

**THE IMPLEMENTATION OF GENRE-BASED APPROACH IN
TEACHING WRITING TO THE EIGHTH YEAR STUDENTS
OF SMP MUHAMMADIYAH 4 SURAKARTA**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is many things, a system of communication, a vehicle for literary expression, a social institution, a matter for political controversy, a factor in notion building (O'Grady in Srijono, 2001;1). Without a language, people cannot understand other people to communicate. With a language the students can make a communication with their other friends or their teachers. Communication is an essential need for human being. Language is the tool of communication which plays an important role to reveal an intention to someone else. It can be expressed in the spoken and written form. Besides that, language learning also helps students to express their idea, and to participate in their society. In modern era, many things use of English language, so, it is important to teach English in Indonesia. Nowadays, in modern society, English becomes more important as a tool of communication. English as foreign language has been taught from elementary school up to university.

There are four skills of language that we need to learn, namely listening, reading, speaking, and writing. Reading and listening skills are categorized as receptive language skill while writing and speaking skill are productive skills. The objective of teaching English based on the decree of the

Ministry of Education and Culture No.096/1967 is to develop working knowledge of English reflected from: (1) effective reading ability (2) ability to understand spoken English (3) writing ability (4) speaking ability. Successful teaching is the result of dynamic interaction among curriculum and syllabus design, teachers and students, methodology and instructional material.

Teaching English is very important to the students, especially in teaching writing. Writing is described as the graphic symbol: that is, letter or combinations of letters to the sound we make when we speak. The symbols have to be arranged, to form words and words arranged to be sentences. It is transferring a message from our thoughts using language. Writing is producing sequences of sentences arranged in particular order and linked together in certain ways (Byrne, 1997:1). Writing is used to express and explain ideas. It has many rules including grammar, spelling, and punctuation. In learning process, the learners need to communicate to another. Communication can be realized in spoken and written. The learners can communicate in written text. The learners write what they think and what they want to say.

Pardiyyono (2008:2) states that genre as kind of text that has some criteria; (1) purpose, (2) rhetorical structure, (3) linguistic realization or grammatical pattern. In genre concept, there are 11 types of texts, namely description, recount, procedure, narrative, discussion, explanation, report, anecdote, news item, and review. Teaching learning method in Genre-based has four cycles. In Building of Knowledge (BKOF) the teacher gives the

general explanation about the topic, discuss vocabulary, and grammatical pattern. In Modeling of Text (MOT) the teacher gives model of text or oral presentation in class, and then asks the students to analyze it. In Joint Construction of Text (JCOT) the teacher asks to the students to make some group and try to develop the text with help from the teacher. The last cycle is Independent Construction of Text (ICOT), where the learners are expected to able to makes a written text individually.

Teaching English in SMP, especially teaching English in SMP Muhammadiyah 4 Surakarta, the teacher has adopted Genre-based Approach (GBA). SMP Muhammadiyah 4 Surakarta is one of the favorite schools in Surakarta. This school has a good school building. And also have classroom facilities and laboratories. There are two kinds of laboratories, first is computer laboratory and second is science laboratory.

Based on the curriculum of Junior High School, writing is one of the subject matters that must be learned by learners. The students should know what they write, in order that the can understand what they want to write. One of the difficulties in teaching writing is students' grammar. Now days, teaching English in Junior High School use of Genre based Approach. Genre is the new main tool in language learning. It is the implementation of school based curriculum in teaching English. The teacher in SMP Muhammadiyah 4 Surakarta uses the Genre-Based Approach in teaching English in classroom. The teacher needs to improve the students' skill in English, especially in

writing. Because of the reason, the writer wants to know how the procedures of Genre-based Approach in teaching writing.

Based on the reason above encourage the writer to conduct a research entitled **THE IMPLEMENTATION OF GENRE-BASED APPROACH IN TEACHING WRITING TO THE EIGHTH YEAR STUDENTS OF SMP MUHAMMADIYAH 4 SURAKARTA.**

B. Problem Statement

Based on the reason on the background of the study, the writer proposes the research problems as follows:

1. How is the implementation of Genre-based Approach in teaching writing?
 - a. What are the objectives of Genre-based Approach in teaching writing?
 - b. What are the procedures of Genre-based Approach in teaching writing?
 - c. What kinds of activities carried out of Genre-based Approach in teaching writing?
2. What are the problems faced by the teacher in implementing the Genre-based Approach in teaching writing?

C. Objective of the Study

After formulating the problems statements, the research is proposed to describe;

1. to know the implementation of Genre-based Approach in teaching writing, especially is to describe;
 - a. the objectives of Genre-based Approach in teaching writing
 - b. the procedures of Genre-based Approach in teaching writing

- c. the activities carried out of Genre-based Approach in teaching writing
2. to describe the problems faced by teacher during the implementation of Genre-based Approach in teaching writing.

D. Limitation of the Study

In this research the writers focuses on the teaching learning process.

The subject of this study is English teaching learning process and the object of this study is students at the eighth year students at SMP MUHAMMADIYAH 4 SURAKARTA, particularly focused on the implementation of Genre-Based Approach in teaching writing, the procedures of Genre-Based Approach in teaching writing, and the last is the problem faced by teacher in implementing Genre-Based Approach in teaching writing.

E. Benefit of the Study

The writer hopes that this research will give benefits in the study of English especially in teaching writing. There are two kinds of benefits in this research.

1. Theoretical Benefit

- a. The result of this research can know about the procedures which are used in English teaching learning process especially in teaching writing using Genre-Based Approach.
- b. The result of this research can use to reference for who wants to conduct a research in teaching English.

2. Practical Benefit

The result of this research will be helpful both for students and to the teacher to reduce the problem in teaching learning writing.

F. Research Paper Organization

To make easy to understand, the writer organizes the research paper into five chapters, they are as follows:

Chapter I is introduction, consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, consist of previous study, theoretical review, notion of writing, teaching writing, genre.

Chapter III is research method; it deals with type of research, place and time of the study, subject of the study, data and data source, technique of collecting data, and technique of analyzing data.

Chapter IV is research result and discussion. The research result is divided into research result and discussion of finding.

Chapter V is conclusion and suggestion. It consists of the result of study and suggestion from the writer.

