

**THE EFFECTIVENESS OF PROCESS-GENRE APPROACH  
IN TEACHING WRITING AT THE EIGHTH GRADE STUDENTS  
OF SMPN 1 NGADILUWIH**

**THESIS**

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**THE EFFECTIVENESS OF PROCESS-GENRE APPROACH  
IN TEACHING WRITING AT THE EIGHTH GRADE STUDENTS OF  
SMPN 1 NGADILUWIH**

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Bersama ini terlampir satu berkas naskah skripsi dengan harapan dalam waktu yang telah di tentukan dapat di ujikan dalam sidang munaqosah.

Demikian harap maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya sesuai dengan beberapa petunjuk dan tuntunan yang telah diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 19 Juli 2014 dapat menerima dan menyetujui hasil perbaikannya.

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## RATIFICATION SHEET

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# **MOTTO**

**“You are today where your thoughts have brought you, you will be tomorrow where your thoughts take you.”**

**(James Allen)**

## DEDICATION

All praises are due to Allah SWT for His mercies and blessings that have been given to me to finish this thesis.

I devote this thesis for my beloved parents who always support and become my inspiration in my life. With my deepest compliment for them, I can only pray “*Allahummaghfirlanaa waliwalidaina warhamhuma kamaa rabbayaani shoghiro*”.

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## ABSTRACT

**Alfu Laili.** 2014. "The effectiveness of *Process-Genre Approach* In Teaching Writing At The Eighth Grade Students of SMPN 1 Ngadiluwih", English Department, Faculty of Education, State College for Islamic Studies (STAIN) Kediri. Advisors: (1) Dr. Ary Setya Budhi Ningrum, M.Pd, (2) Sri Wahyuni, M.Pd.

**Key Words:** Effectiveness, Writing, Process-Genre Approach

The objective of this research is to know whether the students taught using Process-Genre Approach have better writing skill especially recount text than the students taught by non-Process-Genre Approach. In order to achieve the objective of the research, the researcher designs an experimental research.

The subject of the research is the students at the eighth grade of SMPN 1 Ngadiluwih. The research design is quasi-experimental design. It is done by comparing two groups, experimental and control groups. Every group consists of 30 students. The experimental class is conducted at 8A taught using Process-Genre Approach, and the control class is conducted at 8B taught using non-Process-Genre Approach. In this study, the researcher gave pre-test and post-test. Then, the result of the test was calculated by using ANCOVA through SPSS 21.0.

In the result of pre-test, the mean score of the experimental group is 60.20, and the control group is 63.47. In the post-test, the mean score of the experimental group is 75.03 while the control group is 73.27. Then the result of ANCOVA shows that the distribution of dependent variable is normal that is  $p(0.072) > \alpha(0.05)$ . Then, the homogeneity variance of both groups is equal that is  $p(0.068) > \alpha(0.05)$ . There is no interaction between pre-test and group, as evidenced by  $p(0.0162) > \alpha(0.05)$ , and there is relationship between post-test and pre-test, as evidenced by  $p(0.013) < \alpha(0.05)$ . In the test result of between-subject effect, the significant is less than 0.05,  $P(0.000) < \alpha(0.05)$ . From the result, we have enough evidence to reject the null hypothesis. So, it can be concluded that using Process-Genre Approach is effective in teaching writing to the eighth grade students of SMPN 1 Ngadiluwih.



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Finally, the writer hopes this thesis provides advantages for readers.

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Kediri, July 10<sup>th</sup> 2014

The Writer

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