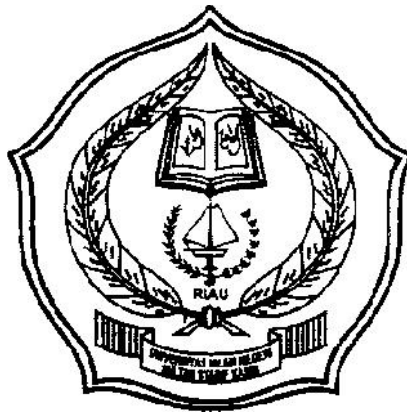


**THE EFFECT OF USING GENRE-BASED APPROACH TOWARD  
STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT  
THE SECOND YEAR OF STATE JUNIOR HIGH  
SCHOOL 1 TAMBANG DISTRICT  
OF KAMPAR REGENCY**



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1433 H/2012 M**

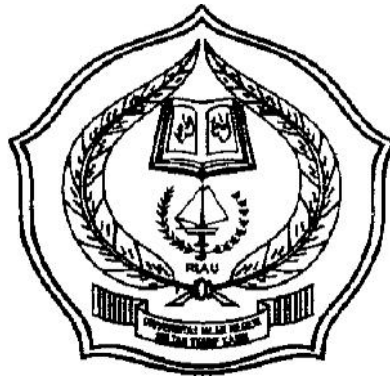
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A Thesis

Submitted to Fulfill One of Requirements

For Undergraduate Degree in English Education

(S.Pd.)



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## ABSTRACT

**Ria Asteria (2011) : The Effect of Using Genre-Based Approach toward Students' Ability in Writing Recount Text at the Second Year of State Junior High school 1 Tambang District of Kampar Regency**

Many problems in learning English included in writing a text are faced by some of the second year students of SMPN 1 Tambang. It can be seen from the unsatisfactory writing score and some problems that the students confront in writing. The students get difficulty in sharing their ideas into a writing form. They do not know how to use the appropriate grammar in their writing, and they have lack of vocabulary. Therefore, the researcher is interested in conducted this research.

The research was conducted for the purpose of finding out the students' ability in writing recount text taught by using genre-based approach, finding out the students' ability in writing recount text taught by using conventional technique and also finding out whether or not there is significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not at the second year of SMPN 1 Tambang.

The subject of the research was second year students of SMPN 1 Tambang and the object of the research was the effect of using genre-based approach toward students' ability in writing recount text. The population of the research was all of the second year students of SMPN 1 Tambang, the total number of the population was 60 students. The technique used in taking the sample was cluster random sampling technique. This research is quasi experimental research. The instrument of the research was test, consist of pre-test and post-test, for both experimental and control class. The writing test was scored using ESL composition profile. In analyzing the data the researcher used independent sample T-test. The researcher used the SPSS version 16.0 to analyze the data.

Finally, this research found that after analyzed data by using independent sample T-test, the value is 3.922, which is greater than t-table at 5% (2.02) and 1% (2.72) grade of significance. Its means, there is significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not at the second year of SMPN 1 Tambang district of Kampar Regency

The researcher concluded that using genre-based approach is suitable used as one of way in teaching writing in order to increase students' ability to write a text effectively.

## ABSTRAK

### **Ria Asteria (2011): Pengaruh dari Penggunaan Pendekatan Genre-Based terhadap Kemampuan Siswa dalam Menulis Teks Recount pada Kelas Dua Sekolah Menengah Pertama Negeri 1 Kecamatan Tambang Kabupaten Kampar**

Banyak masalah di hadapi siswa kelas dua SMPN 1 Tambang dalam belajar bahasa Inggris, termasuk masalah dalam menulis teks berbahasa Inggris. Hal ini dapat dilihat dari nilai menulis siswa yang tidak memuaskan dan beberapa masalah-masalah yang siswa hadapi dalam menulis. Siswa kesulitan menuangkan ide-ide mereka dalam sebuah tulisan. Mereka tidak tahu tata bahasa yang tepat dalam tulisan mereka, kosakata mereka terbatas. Oleh karena itu peneliti tertarik melaksanakan penelitian ini.