CHAPTER II

UNDERLYING THEORY

In this chapter, the writer discusses some matters that deal with the topic, namely: previous study, notion of writing, approaches in teaching writing, notion of genre, principle of genre, types of genre, and teaching procedure.

A. Previous Study

There are some previous researchers, which are related to this research. One of them is conducted by Renaneringrum (UMS, 2009) entitled *The Implementation of Genre-Based Approach to Develop Oral Skill of the Students at SMPN 3 JATIPURO, KARANGANYAR*. In her research describe the implementation of teaching oral skill using GBA by describing the procedures of teaching oral skill using GBA, kinds of activities come out during oral cycle, and the problems faced by the teacher. The type of her research is an ethnography research. To collect the data, the writer takes some method, namely (1) observation, (2) documents, (3) interview. The result of her research shows that the procedure used by the teacher at SMP 3 JATIPURO, KARANGANYAR is appropriate with the theory of Genre. There are two patterns; BKOF-MOT-JCOT-ICOT and BKOF-MOT-ICOT. Her research also shows the kinds of classroom activities in each stage. In BKOF, the activities are asking question and giving explanation; giving model of text is the activity in MOT; in JCOT, the activity is making group in doing activities; giving the tasks for homework in ICOT. In her research also shows

the problem faced by the teacher, namely the students' incapability in vocabulary and pronunciation, the teachers' difficulty in managing the class, and different capability of the students. Based on the result, the conclusion of her research is the teacher implements the theory of Genre. Although, the teacher takes the procedures of using Genre-Based Approach, the teacher seldom uses Joint Construction of the Text (JCOT), the teacher focuses more on the Independent Construction of the Text (ICOT).

The second research which is related research to this research is conducted by Astuti (UMS, 2010) entitled *A Descriptive Study on Teaching Writing descriptive Text using Picture to the Second Year Students of SMP N 1PRAMBANAN in 2009/2010 Academic Year*. In her research describes the teaching writing descriptive text using picture. The objective of her research are to describe the teaching writing descriptive text using picture to the second year students of SMP N 1 Prambanan and to describe the students' ability in making descriptive text using picture to the second year students of SMP N 1 Prambanan. Her research was implemented in SMP N1 Prambanan, especially class 8A and 8B using a descriptive qualitative research. The data is descriptive qualitative data and the source of data taken from event, informant, and document. She uses observation, interview, and document to collect the data. The technique of analyzing data are describing the process of teaching writing using picture, presenting the students' writing about the descriptive text using picture discussing the finding, and drawing conclusion and giving suggestion. The result of her research shows that the students' ability in

making descriptive text using picture is good enough. The student can make a descriptive text using picture based on its structural elements, although there is a mistake in the component of writing. The lowest score in class 8A is 75 and the highest score is 98. The score average is 88, 07. In class 8B, the lowest score is 45 and the highest score is 100. The average is 71, 69.

The writer has the differences and the similarities with two previous researches above. The writer has different research from the first, second and third research above. It can be seen from the object of the research, and place that is used in previous researches. First research shows the genre-based approach in developing oral skill. The second study describes about the students' ability in making descriptive text. The difference between the writer's research and the previous studies is that the writers focus in teaching learning process in writing using genre-based approach. The research held in SMP Muhammadiyah4 Surakarta.

B. Literary Review

1. Notion of Writing

According to Coulmas (2003:1), at least there are six meaning of "writing" :

- a. A system of recording language by means visible or tactile marks.
- b. The activity of putting such as a system to use.
- c. The result of such activity, a text.
- d. The particular form of such as a result, a script style such as block letter writer.

- e. Artistic composition.
- f. A professional occupation.

Byrne (1997:1) states that writing is producing a sequence of sentences arranging in a particular order and linked together in certain ways.

Writing is one form of communication activities include the use of language. Writing is the organization of our sentences into a text that we are able to communicate successfully. Writing is a difficult activity because in writing we should pay attention on grammar which is not understood for the students.

2. Approach in Teaching Writing

One of skill in English is writing. We are not being able to make a good writing automatically, but we have to do much exercise. There are criteria of good writing based on, such as, content, organization, vocabulary use, grammatical use, spelling, and punctuation.

There are two approaches in teaching writing, namely;

- a. The Product Approach

The first approach is product approach. In product approach, the main purpose of the writing activity is to catch grammar, spelling, and punctuation errors. The students' activities in class are given a short text and analyze this text. Teacher asks the students to change singular nouns to plural nouns or from present tense form to past tense form. In product approach, the students should write of text based on free topic.

The teacher gives some comments and corrections to the students' work.

For the students who get the poor score, teacher gives another task to revise their score.

b. The Process Approach

Shih (1986) in Brown (2000:335) states that “process approach does most of the following”.

- 1) Focus on the process of writing that leads to the final written product.
- 2) Help student writes to understand their own composing process.
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- 4) Give students time to write and rewrite.
- 5) Place central importance on the process of revising.
- 6) Let students discover what they want to say as they write.
- 7) Give the students’ feedback throughout the composing process (both just on the final product) as they attempt to bring their expression closer and closer to intention.
- 8) Encourage feedback from both the instructor and peers.
- 9) Include individual conferences between teacher and students during the process of composition.

Nunan (1991) in Fauziati (2005:147) states process approach focuses more on the various classroom activities which are believed to promote the development of skilled language use. In teaching writing as a process consequently, the students produce several drafts or versions of their writing with the emphasis on the process of writing and on getting

feedback from classmates. The emphases on the writing as a process have made the class more exploratory and more effective for the students to develop their writing skills.

It must be understood that writing is not easy. So, the students should express their ideas without an afraid of punishment. It does not mean that product is not important, but to reach the students have to conduct the correct process.

3. Genre-based Approach

a. Notion of Genre

Pardiyono (2008: 2) states that Genre as kind of text that has some criteria; (1) purpose, (2) rhetorical structure and (3) linguistic realization or grammatical pattern. Genre also can be called as types of texts that the function is a frame of reference; it should make the text effectively on purpose text element and grammatical pattern.

According to Gerot and Wignell (1994:17) states that genre as a cultural text type which result from using language (written or spoken) to (help) accomplish something.

