

genre has different purpose, schematic structure and certain linguistics characteristic. Genre of the text is partly determined by the culture in which the text it used. Derewianka (cited in Rahayu) states that “Different cultures achieve particular purpose in the text through language in different ways”.³⁵ It means that the text differs not only in term of their purpose but also in the particular situation in which they are being used. The examples of English writing genres are recount, descriptive, discussion, procedure and narrative.

To differentiate one genre from the other, the students can analyze them through the purpose, schematic structure and certain linguistic characteristic. In short, each English writing genre could be characterized from its purpose as summarized as follows.³⁶ *Recount* genre aims to tell the readers what happened in the past through sequence of event (Orientation-Events-Evaluation). Meanwhile, the aim of *descriptive* text is to describe a particular things or person (identification-Description). The purpose of *Discussion* is to present information and opinions about some issue or events from several point of view (Title-Issue-Argument—Elaboration-Argument-Elaboration-Conclusion). The aim of *Procedure* is to tell how to do something (Goal-Step in sequence) while *Narrative* tries to amuse the readers (Orientation-Complication-Resolution).

³⁵ Indah Muji Rahayu, *The use of documentary portofolio assessment to measure the students' growth and accomliment narrative writing*, op.cit., p. 14

³⁶ Patricia A.Richard and Marguriete Ann Snow, *Academic Success for English Language Learners*, op.cit., p. 282

explore their knowledge in English writing. Furthermore, they can discuss their difficulties with other friends.

- b. It stimulates the students to learn about responsibility. The paper projects usually are submitted at the end of the semester. So, the students have a reasonable timeframe and more freedom to finish their assessment project. Having the freedom, the students are encouraged to take the responsibility to self organize and self manage their projects. This can reinforce students' motivation.
- c. Paper project assessment enables the students experience the real process of writing by 'actually' going through and doing every step in English writing themselves.
- d. It can develop the students' initiatives and creativity. The paper project needs the creativity to finish it; inevitably, the students have to explore their creativity in order to be able to submit it as an assessment to the teacher. For example they must use the authentic story from their informant, they must present their paper in an interesting form, with a picture which supports their story so the paper has the authentic prove and attractive to read. And they can produce the essential question to the informant and so on.
- e. The project can build the relation between education and environment. The project is conducted outside the classroom. It lets the students to observe