Tujuan dari penelitian ini, yaitu untuk mengetahui kemampuan menulis teks *recount* siswa kelas dua SMPN 1 Tambang yang diajarkan dengan menggunakan *genre-based approach*, untuk mengetahui kemampuan menulis teks *recount* siswa kelas dua SMPN 1 Tambang yang diajarkan dengan menggunakan pendekatan biasa dan untuk mengetahui apakah terdapat perbedaan yang signifikan pada kemampuan siswa dalam menulis teks *recount* antara siswa-siswa yang diajarkan dengan menggunakan *genre-based approach* dengan siswa-siswa yang diajarkan dengan menggunakan pendekatan biasa.

Subjek penelitian ini adalah semua siswa kelas dua di SMPN 1 Tambang dan objeknya adalah efek dari penggunaan *genre-based approach* terhadap kemampuan siswa dalam menulis teks *recount*. Populasi dari penelitian ini adalah seluruh siswa kelas dua SMPN 1 Tambang. Jumlah total populasi yaitu 60 siswa. Teknik pengambilan sampel yang digunakan adalah *klaster random sampling* teknik. Penelitian ini adalah penelitian *quasi experiment*. Teknik pengumpulan data yang digunakan adalah *test (pre-test dan post-test)* untuk kelas *eksperimental* dan kelas *kontrol*. *Test* menulis akan dinilai dengan *ESL composition profile*. Untuk menganalisis data peneliti menggunakan rumus *Independent sample T-test*. Peneliti menggunakan SPSS versi 16.0 dalam menganalisis data.

Akhirnya, penelitian ini menemukan bahwa setelah data dianalisa menggunakan rumus *Independen sampel-test*, diketahui bahwa nilai *t* adalah 3.922. Nilai tersebut lebih besar nilainya dari *t-tabel* pada taraf signifikan 5% (2.02) dan taraf signifikan 1% (2.72). Dapat disimpulkan bahwa ada perbedaan yang signifikan terhadap kemampuan siswa dalam menulis teks *recount* antara siswa yang diajarkan dengan menggunakan *genre-based approach* dan yang diajarkan dengan pendekatan biasa pada siswa kelas dua SMPN 1 Tambang kabupaten Kampar.

Peneliti menyimpulkan bahwa penggunaan *genre-based approach* cocok digunakan sebagai salah satu cara untuk meningkatkan kemampuan siswa dalam menulis sebuah teks secara efektif.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Writing skill is one of the four English language skills in addition to listening, speaking and reading. In reality, people always communicate to each other. They not only communicate with spoken language but also communicate in written language. It is one of the reasons why the people need to master writing skill well. Writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. Most contexts of life such as school, the workplace, and the community call for some level of writing skill.<sup>1</sup> Therefore, nowadays writing is important skill to be mastered.

Writing is not easy for most of the students, because there are many aspects to be considered in writing such as, choice of words, grammar, punctuation, spelling, coherence and still many others. As the productive skill, writing is created through ideas developed into paragraph, text, essay, etc. There is no doubt that writing is the most difficult skill for L2 learner to master. The difficulty lies in generating and organizing idea. The skills involved in writing are very complex.<sup>2</sup> Based on the quotation above, it is clear that writing is seen as difficult skill for the learner,

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<sup>1</sup>.Steve Graham and Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescent in Middle and High School*, New York, Alliance for Excellent Education, 2007, p.9.

<sup>2</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, USA, Cambridge University Press, 2002, p. 303.

especially for the learner of English as foreign language. The same tone is also stated by Heaton, he says, the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.<sup>3</sup>

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of the skills in English mastery that must be taught and learned in junior high school. SMPN 1 Tambang is one of the schools that also apply school based curriculum (KTSP) as guidance in teaching and learning process. English is taught three times a week with time duration about 40 minutes for one hour in teaching learning process.