Teaching writing Genre have meaningful framework that help the learners to understand the concept of Genre, to determine the purpose, to identify the element of text, which make them easier to compose a sentence.

Based on the definition above, genre based is a concept of text that makes the text effectively on purpose, rhetorical structure, and

grammatical patterns. Genre-based Approach can help the students to understand how the way to realize their idea in written text.

b. Principle of Genre

A once concept which is influential to Genre-based Approach (GBA) is the Zone of Proximal development (ZPD). The first one who develops about ZPD is Vygotsky. ZPD is the zones between the actual developmental levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance (Vygotsky, 1978:84). It is to argue the use of standardized test as a means to gauge students' intelligence. Each learner has two levels of development: a level of independent performance and a level of potential performance.

The concept of ZPD has been expanded, modified, and change into a new concept. Bruner (1986) develops the concept of scaffolding. Scaffolding is a process through which a teacher or more competent peer gives aid to the students in their ZPD as necessary, and reduces this aid as it becomes unnecessary. The goal of providing scaffolds is for students to become independent, self-regulated thinkers who are more self sufficient and less teacher independent. Teachers use scaffolding as a strategy for shifting instruction from others' (teachers') control to student self-regulation. The teachers' role shifts from being a model or an instructor to being a manager, who gives prompts and corrective feedback.

c. Types of Genre

According to Pardiyono (2008: 163-175), the types of Genre texts are descriptive, procedure, narrative, discussion, explanation, news item, anecdote, recount, report, review, exposition.

1) Descriptive

The social function of descriptive text is to describe a particular person, place or thing. The generic structures of descriptive text are:

- (a) Identification: identify the phenomenon.
- (b) Description: describes part, qualities, and characteristics.

The language features of descriptive text are:

- (a) Focus on specific participant.
- (b) Use of attributive and identifying processes.
- (c) Frequent use of Epithets and classification in nominal group.
- (d) Use of simple present tense.

2) Procedure

The procedure text has the function is to describe how something accomplished through a sequence of action or steps. The generic structures of procedure text are:

- (a) Goal: the final purpose of doing the instructions.
- (b) Materials, and
- (c) Steps: a set of instructions to achieve the final purpose.

The language features of procedure text are:

- (a) The use of imperative.
- (b) The use of action verb.
- (c) Focus on generalized human agents.
- (d) Use of mainly temporal conjunction.
- (e) Use of simple present tense.

3) Narrative

Narrative deal with problematic events which lead to crisis or turning point of some kind (climax), which in turn finds a resolution.

The social function of narrative text is to amuse or to entertain the readers and to deal with actual vicarious experience in different ways.

The generic structures of narrative text are:

- (a) Orientation : sets of the scenes and introduces the participants.
- (b) Evaluation : a stepping back to evaluate to plight.
- (c) Complication : a crisis arises.
- (d) Resolution : the crisis is resolved, for better or for worse.
- (e) Re-orientation : closure.

The language features of narrative text are:

- (a) Focus on specific and individualized participants.
- (b) Use of material processes.
- (c) Use of relational processes and mental processes.

(d) Use of temporal conjunctions and temporal circumstances.

(e) Use of past tense.

4) Recount

Recount text has a social function as to retell events for the purpose of informing or entertaining. Events usually arranged in a temporal sequence, e.g. a personal letter. The generic structures of recount text are:

(a) Orientation : provides the setting and introduces the participants.

(b) Events : tell what happened, in what sequence.

(c) Re-orientation : optional-closure of events.

The language features of recount text are:

(a) Focus on individual participants.

(b) Circumstances of time and place.

(c) Focus on temporal sequence of events.

(d) Use of material process.

(e) Use of simple past tense.

5) Report

The social function of report text is describing the way or things are (for example: a man-made thing, animals, plants). The things must be a representative of their class. The generic structures of report text are:

- (a) General classification : introduces the topic of the report.
- (b) Identification : tell the shape/form, parts, behavior, habitat, and way of survival.

The language features of report text are:

- (a) Use of general nouns.
- (b) Use of relating verb.
- (c) Use present tense.
- (d) Use of technical terms.

d. Teaching Procedure

Hammond (1992:17) in Helena (2004) states that, “there are four stages procedure of Genre as follows”: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT).

1) Stage 1: Building Knowledge of the Field (BKOF)

Building Knowledge of the Field (BKOF) is the step where the students have to pay attention to teacher’s explanation about the material will be studied. In BKOF the teacher gives some oral explanation about the material. BKOF where teachers and students build cultural context, share experiences, discuss vocabulary, grammatical patterns and so on.

2) Stage 2: Modeling of text (MOT)

In this step the students listen to what the teacher said of a short functional text, conversation, and monologue and try to

understand it. The aspect that the teacher emphasizes on this step are cultural creates, social function, linguistic function, model of genre and problem solving students are guided to acquire and understand the knowledge and become aware of the social function, schematic structure and language features of a particular genre.

3) Stage 3: Joint Construction of Text (JCOT)

Joint Construction of Text (JCOT) is the step where the teacher asks to the students to make some group to analyze some texts. In (JCOT) the students try to develop spoken texts with their peers and with the help from the teachers. They can create different announcements, conversations on showing how to do things, monologues on how to make something and so on. They need to demonstrate their speaking ability and to show confidence to speak, and also to write a text.

4) Stage 4: Independent Construction of Text (ICOT)

In Independent Construction of Text (ICOT) the students must create and perform their knowledge individually. The activities in this step are the same as the previous step but all the activities are conducted individually not in group anymore. In this the teacher emphasizes on schematic structure, linguistic feature, knowledge of field, individual learning and reflection, students are asked to apply the knowledge individually.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer elaborates six main points concerning how to conduct the research, namely: (a) type of the research, (b) subject of the research, (c) object of the research, (d) data and data source, (e) method of collecting data, and (f) technique for analyzing data.

A. Type of the Research

The type of this research is naturalistic approach. Naturalistic study is a study conducted through observation in natural setting environment where people live and work (Schatzman and Strauss in Brown and Gonzo, 1995:38). William and Raush (1969:46) states in behavioral research that Naturalness or naturalism is a function of what the investigator does. In the set of activities an investigator actually engages in while conducting his research.

