFACE .................................................................................. Error! Bookmark not defined.

ACKNOWLEDGEMENT ............................................................... Error! Bookmark not defined.

ABSTRACT .................................................................................. Error! Bookmark not defined.

TABLE OF CONTENTS .................................................................. vii

LIST OF TABLES AND TEXTS .................................................. xi

LIST OF FIGURES .......................................................................... xiii

CHAPTER I INTRODUCTION .................................................... Error! Bookmark not defined.

1.1 Background of the Study .............................................. Error! Bookmark not defined.

1.2 Purposes of the Study .................................................... Error! Bookmark not defined.

1.3 Statements of the Problem .............................................. Error! Bookmark not defined.

1.4 Scope of the Study ........................................................... Error! Bookmark not defined.

1.5 Significance of the Study ................................................ Error! Bookmark not defined.

1.6 Organization of the Paper ................................................. Error! Bookmark not defined.

CHAPTER II THEORETICAL FOUNDATION................. Error! Bookmark not defined.

2.1 Approaches to Teaching Writing ................................. Error! Bookmark not defined.

2.1.1 Process-based Approach ............................................. Error! Bookmark not defined.
2.1.2 Genre-based Approach

2.2 Process-Genre Based Approach

2.3 Teaching Model of Process-Genre Based Approach

2.4 Report text

2.4.1 Social Purpose of Report Text

2.4.2 Kinds of Report text

2.4.3 Schematic Structure of Report Text

2.4.4 Linguistic Features of Report Text

2.4.5 Sample Texts

2.5 Findings on Related Study

2.6 Concluding Remark

CHAPTER III RESEARCH METHODOLOGY

3.1 Site and Participants of the Study

3.2 Research Design and Methods

3.3 Data Collection Technique

3.3.1 Classroom Observation

3.3.2 Document Analysis

3.3.3 Interview

3.4 Data Analysis Technique

3.5 Systemic Functional Linguistics as the Tool for Text Analysis

Dimas Pujianto, 2013
A process-genre based approach to teaching writing report text to senior high school students (a case study)
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu
3.5.1 Theme System ........................................
3.5.2 Transitivity.......................................... 
3.5.2.1 Material Processes: Processes of Doing 
3.5.2.2 Relational Processes: Processes of Being and Having

3.5.3 Conjunctions..........................

3.6 Sample of Text Analysis Procedure........

3.7 Clarification of Related Terms............

3.8 Concluding Remark..........................

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Data from Classroom Observation.........

4.1.1 Data from Preliminary Observation ...

4.1.2 Data from Teaching Phases through Process-Genre Based Approach

4.1.2.1 Building Knowledge of the Field .......

4.1.2.2 Modelling........................................ 

4.1.2.3 Joint Construction of the Text ........

4.1.2.4 Independent Construction of the Text

4.2 Data from Text Analysis of Students’ Writing Products

4.2.1 Text 4.1 and Text 4.2 Analyses ........

4.2.1.1 Schematic Structures of Text 4.1 and Text 4.2.
4.2.1.2 Linguistic Features of Text 4.1 and Text 4.2.

4.2.2 Text 4.3 and Text 4.4 Analyses.

4.2.2.1 Schematic Structures of Text 4.3 and Text 4.4.

4.2.2.2 Linguistic Features of Text 4.3 and Text 4.4.

4.2.3 Text 4.5 and Text 4.6 Analyses.

4.2.3.1 Schematic Structures of Text 4.5 and Text 4.6.

4.2.3.2 Linguistic Features of Text 4.5 and Text 4.6.

4.3 Data from Interview.

4.4 Concluding Remark.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions.

5.2 Suggestions.

BIBLIOGRAPHY

APPENDICES

APPENDIX A LESSON-PLANS

APPENDIX B RESEARCH OBSERVATION NOTES

APPENDIX C STUDENTS’ WRITING PRODUCTS

APPENDIX D STUDENTS’ INTERVIEW TRANSCRIPTION
Dimas Pujianto, 2013
A process-genre based approach to teaching writing report text to senior high school students (a case study)
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu
LIST OF TABLES AND TEXTS

Table 2.1 Various Possible Conferences
Table 2.2 Modelling Table-plan for Recount Text
Table 2.3 Text sample 1
Table 2.4 Text sample 2
Table 3.1 Examples of Topical Theme
Table 3.2 Examples of Textual Theme
Table 3.3 Example of Material Process
Table 3.4 Example of Material Process
Table 3.5 Example of Relational Process
Table 3.6 Example of Relational Process
Table 3.7 Examples of Conjunctions
Table 3.8 Text Analysis Procedure of Student’s Final Writing Product
Table 4.1 Building Knowledge of the Field through Listening (I)
Table 4.2 Modelling stage
Table 4.3 Schematic Structure
Table 4.4 Modelling Stage (Deconstruction of Text 1)
Table 4.5 Modelling Stage (Deconstruction of Text 2)
Table 4.6 Guided-Instruction for Joint Construction Stage
Table 4.7 Joint Construction Stage (Report plan worksheet)
Text 4.1 Report Text about Dog (Draft/Low-Achieving Student)

Text 4.2 Report Text about Dog (Final/Low-Achieving Student)

Text 4.3 Report Text about Elephant (Draft/Middle-Achieving Student)

Text 4.4 Report Text about Elephant (Final/Middle-Achieving Student)

Text 4.5 Report Text about Horse (Draft/High-Achieving Student)

Text 4.6 Report Text about Horse (Final/High-Achieving Student)
LIST OF FIGURES

Figure 2.1 A model of writing in process-based approach

Figure 2.2 A sample of brainstorming from a student in EFL classroom

Figure 2.3 Martin’s model of genre

Figure 2.4 Teaching Cycle of SFL GBA

Figure 4.1 Technical Terms Used in Report Text

Figure 4.2 Explanation of Report Text on Presentation Slide

Figure 4.3 Students Group-Working on Joint Construction Stage

Figure 4.4 Independent Construction Stage

Figure 4.5 Mind-mapping Strategy from K.U.