In Syllabus of school Based Curriculum (KTSP) at the second grade, for the first semester, the basic competence of writing English refers to express the meaning and rhetoric step in a short simple essay by using kind of written language accurately, fluently and acceptable to interact in environment in the form of descriptive text and recount text.<sup>4</sup> It means that after learning the lesson, the students are expected to be able to write the text taught in that lesson.

Based on the preliminary research of the researcher in SMPN 1 Tambang, the researcher found many problems in learning English faced by the second year students of SMPN 1 Tambang, included in writing a recount text. The second year students of SMPN 1 Tambang have been learning English since they were at 2<sup>th</sup> grade

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<sup>3</sup> J. B. Heaton, *Writing English Language Test*, London, Longman Group Publisher, 1991, p. 135.

<sup>4</sup> Tim Penyusun, *Silabus SMPN 1 Tambang 2010/2011*, Pekanbaru, Unpublished, 2011.

of elementary school. The second year students also have been taught and introduced with many kinds of text such as narrative, descriptive and procedure since they were at the 1<sup>st</sup> year of Junior high school. In order to increase students' writing ability, teachers also use some strategies in teaching, such as using the real object as a medium to guide students in writing genre-text. This possibility describes that ideally, the second year students of SMPN 1 Tambang should be able to write the text well. In short, they have no problem with their abilities in writing a text. But in fact, it is still far from the target of the curriculum. Writing is the most difficult skill for some of the students at SMPN 1 Tambang. It can be seen from the unsatisfactory writing score and some problems that the students confront in writing. Writing has the lowest scores compared to the other three language skills. Furthermore, it is hard for the students to get ideas. They do not know how to use the appropriate grammar in their writing, they do not know what to write to develop the topic. Besides, they also have difficulty in composing a correct sentence.

The problems of the students can be seen in the following phenomena:

1. Although some of the students' English achievement were good, but they were not accustomed to practicing their writing.
2. Although some of the students were often read English text, but they did not have enough English vocabulary.
3. Although some of the students have motivation to write, but they have lack of grammar mastery, they make wrong choice of word, misspelling of word, etc in their writing.

4. Although some of the students have ideas in their mind, but they cannot develop their ideas in writing.
5. Some of the students get difficulties in writing a text.
6. Although some of the students' were willing to study English, but they ability in writing were low.

Based on the phenomena above, the ability to write texts is a serious problem for some of the second year students of SMPN 1 Tambang, so it is important to choose appropriate way to help the students easy to write a text. According to Sideway, students' writing often goes wrong is not because of surface errors such as spelling or the inappropriate choice of vocabulary, but because they are not abiding by the conventions of the genre in some way.<sup>5</sup> In fact, may be mixing two types of genre in the same piece of writing, or students may produce a text which seems to be a recognizable genre not including all the necessary components. For example, students write a narrative that includes an orientation, an initiation and a resolution of the events, but there is no complication that is very crucial in narrative text- nothing dramatic or unexpected happens in the story.

Genre-based approach is an appropriate way in teaching writing. Teaching and learning around text genres has become increasingly influence in mainstream ELT in a number of situations, including primary, secondary, tertiary, professional and community teaching contexts, involving native speakers of English as well as

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<sup>5</sup>Richard Sideway, *The Genre-Based Approach to Teaching Writing*, <https://www.ed2go.com/Classroom/Lessons.aspx?lesson=1&chpt=3&term=Method&classroom=S%2B18bPhnRDPiVmr7kYxWi%2F1J131bP7BF5cs9j%2FvccCA%3D>, p.2. Retrieved on March, 4. 2011.

