A PROCESS-GENRE APPROACH TO TEACHING WRITING REPORT TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstract: This study is aimed at exploring whether a process-genre approach (PGA) teaching steps can help develop senior high students' writing skills of report text based on schematic structures and linguistic features analysis. A descriptive research design embracing case study characteristics was employed (Nunan, 1992; Cresswell, 2012). The data were gained from teaching process and students' texts analysis. The basic framework of process-genre approach is the synthesis of teaching steps in genre- and process-based approaches (Badger & White, 2000; Emilia, 2010). Students' texts were analyzed in terms of Report text's schematic structures and linguistic features using SFL GBA frameworks (Linguistic and Education Research Network, 1990; Gerot & Wignell, 1994; Halliday, 1994; Anderson & Anderson, 1997; Christie, 2005; Feez & Joyce, 2006; Hyland 2007; Emilia, 2012). The results show that, to some extent, PGA helps students develop writing skills of Report text specifically on the genre knowledge, writing process, and feedback from peers and teacher which was observed from the teaching process and schematic structures and linguistic features analysis. Nevertheless, it is figured out that the low-achieving students need longer modelling and teacher-student conference stages. This study is expected to contribute towards teacher's understanding in implementing and overcoming problems related to PGA in EFL classes in Indonesia, especially in emphasizing the modelling stage for the low-achieving students and in teaching other genres and language skills.

Keywords: *Process-based approach, genre-based approach, process-genre approach*

PENDEKATAN *PROCESS-GENRE* DALAM PENGAJARAN MENULIS TEKS *REPORT* UNTUK SISWA SEKOLAH MENENGAH ATAS

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi apakah tahapan pengajaran pada pendekatan *process-genre* (PGA) meningkatkan kemampuan menulis teks *Report* siswa SMA yang dianalisis dari struktur skematik dan ciri kebahasaannya. Disain penelitian deskriptif menggunakan karakteristik studi kasus diterapkan (Nunan, 1992; Cresswell, 2012). Data diperoleh dari proses pengajaran dan analisis tulisan siswa. Kerangka dasar PGA adalah sintesis dari tahapan pengajaran pendekatan *genre-based* dan *process-based* (Badger & White, 2000; Emilia, 2010). Tulisan siswa dianalisis berdasarkan struktur skematik dan ciri kebahasaan teks *Report* berdasarkan kerangka

SFL GBA (Linguistic and Education Research Network, 1990; Gerot & Wignell, 1994; Halliday, 1994; Anderson & Anderson, 1997; Christie, 2005; Feez & Joyce, 2006; Hyland 2007; Emilia, 2012). Penelitian ini menunjukkan, pada aspek tertentu, PGA membantu mengembangkan kemampuan siswa menulis teks *Report* khususnya dalam hal pengetahuan *genre*, proses menulis, dan *feedback* dari teman dan guru yang dilihat dari proses pengajaran dan analisis struktur skematik dan ciri kebahasaannya. Namun, ditemukan pula bahwa siswa dengan pencapaian rendah membutuhkan tahapan *modelling* dan *teacher-conference* yang lebih panjang. Hasil penelitian ini diharapkan berkontribusi terhadap pemahaman para guru terhadap cara penerapan dan mengatasi masalah dalam implementasi PGA di kelas EFL di Indonesia*,* khususnya penekanan tahapan *modelling* bagi siswa dengan pencapaian rendah dan untuk pengajaran jenis teks dan keterampilan berbahasa lainnya.

Katakunci: Pendekatan *process-based*, pendekatan *genre-based*, pendekatan *process-genre*

Teaching writing for EFL learners is challenging since, as what Kim and Kim (2005, p. 68) argue, EFL learners mostly face "time constraints in learning writing," so do Indonesian learners. A survey conducted in 1999 by Alwasilah then further revealed that the overemphases of writing practices in EFL classrooms in Indonesia were only on "spelling, word formation, vocabulary, grammar, and theories about writing" (2001, p. 25) which disregarded the context, students' needs, and goals. It was also informed that writing session in the classroom consisted of very few acts of writing, saying that "practice of writing does take place in the class, yet it contributes almost nothing to the build-up of writing skills" (Alwasilah, 2001, p. 25).