This implies that there is no manipulation on the part of the inquirer and the inquirer imposed on a priori units on the outcome. Naturalistic investigator is what the naturalistic investigator does and these two tenets are the prime directives. Based on this definition, the writer has come into class and sat with the students and observed what really happened there without adding any piece of information.

In this study, the writer describes the teaching and learning process of writing skill that using Genre-based Approach at SMP Muhammadiyah 4

Surakarta. The writer serves the really activities that done by the teacher and students in classroom.

B. Subject of the Research

The subjects of the study in this research are the teacher and the students of writing class at the eighth year of SMP Muhammadiyah 4 Surakarta.

C. Object of the Research

The object of this research is teaching learning process of writing using Genre-Based Approach at the eighth year students at SMP Muhammadiyah 4 Surakarta. The writer wants to describe the teaching writing using Genre-Based Approach to the eighth year students at SMP Muhammadiyah 4 Surakarta.

D. Data and Data Source

In this research the data are found from the form of information about the process of teaching learning process of teaching writing using Genre-Based Approach to the eighth year of SMP Muhammadiyah 4 Surakarta. The data sources of this research are collected from events, informants, and documents. The source of the data:

1. Events

Event is the real situation where the writer observes to know and understand the factual condition at the classroom activities. The researcher observes the situation in teaching learning process of teaching writing using Genre-Based Approach, and activities the students in class.

2. Informants

Informants in this research are the English teacher of the eighth year at SMP Muhammadiyah 4 Surakarta.

3. Documents

The document of this research is writing material or other enriching the data of teaching writing, such as lesson plan, hand book, students, worksheet, and anything which used in class in teaching writing based on genre by the teacher.

E. Method of Collecting Data

To get the data, the writer uses some methods of data collection, they are:

1. Interview

Allinson,*et al;* (1996:25) states that interview is a face to face the situation in which the researcher sets out to get information from a subject. The informants of this interview are the teacher and the students. The writer prepared some question for interviewee, in order to get some information about teaching writing process using genre-based approach. The questions are related to the teaching writing.

2. Document

Document is an instrument of collecting data. The forms of document are writing materials or other which add and complete the data in the method of teaching writing using genre-based approach by the teacher at SMP Muhammadiyah 4 Surakarta. The writer has gathered a

variety of written data and documents such as report, material, handbook, students' worksheet which used in class and anything in SMP Muhammadiyah 4 Surakarta.

3. Observation

Mantra (2004:29) states that observation is research method to collect the data characterized any social interaction between the researcher and the subject.

The writer use the observation method is to get the data. The writer observed the process of teaching writing using genre-based approach to the eighth students in SMP Muhammadiyah 4 Surakarta to get the real description of teaching process. The writer only takes note about the teaching learning in classroom.

F. Technique for Analyzing Data

In this research, the writer conducts ethnography research which describes the process of teaching writing using genre-based approach to the eighth year students of SMP Muhammadiyah 4 Surakarta. According to Sutopo (2002: 91-93) there are three main components of processing the data analysis namely:

1. Reducing the Data

Reducing the data is the first component in analyzing the selection process, focusing, simplifying, drawing the data in the field note. This process was done during the research activity. In this research, the data is get from observation. The researcher makes some notes based on the

research problem. It is about the procedure, kinds of classroom activities, and problems that faced by the teacher during teaching writing using genre-based approach at SMP Muhammadiyah 4 Surakarta whatever that the researcher sees in the observation and interview, and then the researcher makes the coherent description from the notes.

2. The Data Display

Display the data is an organization set of information, description, in form of narration to make the research conclusion. By display the data, the researcher considers what the researcher should do. In this display, the researcher presents the data from coherent description. The researcher also describes the process of teaching English speaking, describes the method in teaching English speaking and also the problem that faced in teaching speaking.

3. Conclusion and Verification

In conclusion and verification here, the writer formulates the conclusion during the first meeting until the end in classroom activity. Verification is the activity that was done to develop the carefulness such making a discussion, examining each other. The conclusion of the description gets after the researcher present the data

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the analysis of data based on the problems statement that is stated in Chapter I. This chapter also presents the description of the research findings. In the data analysis, the writer describes the implementation of genre-Based Approach in teaching writing. There are three main points in implementation genre-based Approach In teaching writing, they are: (1) the objectives of Genre-based Approach in teaching writing, (2) the procedures of Genre-based Approach in teaching Writing, (3) the kinds of activities of Genre-Based Approach in teaching writing. The writer also describes the problem faced by teacher in implementing the Genre-Based Approach in teaching writing.

The data description is divided into some points of view that consist of research finding and discussion.

A. Research Finding

In order to make the data easier and clearer to be understood, the writer classifies this section into: the objectives of Genre-based Approach in teaching writing, the procedures of Genre-based Approach in teaching writing, the kinds of activities of Genre-based Approach in teaching writing, and the last is the problem faced by teacher in implementing the Genre-based Approach in teaching writing.

1. The Implementation of Genre-based Approach in Teaching Writing

a. The Objectives of Genre-based Approach in Teaching Writing

The relation to the objectives of teaching writing in SMP muhammadiyah 4 Surakarta, the researcher asked Mrs. Sri Mulyani, S. Pd, the English teacher, about the objectives of teaching writing and she answered:

“Tujuan dari pengajaran bahasa inggris (terutama pada pelajaran menulis) disekolahan ialah untuk mengembangkan kosakata bahasa inggris siswa. Selain itu, pengajaran ini juga untuk mengajarkan kepada siswa pentingnya bahasa inggris sehingga siswa dapat berkomunikasi menggunakan bahasa inggris dengan baik dan juga bisa belajar untuk memproduksi teks tertulis (26 mei 2011)”. The objective of learning English (especially in teaching writing) in school is to develop the students' vocabulary. Besides that, also to teach for students how the important of English so the students can communicate using English well and also the students can create the written text.

Based on the interview, the researcher knows that the objective of teaching writing in SMP Muhammadiyah 4 Surakarta is to enable the students to express their ideas in the form of written language. The goal of teaching writing is to develop their competence in communication using English.