ESL and EFL learners.<sup>6</sup> By using genre-based approach, the learners will be easy and directed to write a text because they are accustomed to using tenses, grammatical structure used in the text that they write. A genre-based approach provides students with ample opportunities to become aware of the different purposes of written communication and the different ways of information that are organized in written texts.<sup>7</sup>

While teaching writing in conventional technique is dominated by lecturing technique that make some of students feel bore.<sup>8</sup> The steps in conventional technique are teacher explains about purpose, rhetorical way, tenses in recount text, and ask students whether they understand or not about teacher's explanation. Students do some exercises from text book. Finally, teacher asks the students to write a text.<sup>9</sup>

One of the texts taught for the second year students of Junior high school is recount. Recount is a text which retells events or experiences in the past. Derewianka identified three types of recount text, namely personal recount, factual recount, and imaginative recount. Personal recount exposes an event in which the writer or the

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<sup>6</sup>Benedict Lin, *Genre-based Teaching and Vygotskian Principles in EFL: The Case of a University Writing Course*, Asian EFL Journal Vol.8, <http://www.asian-efl-journal.com/sept06/bl.php>, 2006, p.1, Retrieved on March, 23th 2011.

<sup>7</sup> Jack .C Richards and Willy A. Renandya, **Op.Cit.**, p. 304.

<sup>8</sup> Nurdin Somantri, *Penerapan Metode Simulasi Tematis untuk Peningkatan Kemampuan Bahasa Inggris Siswa*, <http://re-searchengines.com/nsomantri2.html>, Retrieved on December, 29<sup>th</sup> 2011, p.8.

<sup>9</sup> Sulastrri, *Peningkatan Keterampilan Menulis Discussion Text Berdasarkan Konsep the Genre Based Approach pada Siswa Kelas XII IPA 3 SMA Negeri 1 Surakarta*, Unpublished Master Thesis, Surakarta, Universitas Muhammadiyah Surakarta, 2010, p.6.

author got involved or acted in the event himself. Daily funny accidents, entries of diary, etc are the example of personal recount.<sup>10</sup>

Based on the description and phenomena above, so the researcher is interested in carrying out a research, entitled **The Effect of Using Genre-Based Approach toward Students' Ability in Writing Recount text at the Second Year of State Junior High School 1 Tambang.**

### **B. The Reason of Choosing the Title**

- a. The problems of the research are very interesting to be investigated in term of teaching and learning writing as EFL class.
- b. The topic is relevant to the researcher as an English student of the English education department of state Islamic University SUSKA Riau.
- c. As far as the researcher is concerned, this research title has never been investigated yet by any researcher.

### **C. The Problem**

#### **1. The Identification of the Problem**

- a. Why are not some of the students accustomed to practicing their writing although they were good?
- b. Why do not some of the students have enough vocabulary although they are often read English text?

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<sup>10</sup>Derewienka, *Recount Text*, [Http://english-text.blogspot.com](http://english-text.blogspot.com), 1990, p. 1, Retrieved on March, 13<sup>th</sup>.2011.



- c. What factors cause the students make mistakes in grammatical devices, wrong choice of word, misspelling of word, etc in their writing performance?
- d. Why cannot some of the students develop their ideas to write a text although they have ideas in their mind?
- e. Why do some of the students get difficulties in writing recount text?
- f. Why do some of the students have low ability in writing although they were willing to study English?
- g. How is students' ability in writing recount text taught by using genre-based approach?
- h. How is students' ability in writing recount text taught by using conventional technique?
- i. Is there any significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not?

## **2. The Limitation of the Problem**

In order to focus on the topic, it is necessary to limit the problem. The researcher focuses this research on the effect of using genre-based approach toward students' ability in writing recount text at the second year of SMPN 1 Tambang.

### **3. The Formulation of the Problem**

Based on the limitation of the problem, the problems of this research are formulated as follows:

1. How is students' ability in writing recount text taught by using genre-based approach?
2. How is students' ability in writing recount text taught by using conventional technique?
3. Is there any significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not?

### **D. The Objective and Significance of the Research**

#### **1. The Objective of the Research**

The objectives of this research are as follows:

- a. To find out the students' ability in writing recount text taught by using genre-based approach.
- b. To find out the students' ability in writing recount text taught by using conventional technique.
- c. To obtain the significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not at the second year of SMPN 1 Tambang.