To promote a better writing activity in the classroom, teachers are required to choose approaches which can accommodate time, students' needs, and the practice. There are approaches to teaching writing with distinct goals and steps for each, namely process-based approach and genre-based approach (Halliday, 1994, cited in Kim & Kim, 2005, p. 73). However, some arguments are echoed that each approach still has limitations. Hyland (2003, p. 24) says that process approach tends to "assume all writing uses same process." While genre approach, Hyland states that the approach "can lead to over attention to written products" (2003, p. 24) and "learners may be too dependent on teacher" (Nordin & Mohammad, 2006, p. 79).

Teaching steps in process- and genre-based approaches obviously share similarities. Practically, process-based teaching steps have been implemented in genre-based approach, specifically on joint construction and independent construction stages when students start to write. In here, genre-based approach actually has implemented the writing practice (Ferris & Hedgcock, 2005) but it is not explicitly stated in the teaching steps of genre-based approach.

Although there is no modelling stage in process-based approach, which is conducted to give students sample texts of the genre to be deconstructed to analyze the schematic structures and linguistic features to achieve the social purpose of the text (Linguistic and Education Research Network, 1990; Anderson & Anderson, 1997; Hyland, 2007; Emilia, 2008; 2012), brainstorming in process-based approach is actually similar to building knowledge of the field in genre-based approach.

Apparently, the assumption of similar writing process between L1 and L2 students and the overlooking of L2 students' obstacles in process-based approach (Hyland, 2003, p.23) have changed over the past 30 years because they now work on the importance of

administration of "explicit instruction, reflection, guided revision, and self-assessment" which "were not commonly associated with the process model" (Hill, 2006; Pritchart & Honeycut, 2006, cited in Emilia, 2010, p. 133). Teaching writing for different genres also has already employed process-based approach (Hill, 2006; Emilia, 2010) as the facility to students' writing practice.

Furthermore, the counter-productive views over genre-based approach that it only concerns students' final writing product and explicit rhetorical understanding (Hyland, 2003, p. 24) are "not justified" (Emilia, 2010) because although genre-based approach recent practices now work "with respect to the emphasis on the product, the basic principles of the SFL GBA do put emphasis on the process of writing, as can be seen from the stages of the SFL GBA, which can lead to students' awareness that writing is a recursive process" (Emilia, 2010, p. 133). Hyland further informs that basically the present application of teaching writing has made use of multi approaches (2003). In other words, teachers have incorporated several approaches to teaching writing to help students learn writing in the classroom (see Hyland, 2003, p. 23).

It can be concluded that the teaching steps of process- and genre-based approaches are complementary rather than contradictory, thus, a process-genre approach (PGA) was then developed by some experts (see Badger & White, 2000; Yan, 2005; Lee, et al. 2009). Practically, PGA incorporates the four teaching steps of genre-based approach, in which process-based writing occurs in the latter two steps as explained in the following.

a. **Building knowledge of the field (BKOF):** All activities are aimed at defining situation that will be used as the topic and place it within a particular genre has also been implemented through brainstorming stage in process-based approach. Furthermore, this stage prepares the students to anticipate the structural features of the genre from variation of relevant texts (Yan, 2005). Students need to know what the topic under discussion is because people have to know the specific topic they want to write (Emilia, 2008, p. 25).

Additionally, Emilia informs that in BKOF students can also practice other language skills relevant to the topic such as giving a listening test to fill in spaces in a paragraph containing specific words in the genre, exercising reading comprehension, and expressing ideas orally can be conducted to familiarize students with the topic in context (2012, p. 35-41). In other words, students are introduced to wide variation of reading passages of the genre in order for them to know exactly the specific languages used in the text type. Moreover, students can be introduced to the creation of writing plan in the form of mind-mapping or outlines from the sample texts as their guidance to individual writing.

b. **Modelling:** Modelling stage is meant to give students in-depth information about the text type they are learning through the "stages of the genre and its key grammatical and rhetorical features" (Hyland, 2007, p. 132). The provision of varied text sources of the genre for students are aimed at getting them to understand how the organization of the text (schematic structure) is developed to accomplish the purpose (Yan, 2005) and also the linguistic features of the genre. Furthermore, explicit and bilingual teaching in this stage are tangible (Hammond, 1990, cited in Emilia, 2008, p. 27), because this stage deals with technical learning materials of the genre such as schematic structure and linguistic features that are needed to be taught in both native and target languages (Emilia, 2012).