In conclusion, the goal of teaching writing at the eighth year student of junior high school are to enable the students in understand in written text and to enable the students in being active in practicing in written form.

b. The Procedures of Genre-based Approach in Teaching Writing

Classroom procedure is the important thing in the teaching-learning process. According to genre-based approach, the classroom procedure consists of four stages. The first is building knowledge of field (BKOF). Secondly is modeling of the text (MOT) where the teacher gives example of text to be discussed, the next stage is joint construction of the text (JCOT) where students make or do the exercise in the group work and the last stages is about independent construction of the text, in this stage students make their written by themselves.

The students in class 8A of SMP Muhammadiyah 4 Surakarta are not very good in English lesson. Mrs. Anik as the teacher for them is patient teacher. She always tries to make to make her students learn English well. Even she knows that the students who are naughty and not very good in English. She uses the good procedure to teach her students until they understand the lesson.

Based on the writer's observation, the writer found that the teacher at SMP Muhammadiyah 4 Surakarta has implemented the theory of Genre-Based Approach in teaching writing. By using the Genre-Based Approach she feels easier to deliver the material to her students. In SMP the teacher has two patterns in the classroom procedures, namely:

1) BKOF-MOT-JCOT-ICOT

Classroom procedures of SMP Muhammadiyah 4 Surakarta

In teaching writing is started by BKOF (Building Knowledge of Field) and followed by MOT (Modeling of Text) then JCOT (Joint Construction of the Text) and the last is ICOT (Independent Construction of Text). This procedure is like the usual procedure and it is similar to the procedure that involved in the theory of Genre-based Approach (GBA).

The elaboration below will be started from first observation up to third observation. The observation was conducted from May 28, 2011 and May 30, 2011. The classroom procedures will be described in this research.

a) Building Knowledge of Field (BKOF)

In this stage, the teacher tried to open the students' knowledge about the material. In BKOF, teacher builds the grammatical pattern of descriptive text by asking question to the students. At the first time, the teacher asks one of the students to come in front of the class. After that, teacher asks some questions for her students to describe their friends. This activity is to build the students' schema and their vocabularies related to the material.

In the first observation, teacher explained about the descriptive text. Teacher asks to her students about the descriptive text.

Teacher: OK class, do you know what descriptive text is?

Students: Ehm... for a moment the students still keep silent. And, and of them answered." descriptive text is the text which describes a particular person, place, or thing.

Teacher: OK. It's a good answer. Did you still remember about the generic structure of descriptive text? There are two generic structure of descriptive text. What are they?

Students: Yes miss, they are identification and description (some of the students answered).

Teacher: OK.... I will introduce you about the descriptive text.

By giving explanation and question and answer in the beginning of the lesson, the teacher created the teaching-learning process effectively.

b) Modeling of Text (MOT)

In the second stage, the teacher gave the example of descriptive text. The model of text is written text. Based on the writer's observation, the teacher always uses written form for modeling of text. She never uses oral text. The text that given by teacher is relate to the descriptive text. This text talks about "describing someone".

My friend

I have a best friend. His complete name is Danu Putra. His nickname is Danu. He was born in Surakarta, May 20 1999. He lives on Kenari street no.5 Solo. He is student of SMP Muhammadiyah 4 Surakarta.

He has brown skin. His hair is black, short, and straight. He has sharp nose. His eyes are big and black. He is slim and tall. He is smart and energetic boy.

By giving the example of the text, the students are driven to know well about the teaching material. After the teacher gives the example of descriptive text, the teacher discusses the text with the students. She asks the students about identification and description. After the discussion, teacher asked some of students to read the text.

c) Joint Construction of the Text (JCOT)

After gave the text to the students, teacher gave the instruction to the students for making a group. A group consists of 2 students. For a group, the teacher gave 10 minutes to the students for describing their classmate. Teacher doesn't seat on her chair, but she always walks around to the class to help the students if they get the difficulties.

Grouping work in joining construction can help the students to more understand about the material. Teacher has the creative way to make the students easier in making descriptive text about someone. Firstly, teacher asks the students to make

identity card about their friends. And it followed by making a descriptive text. After their finish about their grouping work, the teacher and the students discuss the result of the students' text.

d) Independent Construction of the Text (ICOT)

After finishing the discussion in Joint Construction of the text, the teacher asks the students to make a passage about descriptive text individually. Teacher asks the students to describe about person. Independent Construction is time for each student to write and explore their mind and their idea about describing the topic. They can write the passage well because the teacher has given how to make the descriptive text about describing people in Joint Construction of the Text.

2) BKOF-MOT-ICOT

On the third observation, teacher used the different pattern from two observations above. In this section, teacher just uses 3 stages. They are, Building Knowledge of Field (BKOF), Modeling of Text (MOT), and Independent of Text (ICOT). In this pattern is without Joint Construction of text (JCOT). Classroom procedure in this pattern is started by BKOF and followed by MOT and the last stage is ICOT.

a) Building Knowledge of Field (BKOF)

In this stage, teacher opens the students' mind about their holiday. In BKOF teacher asked the question to the students

about the grammatical pattern of recount text. Based on the writer's observation, she found that teacher asked the students' vacation.

Teacher: OK students, are you having experience about your holiday?

Student: Yes mam, I have an experience about my "liburan" in Borobudur temple.

Teacher: what is the mean "liburan" in English?

Students: I don't know mam

Teacher: *liburan* in English is "holiday". When your experience is happened?

Students: it is happened in the past mam.

Teacher: OKE. I think all of you have many experiences. OK.we will study about the recount text. Recount text is the text that explains about experiences. Usually it is uses the simple past tense.

Asking question to the students is hold to open their mind about the recount text. After the teacher some of the questions to the students, then teacher gave the example of the text.

b) Modeling of Text (MOT)

In the modeling of text, teacher gave the example of recount text. Based on the writer's observation, she used the written text to the students. Teacher gave the text which appropriate to the material. Teacher not use the example of the text from LKS but she look for the text individually.

Crossing the Strait of Bali

Last holiday, I had a trip to Bali. I went there with my schoolmates. We **traveled** by bus. It **was** the school program for the students

to have a study tour. We **left** school on June 17. It **was** Saturday. We **left** school at about 2 p.m.