## 2. The Significance of the Research

- a. Theoretically, the finding of this research can develop the method of teaching English as foreign language especially in writing skill.
- b. Practically, these research finding are expected to give positive contributions and information to the researcher herself as the researcher in acquiring her knowledge in the field of educational research.
- c. Fulfilling one of the requirements to finish Researcher's study in State Islamic University of Sultan Syarif Kasim Riau.
- d. These research findings are also expected to provide the students and the teachers of English at SMPN 1 Tambang, especially on the information of learning writing recount text.
- e. These research findings are also expected to provide the readers or those who are related to the process of English language teaching and learning with the information of both theories and practice informatively.

## E. The Definition of the Term

### 1. Effect

Change that something or somebody causes in something or somebody else, or result.<sup>11</sup> In this research, effect refers to the effect of using genre-based approach toward students' ability in writing recount text.

### 2. Genre

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<sup>11</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English, Seventh Edition*, New York, Oxford University Press, 2005, p.138.

A particular class of speech events which are considered by the speech community as being of the same type.<sup>12</sup> In this research, 'genre' refer the text types according to its' social purpose, text structure and language feature.

### 3. Approach

A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning.<sup>13</sup> In this research, approach refers to genre-based approach that is a kind approach that introduces a type of writing text with particular styles.

### 4. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interacts with the message.<sup>14</sup> In this research, it refers to students' ability in writing a text, particularly in the form of recount text.

### 5. Recount

Telling somebody about something, especially for something you have experienced.<sup>15</sup> Recount in this research is focused on students' experience.

### 6. Text

A piece of spoken or written language. A text may be considered from the point of view of its structure and/or its function, e.g. warning, instruction.<sup>16</sup>

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<sup>12</sup> Jack C Richards. et al, *Longman Dictionary of Language Teaching and Applied Linguistics*, United Kingdom , Longman, 1992, p. 156.

<sup>13</sup> Harold B. Allen and Russel N. Campbell, *Teaching English as a Second Language*, USA, McGraw-Hill, inc, 1972, p.4.

<sup>14</sup> SIL International, "What are Writing Skills?" Version 4. 1999, [www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm](http://www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm), p.1, Retrieved on Mei 2011.

<sup>15</sup> Oxford learner's Pocket Dictionary, **Op. Cit.**, p. 359.

<sup>16</sup> Jack C Richards et al, **Op.Cit.**, p. 378.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

Writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.<sup>1</sup> Writing as lifetime skill serves four crucial, enduring purposes for the learners, there are as follows:

- a. Writing is essential form of communication, through writing, we express our ideas, plan, recommendations, values and commitment. We explain to other about what we believe and understand.
- b. Writing is for critical thinking and problem solving. Writing can help us discover gaps in our understanding and flaws in our thinking. It becomes a way of defining ourselves and our problem, or clarifying our knowledge and our idea, of understanding and solving the problem.
- c. As means for self actualization. It is also a way of discovering and developing ourselves. Writing can help us to achieve personal goal. Therefore, besides being an external activity through which we communicate with others, writing also serve our inner selves.
- d. Writing helps us control our personal environments. Developing writing skill can foster the non native speakers' ability to manipulate language

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<sup>1</sup> Widdowson, *Definition of Writing Ability*, [Http://Teachingenglishonline.Net/Definition-Of-Writing-Ability/#More-25](http://Teachingenglishonline.Net/Definition-Of-Writing-Ability/#More-25), 1987, p.1. Retrieved on April 12th, 2010.

skill to meet daily needs, since writing enable writers to look within themselves to clarify ideas, attitudes and beliefs. <sup>2</sup>

Oshima and Hogue in Syafi'i state that in academic writing, we need to concern about these three points:

a. Audience

Reid in Syafi'i views audience as an essential concept for all writers. Writers, of course choose their subject and their method of presenting the material (diction, sentence structure and organization) according to who will read the finished product.

b. Tone

Tone refers to depiction of writers' attitude toward the subject he/she is working with, the choice of words he/she is wording, the use of grammatical structures he/she is employing, and even the length of sentences he/she is using to communicate her/his intended meaning in particular writing assignment. Simon & Schuster state tone is the subtle attitude you communicate about your subject when you write. <sup>3</sup>

c. Purpose

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<sup>2</sup> J. B. Hughey, et. al, *Teaching ESL Composition: Principle and Techniques*, London, Newbury House Publisher, 1983, p. 33.