Teachers need to be careful in conducting this stage because comprehensive scaffolding and reinforcement towards the genre have to be accomplished. In this stage, teachers are also required to sample students with mistakes and errors in terms of schematic structure and linguistic features of the genre to exhibit the contextual grammar teaching.

c. **Joint construction of text (JCoT):** As stated beforehand, JCoT implements the writing practice as in process-based approach where students, either in groups or by teacher's guidance, create their first writing model together. According to Yan (2005), the goal of this stage is "to produce a final draft which provides a model for students to refer to when they work on their individual compositions"in independent construction stage. Students can also do the first step again to activate their prior knowledge to the topic and plan what things they are going to write by brainstorming the ideas.

After producing joint-writing products, students are introduced to feedback towards their writing (Emilia, 2010; 2012). In here, their writing products are exchanged to other student-writers and, although teachers slowly lessen their contribution to students' writing, teachers can act as a prompter, resource, and tutor (Harmer, 2007) to the feedback activity. This is aimed at familiarizing students with the writing process that many great writers usually go through. Peer-feedback and teacher-feedback are required in this stage to bridge the revision stage occurred in JCoT.

d. **Independent construction of text (ICoT):** Students write individually through guidance provided by the teachers. Teachers can decide the topic or students can choose freely the topic that is still relevant to the genre. Similar to genre-based approach, teachers' control is decreasing since students start to apply what they have learned (Hyland, 2007) but the teacher is available to help, clarify, or consult the process of writing. In other words, independent construction produces drafts.

Students will go through again the revision and conference from peers and teacher. Revising stage is crucial because this requires students to be an active reader and proof-reader of their writing as well as their peers' writing drafts. As mentioned by Badger and White, drafting process is the main focus in this stage (2000). Students are practised to the recurring writing process after producing their draft. Peer feedback can be done first before going to teacher-conference feedback or it depends on the phenomena occurred in the classroom or students' needs (Ferris & Hedgcock, 2005). Through several times of drafting, students produce their final writing and students can publish their writing in the classroom or school's magazine (Emilia, 2012).

The scaffolding stage is expected to be obvious in each step to allow teachers to help students expand their writing skill within their Zone of Proximal Development (ZPD) (Hyland, 2007, p. 129) and reach the language equity amongst students (Emilia, 2012). In addition, the characteristic of PGA is cyclical, meaning both teachers and students can go backwards or move forward to the needed stages (cyclical).

METHOD

The research was administered to one class of XI graders in one senior high school in Bandung, West Java. A descriptive research design embracing single-case study characteristics was employed (Nunan, 1992; Creswell, 2012). This study, thus, was aimed at investigating whether PGA helps students develop writing skills

of Report text, which was analyzed from the schematic structures and linguistic features analysis, and students' responses towards the approach to their writing ability.

The researcher acted as both teacher and observer (participant observation role) in order to avoid suspect of self-reported data, to guide the identification of the data to be more focused, and to lessen reporting biases (Bernard, 2006). The teaching process was held for eight meetings and only focused on animal phenomena.

Two data collection techniques were used: PGA teaching process and students' texts analysis. The texts were analyzed from the schematic structures and linguistic features of *report text* derived from the theme system, transitivity, and conjunctions of Report text anchored in the SFL GBA. Six texts from three students were analyzed representing their achievement categories.

FINDINGS AND DISCUSSIONS
The findings and discussions are elaborated from the PGA learning process followed with the analysis of the students' writing products.
 1. The Learning Process
 1.1 BKOF
Contextual learning had been implemented during BKOF through questioning and related activities so that students were immersed in the topic of the genre (Linguistic and Education Research Network, 1990, p. 15). Students were introduced to the knowledge of knowing to whom the text is written for, who produced the text, the purposes, and also the ability of the writer might have (Anderson & Anderson, 1997; Feez & Joyce 2006; Hyland, 2007; Emilia, 2012) to understand the differences between genres.