After leaving school, the buses **rolled** fast toward the island of Bali. We **passed** many cities in central and East Java. It **was** very interesting. We **enjoyed** the view along the road.

At about 5 in the morning the next day, we **arrived** at Ketapang and Banyuwangi. We **came** to the port and continued going on board of the ferry. We **began** to enjoy the view of the sea, the strait of Bali.

A few moments before we **landed** in Gilimanuk a port in Bali, we **got** surprised. There **were** many boys climbing up the ferry. The **jumped** into the water they **dived** to get coins thrown by the passengers. The water **was** clear. So, the coins **were** visible. They were really good divers.

It **was** my first experience to travel by sea. So, it **was** really exciting.

After giving the text to the students, teacher asked her students to read the example of the text. Teacher corrects students' pronunciation clearly. After reading the text, the teacher discusses the text with the students. Teacher discuss the about the generic structure of the recount text. The generic structures of the recount text are orientation, events, evaluation and re-orientation. Teacher showed to the students which paragraph that shows the orientation, events, evaluation, and re-orientation. Teacher hopes by giving the example of the recount text the students can understand the recount text clearly.

c) Independent Construction of text (ICOT)

Independent construction of text is the last stage in the second pattern of Genre-Based Approach in teaching writing. In this stage, students were asked to make the written text individually. The topic of the text is about holiday. Students can tell the story about their holiday. This activity is done in class.

In independent construction of text, the teacher helps the difficulties of the students directly. The teacher walks around in their chair. After the students finishing their homework, teacher asked to some of the students to read their result in front of the class.

c. The Activities Carried Out in Genre-based Approach in Teaching Writing

Teacher in SMP Muhammadiyah 4 Surakarta is creative teacher. She always makes several ways to deliver the material in her classroom. The teacher hopes that these ways make the students active and not bored in the lesson. The teacher also must try to make the students interested and enjoyed in class. The students should respond the teacher's question in class.

To make the students active and enjoyed in class, teacher must make some activities in her class. After the teacher came to the class, she always says "assalamu'alaikum" to the students. After that, she also checks the students' presence. And then, she makes the

creative activities in class based on the Genre-Based Approach in teaching writing. Genre-Based Approach consists of four stages; they are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Txt (JCOT), and Independent Construction of Text (ICOT). Based on the writer's observation, the female students are more active than the male students. The activities done in every stage is as follows. This activity was conducted on May, 30 2011.

1) Activities in Building Knowledge of Field (BKOF)

The teacher of SMP Muhammadiyah 4 Surakarta has two kinds of activities to deliver the material for her students. Two kinds of activities above are: (a) asking-question and, (b) giving explanation.

(a) Question and Answer

Firstly, teacher gave some questions to the students relate the material that will be given of that day. The material is descriptive text. The topic is about Pet. Some of the students have a pet in their house. This topic is interesting to the students. So, teacher makes the comfortable situation to the lesson in class.

After asked the students about their pet, so the teacher gave the example of pet. It is the picture of cat. The purpose in using the real picture of pet is to make the students active and

interested to the material. Then, the teacher asked to the students to describe the cat based on the picture.

Teacher: OK class, do you have pet?
 Student: One of the students answered: yes
 mam, I have a pet
 Teacher: What kind of pet do you have?
 Student: I have cat mam
 Teacher: OK. Would you like to describe
 about your pet?
 Student: I have one pet. It is a cat.
 Ehm...ehm... usually, my pet
 drinks a bowl of milk.
 Teacher: OK, thank you Rudi. Please describe
 this picture??
 Students: This is a cat. The color of this cat is
 brown and white.

After that, teacher also gave description about this picture. And the teacher also discussed the vocabulary related to the picture.

(b) Giving Explanation

After the question and answer, the teacher gave the explanation about descriptive text. Teacher explained the social function, generic structure of the text, and also explained the language features of descriptive text to the students. The teacher explained the material clearly. So that, her students can understand in material. Descriptive text consists of two parts. First is, identification and the second is description. Identification is identifying the phenomenon to be described. Description is describing parts, qualities, and characteristics.

After finishing the explanation of descriptive text, teacher gave the question to the students to check that they really understand the material.

2) Activities in Modeling of Text (MOT)

In this stage, teacher gave the descriptive text to the students. She gave the text which is appropriate to the material. In Modeling of Text, teacher gave the model of text about “The Sea eagle”. But, before giving the real text, teacher gave some pictures about the animal. Teacher asked the students to match the picture with the name of the animal. Teacher asked some of the students to answer it.

The Sea Eagle

There is an eagle nesting on the tree top near my grandparents’ house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and steam-line body.

Its forelimbs (arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

The teacher gives the text to the students. The teacher discussed the text with the students. The teacher asked some of the

students to read this text and analyze it. For example, asked the students to repeat the important or the key words of the text. It is done by teacher by giving question to the students. The question is not far from to the text.

3) Activities in Joint Construction of Text (JCOT)

In this stage, the teacher divided the students into some groups. One group consists of two students. This strategy is used by teacher in order to the students don't disturb in classroom. The teacher gave some models of questions. The students were asked to answer some questions related to the text. The teacher gave worksheet to the students for working in group.

Teacher: Students....I would like to give you some of question based on the text above.

Students: OK.. mom....

Teacher: You must do this exercise with your partner in a group. After finishing this exercise we would like to discuss about your answer.

Students: Yes mom.

The teacher has implemented Join Construction of the Text correctly. It can help the students discuss their idea with their friends. The students also can solve their problems faced in finishing their task by discussing it together. After discussing in joint construction, the teacher followed the classroom activities in independent construction of text.

4) Activities in Independent Construction of Text (ICOT)

Independent construction of text is the last stage in Genre-Based Approach. Teacher asked the students to make other written text about descriptive text with similar topic. They must write the text individually. The goal of the independent construction of text is to give opportunity to the students to explore their idea in written text.

There are two kinds of types in independent construction of text.

(a) Giving Task in the Classroom

After discussing the text, the teacher asked the students to make a descriptive text in class. Because the topic is about pet, so the students make the text with this topic. The students can describe about their pet. They may describe cat, bird, and other animals that they have.