<sup>3</sup> Simon & Schuster, *Essay Writing Step-by Step*, New York, Newsweek inc, 2003, p.71.

No matter what kind of writing the students do, they should have a specific and clear objective.<sup>4</sup> Reid states that there are several general purposes for writing:

1. To explain or educate.
2. To entertain or amuse.
3. To persuade or convince.<sup>5</sup>

In addition, considering tone, purpose and audience determine whether or not to use formal or informal language.<sup>6</sup> Besides purpose, tone and audience, the students need five components to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective writing:

- a. Content: The ability to think creatively and develop though, excluding all irrelevant information.
- b. Organization: An idea should be clearly stated, well organized, logically sequenced and cohesive.
- c. Vocabulary: In writing composition, there should be sophisticated range, effective word, idiom, word choice used.

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<sup>4</sup> M. Syafi'i, Fauzan ansyari & Jonri Kasdi, *The Effective Paragraph Developments; The Process of Writing for Classroom Settings*, Pekanbaru, LBSI, 2007, p. 110.

<sup>5</sup>Joy M Reid, *The Process of Composition. 2<sup>nd</sup> ed*, Colorado, Prentice Hall Regents Englewood Clifts, 1983, p. 23.

<sup>6</sup> Simon and Schuster. **Op.Cit.**, p. 81.



- d. Language use: Effective complex construction, few errors of agreement and order article. Grammar of a language description of speaking and writing habits of the people use it.
- e. Mechanics: The mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.<sup>7</sup>

Writing is not the only activity that combines words, writing is a process repeated, namely process of revising and rewriting. Heaton states, “the writing skills are complex and sometimes difficult to teach, requiring mastery not only for grammatical and rhetorical devices but also the conceptual and judgmental elements.”<sup>8</sup> Some learners are able to say what they want to write but they have difficulty in putting it into written form. That is, they have problems in translating their ideas into text and they lack fluency in turning ideas to text. A possible cause is the difference between the writing systems of the learners’ first language and the second language.<sup>9</sup> Learning to write does not just involve learning to use orthographic symbols, but primarily learning how to select and organize experience according to certain purpose. When writing, the students must keep in mind about their purpose, and also think about the facts they need to select and think about how to organize those fact coherently.<sup>10</sup>

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<sup>7</sup> J. B. Hughey, et.al, **Op.Cit.**, p. 140.

<sup>8</sup> J. B. Heaton, *Writing English Language Test*, London, Longman Group Publisher, 1991, p.135.

<sup>9</sup> I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, New York, Routledge, 2009, p.119.

<sup>10</sup> Harold B. Allen and Russel N. Campbell, *Teaching English as a Second Language*, USA, McGraw-Hill, inc, 1972, p. 200.

In addition, Vygotsky in Hughey et.al, state writing is different from speech in several ways. It is different from speech in both structural and mode of function. Certain psychological, linguistic and cognitive factors make writing more complex and difficult discourse medium than speaking for most people in both native and second language.<sup>11</sup>

From the theorist stated above, it can be concluded that writing is one of the communication tools. In other words, writing plays an important role in communicating to each other. It is a form of thinking for a particular audience and for a particular occasion. Writing is a complex skill and also as a medium in which the writer's thoughts and the ideas are organized in sentences to paragraphs and essay. Besides, grammar, vocabulary, mechanics, organization are the important aspects that should be considered in writing composition. Therefore, teaching writing skill in classroom is not a simple thing.