Through listening and reading activities with varied relevant sample texts, students were able to activate their prior knowledge and anticipate their present knowledge through directly defining the

contextual situation where the text type is required and "commonly used" (Hyland, 2007, p. 128; Badger & White, 2000; Yan, 2005) and how information is organized in communicating the proper social purpose of the genre (Yan, 2005). The integration of other skills is very important to do as informed by Emilia (2012, p. 35) who states that genre-based approach, as the core foundation of PGA, can integrate all skills needed by students to bridge and support their writing activity and it can determine students' writing outcome. It is also important to introduce students to how grammar works in context through genres.

The BKOF stage was conducted twice and it reveals that the stage can be skipped unless all students have recognized the genre or be done more than twice for students' needs.

 1.2 Modelling
The modelling stage was administered for three meetings and explicit teaching occurred as suggested by Emilia (2008; 2010; 2012). New texts and topics were introduced besides using texts from BKOF. During the texts deconstruction, teacher related it to the social purpose of *report text* for each paragraph so that the students became aware of how the social purpose of Report was accomplished (Yan, 2005; Emilia, 2012). Bilingual teaching was much used in here because the use of students' native language was viewed important in PGA when explaining important language aspects or terms that were essential in the text type which can only be achieved if bilingual teaching was used (Emilia, 2012).

The variation of topics helped the majority of students understand *report text* along with exercises related to schematic structure and linguistic features (Emilia, 2012), although there would be a few students who were in need to be exposed for longer time of modelling stage. The students were also taught how to mind-map the sample texts. It is in line with the

process-based approach principle about mind-mapping (Yan, 2005; Lee *et al*, 2009) since it was also used in the ICoT stage. The use authentic source texts was important since they "replicate the situation as closely as possible to the genre" (Badger & White, 2000, p. 158).

The modelling stage basically was successful because the text deconstruction was assumed sufficient; however, teacher has to take notice over students' individual ability during explaining and reinforcing the language aspects in any genres because it is needed to strengthen their text analysis ability and to reach individuals' understanding. Therefore, a few students still had difficulties in using correct grammatical and schematic structures of Report text due to research time limitation.

Therefore, prior to conducting PGA to teaching writing, students' needs are very critical to observe with the intention of knowing how extensive students' prior knowledge is to the intended genre so that teachers can decide what stage to be more emphasized before students start producing their own writing. Moreover, the use of pair- or group-works in modelling stage should be carefully considered to give equal understanding to students so that they can understand the topic better and write better, even though error-free writing is almost impossible (See Bitchener and Ferris, 2012).

The low-achieving students also realized their dissatisfactory writings resulted from less individual teaching and explanations during the modelling stage. Thus, they suggested the teacher check students' understanding individually, particularly for the low-achieving students, in order to make them more focus on following several difficult aspects in the genre. From modelling stage, students also stated that the mind-mapping along with schematic structures and linguistic features analysis activities were beneficial to them. Most students said that mind-mapping helped them organize what to write in any

types of texts and to make the ideas more structured, although for some students mind-mapping was something new to them.

1.3 JCoT

In JCoT, conducted once, students were grouped in four to write a Report text and were given an envelope containing a picture of an animal, guided questions worksheet, and a Report plan worksheet. The use of writing plan was intended to give students knowledge that a text consists of cohesive and coherent paragraphs (Linguistic and Education Research Network, 1990; Anderson & Anderson, 1997; Emilia, 2012) and as their guidance to write a good *report text*. After producing the group-work writing, proofreading, conference, and revision were administered. Students were asked to do written-feedback on their friend's draft (Kim & Kim, 2005) and highlighted the errors or mistakes and gave the correct inputs. When peer-feedback was finished, the text was consulted to the teacher to clarify their friends' comments. Then, students revised their text into a good sample of group-produced text.

Teacher's control is reduced in JCoT to give students greater control towards their writing practice (Hyland, 2007), but during revising, teacher's guidance is greatly needed. The study revealed that JCoT could be skipped (Emilia, 2008; 2012) to give students longer expose to needed stages to check individual's comprehension and reinforcement especially for low-achievers to be ready to write individually. It goes back to the characteristics of PGA that the stages are not firm to give teachers and students freedom to move forward or backward to the necessary steps to be strengthened.

