

**TEACHING WRITING BY USING THE PROCESS-GENRE
APPROACH AT JUNIOR HIGH SCHOOLS**

PAPER

**Submitted as a Partial Fulfillment of the Requirements
For Strata One (S1) Degree**



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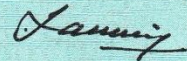
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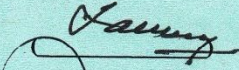
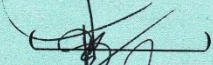
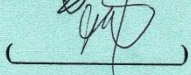
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ABSTRAK

Sari, Putri Purnama. 2013. Teaching Writing by Using the Process-Genre Approach at Junior High School. Paper. Jurusan Pendidikan Bahasa Inggris. Universitas Negeri Padang.

Makalah ini membahas penggunaan *process-genre approach* berdasarkan penelitian Badger and White (2000) dalam pengajaran menulis dalam bahasa Inggris pada satuan pendidikan Sekolah Menengah Pertama (SMP). Makalah ini diharapkan memberikan hal yang bermanfaat bagi para guru dalam mengajarkan siswa untuk menulis. Selanjutnya, *process-genre approach* ini diharapkan mampu menjadi salah satu metode alternatif untuk meningkatkan kemampuan menulis siswa Sekolah Menengah Pertama (SMP). Keunggulan metode ini adalah menggabungkan dua metode yang telah ada yaitu *process* dan *genre approach*. Metode ini membantu siswa meningkatkan pengetahuan tentang perbedaan berbagai jenis teks dan proses penyusunan teks.

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CHAPTER I INTRODUCTION

A. Background of the Problem

English has become an important subject from Junior High School up to Senior High School. In order to develop the English subject, the government has implemented a new curriculum to replace the previous curriculum, namely Curriculum 2013. This curriculum requires the students to master the four major skills: listening, speaking, reading and writing. By mastering these four major skills, the students are supposed to be able to communicate well with other people.

In the level of Junior High School, the School- Based curriculum requires the students to master various texts in the form of transactional, interpersonal, functional and short essays. The texts are recount, narrative, procedure, descriptive and report (Depdiknas, 2006). The Students are expected to produce those previously mentioned text not only in the oral performance, but also in the written performance. Therefore, writing becomes one of the most important skills to learn.

In general, the students have learned to write since they were at Junior High Scholl, but most of the students seem not interested in writing. Based on writer's experience in teaching training practice in SMP N 3 Pariaman, there are some difficulties that the students faced in writing class activity. The problems that students faced are given in the following explanation.

First, most of the students were lack of interest and ability in writing. Most of them found difficulties in writing a text. It is caused by their limited ideas in writing. They had difficulties to express their taught and develop their ideas in a written form. Moreover, it is also caused by limited vocabulary and lack of ability in the grammar rules. It is known that, vocabulary and grammar are important points in writing the text. If the students do not know the vocabulary item, they will have low attention or interest in writing.

Next, the method and the technique used by the teacher were not interesting, so it did not motivate the students to learn. When the method or the way the teacher manage the class cannot attract the students, they might as well get bored. So that, the teacher should find good methods or techniques to make writing become an interesting activity, attract the students' attention and make them enjoy in learning.

In addition, the two approaches; the process and genre approach that have been used for years in teaching writing has some weaknesses. According to Badger and White (2000:154), the process approach has been criticized because it sees the process of writing as the same regardless who is doing the writing and what is being written. Moreover, it gives inadequate importance to the purpose and social context of the piece of writing. Besides, the weakness of the genre approach as stated by Badger and White (2000: 157) is the genre approach undervalues the process needed to produce text and sees learner as largely passive.

Based on those problems above, the writer chooses process-genre approach as the writing method used to teaching writing at Junior High School. This approach is

created by Badger and White (2000). This approach allows the students to take benefit from the process of writing; prewriting, drafting, revision and editing and get familiar with the text they are going to produce. The teaching procedure of the process-genre approach is divided into the following six steps: (1) preparation, (2) modeling and reinforcing, (3) planning, (4) joint constructing, (5) independent constructing, and (6) revising. Process genre approach is expected to be effective way to solve the problems in teaching writing.

B. Identification of the Problem

As mentioned in the background of the problem, there are several problems that make writing difficult to learn by the students. The problems come from the students and the teacher. From the students, they were lack of interest and ability in writing. From the teacher, they do not apply interesting strategy or technique in teaching writing. Moreover, the two approaches; process and genre approach that have been used in years have some weaknesses in teaching writing.

C. Limitation of the Problem

The problem of this paper is limited to the discussion about teaching writing by using the process-genre approach to Junior High School students based on Badger and White (2000) study. This approach is applicable to all text types.

D. Formulation of the Problem

The problem in this paper was formulated as follows: “How is the procedure of teaching writing by using the process-genre approach at Junior High School?”

E. Purpose of the Paper

The purpose of the study is to explain how the process-genre approach is used in teaching writing. By using this approach, the writer hopes that it can be a guidance and reference for the teacher in teaching writing to Junior High School students.