Teacher: OK class, you may write the descriptive text. The topic is a pet.
You must do this task by yourself.

Students: OK mom. May I describe the buffalo mom?

Teacher: Yes of course, you can describe it. If you have the difficulties you can ask to me.

Students: OK mom, thank you.

Teacher: OK students. You must collect this task before the time is up.

In this section, the teacher can help the students' difficulty. Usually they feel difficult to translate the Indonesian

language to English. The teacher can help directly to the students' difficulty.

(b) Giving Task as Homework

Giving task a as homework is more effective than giving task in the classroom. The teacher gave the task as homework because of limited time. To make a passage about the descriptive text needs much time. So, this task is effective to do it. The teacher asked the students to make descriptive text in their home. This task would be corrected in the next meeting. The teacher makes sure that the students done the exercise individually.

2. The Problem Faced by Teacher in Implementing Genre-based Approach in Teaching Writing

The teacher has many roles in class. In teaching-learning process, teacher has an important role to manage and make the comfortable situation in her class. Teacher's ability in teaching lesson to the students can help the students in understanding the material that they learned. She manages the situation and the condition in the classroom in order to teaching-learning process run well.

The teacher also has role as motivator. The teacher gives spirit to the students, so that the students have spirit in learning English especially in teaching writing. By giving motivation to the students, they can enjoy and interest in classroom. But to make interest and comfortable situation in teaching-learning process is not easy.

The material can deliver to the students in good situation in class.

Good situation makes the students enjoy and interest in receiving the material. But, the teacher gets some difficulties in delivering the material.

There are some problems that faced by teacher along the teaching-learning process. They are:

a. Class Management

Class of 8A is a big class. The students of 8A are very noisy.

This case makes the teacher feels difficult to control them in delivering the material.

On the other side, teacher also has role as manager. The teacher must be able to manage the classroom. She must control the classroom during the teaching-learning-process. The teacher should make the students to focus in material. The teacher handles the classroom so that the teaching learning process can run effectively.

Based on the writer's observation, when the teacher explained the material, they were noisy in classroom. There are some of them listened to the teacher explanation about the material. But, half of them were busy to draw and talked with other friends. The teacher was difficult to create the conducive class. The teacher feels difficult to control the in order to focus to the material.

b. Different Capability of the Students

In class 8A of the SMP Muhammadiyah 4 Surakarta, the teacher found the different capability in receiving the material. Some of them can receive the material faster, but half of them cannot. This situation, makes the teaching-learning process doesn't run well.

Usually, the students feel difficult to do their assignment in class. Some of them also feel difficult to answer the teacher's questions. Because, when the teacher explained the materials, she asked the students who haven't known yet about the material. But, nobody asked. The teacher didn't know who has understood, who hasn't understood the material. So, this condition made the students who haven't yet understood the material got difficulty.

On the interview with the English teacher of SMP Muhammadiyah 4 Surakarta, the teacher said that:

Setiap siswa mempunyai kemampuan yang berbeda-beda, ada yang mudah dalam menerima materi, ada juga yang kesulitan dan membutuhkan penjelasan lebih mengenai materi. Itu semua kembali pada kemampuan masing-masing siswanya. Jika daya tangkap mereka bagus, maka materi juga akan lebih mudah untuk dipahami.

Every student has different capability. There are students who can receive the material easily, there also the students who feel difficult and need more explanation about the materials. That's based on the students' capability. If their capability is good, so the material also easy to understood.

c. Students Low in Vocabulary Mastery

Based on the three days observation, the researcher observes that the teacher feels difficult to make the students understand what she said and understand to the material. These causes are happened because the teacher uses English when explaining the material. To solve this problem, the teacher uses the mix language so that the students can understand the material.

The students' vocabulary is limited. It influences the students in making a written text and also in to do the assignment. The students feel difficult to translate the language. The students often ask to the teacher about it.

B. Discussion of the Research Finding

Based on the research findings, the writer discusses the findings according to the theory of Genre-based Approach. This research focuses on teaching-learning process in teaching writing using Genre-based Approach at SMP Muhammadiyah 4 Surakarta. Genre-based Approach is used by teacher to make easier in delivering the material. This research is similar with the previous research, but this research has the different points of the result.

Based on the writer's observation, the teacher has implemented the theory of Genre-based Approach in teaching writing. Even sometimes, teacher makes modification of it. Hammond's theory describes that there are four stages in teaching-learning process. These stages are BKOF, MOT, JCOT, and

ICOT. But sometimes, the teacher uses three stages in teaching-learning process. They are, BKOF, MOT, and ICOT.

To make easier in discussion, the writer proposes two main aspects in this research. The first aspect is the implementation of Genre-based Approach in teaching writing. In this aspect, consist of three parts; (1) the objective of Genre-based Approach in teaching writing, (2) the procedure of Genre-based Approach in teaching writing, and (3) the activities in teaching writing using Genre-based Approach. The second aspect is the problems faced by teacher in implementing the Genre-based Approach In teaching writing.

The four parts above will be discussed in this section. First, is about the objective of Genre-based Approach (GBA) in teaching writing. GBA has the important purpose in teaching-learning process especially in teaching writing. GBA makes the teacher easy to deliver the material to the students. GBA also help the students to express their idea in written text. GBA can help the students to develop their competence in written skill.

The second part that is discussed is about the procedure which is used by teacher in teaching writing. Based on the Hammond (Webster, 2006:1): “*teaching writing using Genre-Based Approach start by building knowledge of field and finish by independent construction*”. The teacher in SMP Muhammadiyah 4 Surakarta uses the Hammond theory in teaching-learning process. But, teacher has two patterns of classroom procedures in teaching writing using GBA. They are BKOF, MOT, JCOT, and ICOT and the other are

BKOF, MOT, and ICOT. The teacher makes the modification in order to the material can deliver effectively.

The next part is the activities in each stage are used by teacher. To make the students active in class, teacher has the several activities in class. The teacher has variation activities in each stage. In every meeting teacher uses the different activity in class. It is appropriated to the material available. Different activity makes the students understand and enjoy in catching the material. And also, the students aren't bored to the lesson.