It is quite interesting to note that during the learning process in JCoT, group-work did not succeed in helping students learn to write. Basically, the issue of group-working in JCoT is still thought-provoking

(Emilia, 2008; 2012) because some students might contribute the most and the rest would do nothing to the group. It was identified that the students prefer individual-writing to group-writing. Group-writing did not help them apply what they got due to the imbalance contribution in the group. Therefore, JCoT stage can be skipped and teachers can directly ask students to write individually in ICoT stage (Feez, 2002, cited in Emilia, 2008, p. 126) or do another reinforcement of the genre in modelling stage or BKOF.

1.4 ICoT

When students start writing individually (ICoT), the instructions were similar to JCoT. In this stage, students were expected to "apply what they have learned" (Hyland, 2007, p. 136) during the previous meetings, even though they first produced the draft. In this study, the subtopic was chosen by the teacher based on students' attendance list. The independent construction stage was done for 90 minutes or in one meeting as suggested by Emilia (2008; 2012) because students needed time to brainstorm ideas and put into practice their writing. Students create a mind-mapping based on the topic before they wrote.

Teacher's role as has been described before was changed into advisor "from the sidelines" (Hyland, 2007, p. 136). This act of writing is very useful and represents writing session because no overemphasis on grammar, spelling, word formation, vocabulary, and theories on writing as found by Alwasilah (2001). It was seen that some students used the given handouts as their supplementary guidance to writing and it proves that the provision of handouts guided students to write better (Emilia, 2012). Students obviously used the technical terms and expressions given in the BKOF and modelling stages because they could use them in context and related them to the animal they described. Therefore, teachers have to take the most advantages of modelling stage to prepare students for the writing activity but with more attention to the accomplishments of each student.

After creating draft, in the next meeting, students' individual draft was peer-checked and revised. Therefore, written feedback occurred during this stage towards students' writing drafts. During this revising stage, the teacher acted as tutor, resource, and prompter where the students were helped in an intimate situation (one-on-one consultation), resource of the linguistic features in the text type, and guided them to carefully identify their friend's mistakes or errors (Harmer, 2007). It was seen that the students did not feel shy to give comments on their friends' works and it is good to build classroom community (Ferris, 2003b; Hirvela, 1999; Liu & Hansen, 2002; Mendonça & Johnson, 1994, cited in Ferris & Hedgcock, 2005) and every student seemed to accept what their friends suggested.

A whole-class conference conducted by the teacher was done. Simply put, text deconstruction was actually done since in the conference both teacher and students identify major errors and mistakes in front of the classroom. In here, teacher showed the incorrect sentences on the board and let the students identify and correct them (Lee et al., 2009; Emilia, 2012). Obviously, the whole-class conference, proofreading, editing, and revising were something that they never did before. Students took notes on what the teacher explained and gave input on their friend's writing.

Throughout the revising stage, both in JCoT and ICoT, teacher's role as prompter and tutor are vital to help students write better and also to encourage them to not finding it useless if their writing products were revised and edited (Hyland, 2003). After second draft was produced, some students chose to directly consult the draft with the teacher through mini-conference feedback and the rests were commented on one-on-one (Hyland, 2003). In doing the

one-on-one conference, the teacher used the sample texts given before as the guidelines in explaining certain inputs to students (Badger & White, 2000). This was done because the sample texts given could raise students' "language awareness" (Badger & White, 2000, p. 159) which made students understand the key materials through the relevant genre (Badger & White, 2000). Essentially, what the teacher did in ICoT could have been conducted in modelling stage in order for the class to have stronger fundamental knowledge of the genres and to spend longer time for ICoT.

From the explanation above, the implementation of PGA was in line with what has been proposed by the Linguistic and Education Research Network (1990), Anderson and Anderson (1997), Badger and White (2000), Yan (2005), Lee et al. (2009), and Emilia (2012). Due to time constraints of the research and large class, one thing to improve from the teaching stages is that the necessity of checking student individual's comprehension towards the text type in terms of schematic structure (how the text is organized) and the linguistic features. It is needed because, the great exposures or longer inputs is required, to some extent, for the low-achieving students.

In general, the learning process through PGA was helpful for most students due to the variation of activities conducted in the classroom and clear instruction. In relation to varied activities, several high-achieving students stated that the learning process could make the class vigorous, all students were motivated, and was not boring. Through relevant materials, students could understand the clarity of the topic.

2. Students' Text Analysis

Texts from a middle-achieving student were taken as the sample of text analysis. As stated beforehand, the analysis will focus on the schematic structures and linguistic features of Report text.

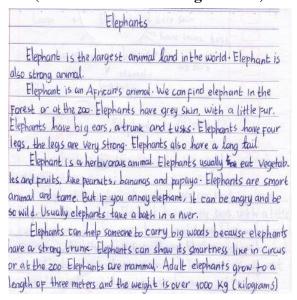**Text 2.1 Report Text about Elephant (Draft/Middle-Achieving Student)**

Text 2.2 Report Text about Elephant (Final/Middle-Achieving Student)

Text 2.1 and Text 2.2 show a tidy schematic structure of Report text. The student wrote a compact information in the

texts. Text 2.1 and Text 2.2 consist of four paragraphs in which the first paragraph belongs to the general classification of elephant; the second paragraph is the description of the physical appearance of elephant; the third paragraph explains the behaviour of elephant; and the last paragraph describes the quality of elephant. From all paragraphs, the student has already shown the relation between the ideas in the paragraphs. The explicit teaching again proves its importance to make students understand certain text types. Not only is explicit teaching needed by low-achievers, but also is by middle- and high-achievers.

Writing well-organized paragraphs has been mastered by the student and it is in line with what the Linguistics and Education Research Network suggests that "the schematic stages of Report always begin with a new paragraph" (1990, p. 30) and the ideas in every paragraph was new, or in other words, exposed new description of elephant as informed by the Linguistic and Education Research Network (1990, p. 30) that "different types/kinds of information are introduced in new paragraphs."

The implementation of modelling stage, to some extent and to most students, was beneficial in introducing the model of the text type, making students familiar with how *report text* was structured, and showing how *report text* organization was developed to achieve the social purpose (Yan, 2005). The information in both texts is clear. The general classification in Text 2.1 creates "definition and … other relevant information" (Christie, 2005, p. 159) which is the characteristic of Report text.

Moreover, both texts have coherent paragraphs. As echoed by Eggins (1994), there are two types of coherence in a good text: situational and generic coherences. Both texts can show the situation coherence because every paragraph describes specific characteristics of elephant or the topic

(field) of the phenomenon (Emilia, 2012, p. 9). For the generic coherence, both texts achieve this since the texts can be easily identified as *report text* from the schematic structure and linguistic features (Eggins, 1994). Additionally, the cohesion is attained since the student could relate each part of the information in the texts to another and it creates good interpretation of elephant.

In terms of the linguistic features of the text, Text 2.1 presents facts about elephant by using descriptive language as suggested by Derewianka (1990). However, there are still inappropriate linguistic features in Text 2.1. Basically, the information that was put forward in the text was contextual, meaningful, and understandable as suggested by Anderson and Anderson (1997), but the student in Text 2.1 used improper relational process or linking verb as in "*elephant have grey skin…*" Also, another S-V agreement was used incorrectly in "*elephant usually eat…*" which could have been written "*elephant usually eats…*" The inconsistency of modality verb was occurred. The student wrote "*elephant can help…*" and "*elephant can study with good*" which are acceptable but the student wrote "*elephant can showing…*" which is wrong.

Nevertheless, through peer feedback, whole-class feedback, and one-on-one feedback by the researcher, the student showed a very positive progress in Text 2.1. The linguistic features were developed in the final text. From peer feedback, the general classification was corrected by another student by writing on the top of the incorrect phrases "*the largest*" and the student used that to correct the writing. It proves that the constraints of peer feedback that the uncertainty about the validity of peer feedback (Ferris & Hedgcock, 2005, p. 227) is rejected. The student used what another student suggested to improve the quality of the text. One-on-one conference with the teacher helped the student develop knowledge of certain linguistic features

without putting aside what the student had already been able to use.