The last part is about the problems faced by the teacher during teaching-learning process of writing. The teacher gets some problems during the teaching-learning process in class. The problems are class management, and different capability of students. The big problem on the students of 8A is the students low in vocabulary mastery. To increase the students' vocabulary mastery, the teacher asks her students to bring a dictionary in every meeting.

As conclusion from this research, English teacher in SMP Muhammadiyah 4 Surakarta has taught English using GBA. Teaching-learning processes in this class run well. The teacher can implement the GBA in teaching writing. In class, teacher uses four stages in teaching writing. Even the teacher has the modification of classroom procedure. The modification that used by the teacher are three stages, namely; BKOF, MOT and ICOT. This modification that is appropriate to the material. The purpose of this modification is making the students feel easier in receiving the material. During teaching-learning process, the teacher found some problems. But the teacher

must help the students to solve their problems. The teacher makes comfortable situation in class, so that the students can enjoy the lesson.

Based on the conclusion, this research is different with the previous research. The previous research discusses the students' ability in making descriptive text, and also focuses on the oral skill of the students using Genre-based approach. But, in this research the writer completed the research by focusing on the process of Genre-based approach (GBA) in teaching writing at Junior High School. So, the result of this research is different with the previous research.

The English teacher in SMP Muhammadiyah 4 Surakarta has been implementing the theory of Genre by Hammond. The teacher also uses the four stages of Genre in teaching writing. It is suitable with by Hammond theory of Genre; they are BKOF, MOT, JCOT and ICOT. Sometimes, the teacher makes modification of it. The teacher just use three stages; namely, BKOF, MOT, and ICOT. It is used to make the students feel easier in receiving the material.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion of the study and suggestion for developing English teaching-learning process at the eighth year of SMP Muhammadiyah 4 Surakarta.

A. Conclusion

After describing and analyzing the data, the writer draws the conclusion based on the observation and interview of Genre-based Approach in teaching writing to the Eight year student in SMP Muhammadiyah 4 Surakarta: an naturalistic research such as the objective of Genre-based Approach in teaching writing, the procedure of teaching writing using Genre-based Approach, the activities in each stage of teaching writing using Genre-based Approach, and the problems faced by teacher during teaching-learning process.

Based on the writer's observation, teacher uses the GBA to make easier in teaching-learning process. It is also help the students can understand the material clearly. With GBA the students aren't bored to the lesson in class. The students easy to make a passage based on the GBA.

The English teacher of SMP Muhammadiyah 4 Surakarta uses four stages in teaching writing. It is appropriate to the theory of Genre-based Approach. These four stages used by teacher are Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and

Independent Construction of Text (ICOT). But sometimes, the teacher only uses three stages in teaching writing. Three stages are Building Knowledge of Field (BKOF), Modeling of Text (MOT), and Independent Construction of Text (ICOT). In the first pattern (BKOF, MOT, JCOT, and ICOT) the teacher begins the classroom procedure by giving schema and finish by giving individual exercise. The second pattern is BKOF, MOT, and ICOT. The teacher starts to build the students knowledge the material and giving the model of text about the written text. The last is independent construction where teacher give an individual assignment. It is help the students write a passage individually. This modification used by teacher to help the students easier in catching the material. In every stage can support the other stage.

To make a good situation to the lesson, the teacher uses several activities in each stage of GBA. In Building Knowledge of Field (BKOF) and Independent Construction of Text (ICOT), the teacher has two kinds of activity. In building knowledge of field the teacher give the question and answer to the students and also giving explanation. Question and answer are done by the teacher to build the students' knowledge about the material. Giving explanation has the purpose to make the students understand the material clearly. In modeling of text, the teacher always give the written text. Joint construction of text focuses on group work for the students. It can help the students to do the exercise with their friends. The last stage is independent construction of text. In this stage, the students can do the exercise in

classroom or do the task as homework. ICOT can help the students to write and explore their mind and also their idea individually.

In teaching-learning process the teacher also faced the problems in class. The first problem is class management. The teacher has the role to make the situation in classroom more effective to teaching-learning process. The second is different capability of the students. In this problem, the teacher must be the wise teacher. The teacher also gives the more lessons to the fewer students in class. It can be done in the rest time. The last problem is students low in vocabulary mastery. It is become a big problem which is faced by teacher. The teacher asks the students to bring the dictionary in every meeting.

The research concludes that the teacher in SMP Muhammadiyah 4 Surakarta has implemented genre appropriate with the theory of Genre-Based Approach. She has done the four stages of Genre, BKOF, MOT, JCOT, and ICOT. But the teacher also gives the modification in certain aspect. The teacher seldom in use JCOT because of this stage needs much time in class. She more prefer in independent construction to thrift the time.

B. Suggestion

After drawing the conclusion of Genre-Based Approach in teaching writing, the writer gives the suggestion to make the teaching-learning process can run effectively. The suggestion are given are not only for the teacher but also for the other researcher.

1. For the Teacher

Based on the writer's observation, the teacher has the strength and the weaknesses in implementing the Genre-based Approach in teaching writing. conducive situation in class, so that the students feel interest in teaching-learning process. English teacher in SMP Muhammadiyah 4 Surakarta is the creative teacher. She has her ways to deliver the material, in order to the students understand the material. The teacher guides the students more, so that the students can write the passage easily. The teacher helps the students to solve their problems in class.

The weaknesses of the teacher's implementation are the teacher cannot manage the class effectively. Sometimes, there are students who are disturbed in class. And some of them busy to talk with their friends. Sometimes, the students cannot arrange the sentence correctly, so that the teacher will teach them clearly in teaching writing.

Based on the weaknesses, the writer wants to give some of the suggestion to the English teacher. First, the teacher should manage a class in order to the students focuses on the lesson. Second, the teacher should motivate the students to memorize the vocabulary, because limited vocabulary becomes the big problem in class. Third, the teacher should correct the result of the students' text.

2. For the other Researcher

This study focuses on teaching learning process of Genre-Based Approach in teaching writing at SMP Muhammadiyah 4 Surakarta. The result of this study can be used as additional reference for the further research with the similar topic and different occasion.

The writer realizes that this research paper is far from being perfect. The writer hopes that the other researcher can conduct the research about the teaching of writing from different perspective, so the writer expects that the other researcher can develop other sources.