The student used familiar technical words related to elephant such as "*trunk*" and "*tusks*" which the student got from dictionary as well as technical words like "*herbivorous*" and "*tame*" which are related to technical terms in animals, specifically for elephants, as suggested by Linguistic and Education Research Network (1990), Anderson and Anderson (1997), and Emilia (2012). The exposures of modelling stage in PGA to the middle-achievers were beneficial in helping them recognize and identify the schematic structures of Report text prior to writing activity.

Different from texts produced by the middle-achiever, texts from low-achieving student are still basic or even are still dissatisfactory. The low-achiever made the texts in lines rather than in paragraphs. The texts are disorganized since no clear general classification and description paragraphs provided. This finding supports the belief that explicit teaching on individual is required to help improve low-achieving students' writing products (See Emilia, 2008).

Although being written in unsystematic paragraphs, the function to explain "a classification of the phenomena" (Emilia, 2012, p. 87) or to tell "what the phenomenon under discussion is . . . may include a definition, classification, or brief description" (Gerot & Wignell, 1994, p. 196) was achieved. The low-achiever is still unable to create choices about the words and how they put them together. However, the low-achiever texts can tell general information about dog instead of being specific as in *descriptive text* (Emilia, 2012) such as "*My Dog*" or "*Roger is My Dog.*"

To some extent, the low-achieving student has already comprehended that the topic under discussion is (dog) and what the phenomenon under discussion is like (Gerot & Wignell, 1994) such as habits,

quality, and physical appearance. Although the texts are short in terms of ideas, the student could use relational processes describing having and being. Due to the time limitation of the research, it was not successful to address the problems faced by the low-achieving students. Therefore, it is expected that future research can concern the longer administration of modelling stage by eliminating the building knowledge of the field or skipping the JCoT stage as proposed by Emilia (2008; 2012). It also shows that the low-achievers still need direction to identify schematic structure of *report text* in the modelling stage and how it is implemented in the independent construction stage to help them realize that a text consists of coherent paragraphs not lines.

From low-achieving student's writing products, it has been addressed that the student needs more exposures during the modelling stage. As figured out in the previous sections, the implementation of PGA was appropriate and successful, even though problems still occur for the low-achieving student. The time limitation of the research and school regulation burdened the researcher to conduct more modelling stages as the JCoT could be left out. Therefore, it is necessary to check students' understanding individually by approaching the student personally and have them exercise more.

CONCLUSION
This single case study research has investigated the implementation of PGA to teaching writing *report text* in one state senior high school in Bandung. Also, this study is aimed at exploring whether process-genre approach (PGA) teaching steps develop senior high students' writing skills of *report text* based on schematic structures and linguistic features analysis. Thus, several conclusions are drawn as in the following:

It gave the researcher an experience in conducting PGA in the classroom. A better

understanding was gained through administering the principles of teaching steps in PGA that the approach is still relevant to the English curriculum because students are still required to write different text types. Then, since every student is a unique individual with his/her own distinct abilities, it is needed to check individual's accomplishments to help them prepare better for the writing activity in JCoT and ICoT.

Furthermore, as mentioned by Badger and White (2000), the underlying frameworks of genre-based and process-based approaches are complementary rather than contradictory to teach students writing any different text types. Besides, PGA is used not only to improve students' writing ability in general but other students' language skills were also facilitated (Emilia, 2012).

Concerning the bilingual teaching method, this study supports previous research because all students understood and responded fast to the materials if the teacher used both languages in delivering certain inputs. While for the process of writing, the majority of students were assisted to the recurring activities to their writing products when doing peer feedback and conference. They could know what to improve from the feedback, especially from one-on-one feedback from the teacher.

Although the study found dissatisfactory results, several aspects have to be considered by the teachers who want to implement process-genre based approach in the big classroom as found in the study. The big classes make teachers hard to correct all students' writing products, although peer feedback occurs. In addition to big classes, other big issues that might impede the implementation of the approach are the varied topics, materials, and skills that teachers have to pursue in one academic year. The varied topics, materials, and skills to pursue are so complex that may not lead teachers to implement process-genre based approach

comprehensively and detailed. Therefore, teachers' comprehensive knowledge and understanding towards the concept of process-genre based approach as well as the topics and materials are truly required as the determiner of the successful learning in the classroom.

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