## **2. Students' Ability in Writing**

Ability is a potential or capacity to do something, physical or mental.<sup>12</sup> Longman states ability is the power or knowledge to do something. Based on the statement above, ability is the power of understanding a matter that involves both mental and physical. It refers to the students after he/ she is getting some experiences through learning.

Brown states that the characteristics of good learner that have ability are:

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<sup>11</sup> J. B. Hughey, et.al. **Op.Cit.**, p.3.

<sup>12</sup> A. S. Hornby, *Oxford Advanced Learner's Dictionary*, Oxford, Oxford University Press, 1982, p. 2.

- a. Find their own way, taking charge of their learning.
- b. Are creative, developing a feel for the language by experimenting with its grammar and words.
- c. Use mnemonics and other memory strategies to recall what has been learned.
- d. Learn to make intelligent guesses.
- e. Learn certain production strategies to fill in gaps their own ability.
- f. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.<sup>13</sup>

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Nunan in Vera states, writing at the sentence level, these include control of content, format, sentence, vocabulary, punctuation, spelling and letter information. Beyond sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.<sup>14</sup> Based on the definition above, we know that writing is more complex than other language skills. There are some characteristics of a good writing. The whole of those characteristic will make our writing become a good composition.

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<sup>13</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, New York, Addison Wesley Longman inc, 2000, p. 123.

<sup>14</sup> Vera Rita, *Using Flow Chard to Increase Students' Ability in Writing Descriptive Test at the Second Year Students of Junior High School 1 Siak*, Unpublished Undergraduate Thesis, Pekanbaru, 2010, p. 12.

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols and makes other people or readers understand the ideas conveyed.<sup>15</sup> Based on the quotation above, it can be concluded that writing ability is the ability of a person to express his/her ideas, feeling, or something in his/her ideas, feeling, or something in his/her minds to others by using written language. To construct a good paragraph or text in writing, the students should have the ability. If the students do not have ability in writing, they will have difficulties in writing. In this research, the students' ability in writing recount text refers to the students' after getting some experience through learning.

### **3. The Factors that Influence Students' Writing Ability**

The influence factors of students' ability in writing cannot be separated with the influential factor of learning. Muhibbin syah says that the influenced factors in learning are as below<sup>16</sup>:

1) Internal factor

These factors came from students themselves that consist of psychological aspects such as interest, attitude, talent, intelligence and motivation.

2) External factor

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<sup>15</sup> *Definition of Writing Ability*, **Loc.Cit.**

<sup>16</sup> Muhibbin Syah, *Psikologi Belajar*, Jakarta, PT Raja Grafindo Persada, 2004, p. 144.

This factor consists of social environment such as family, friends, teacher, and societies and non-social environment, such as weather, air temperature, house, school, equipment.

Regarding to the attitude as internal factor, Hughey et al, state attitude plays a very important role in their ability to successfully develop skill in a second language. ESL students will be more successful in their attempt to write in second language if they have the above attitude toward the writing task, they are:

1. A motivation to write.
2. The belief that writing task can be accomplished.
3. A curious, questioning and open minded attitude.
4. Successful developing writers have a concern for completeness.
5. Willing to practice. Successful learners practice their craft. they write, and write and write again<sup>17</sup>

According to Langan, it is important to have the right attitude about writing. Don't be a people who think that they do not have natural talent needed to write and thinks everyone else finds writing easy. Writer's writing fails because of his/her pessimism on their ability, they imply that they simply do not have a talent for writing. The result of this attitude is that people do not do their best when they write, or even worse.<sup>18</sup>

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<sup>17</sup> J. B. Hughey, et.al, **Op. Cit.**, p. 50-51.

<sup>18</sup> John Langan, *College Writing Skills with Readings*, Fifth Ed, New York, The McGraw-Hill Companies, Inc, 2001, p. 89.

#### 4. The Nature of Genre-based Approach

Genre-based approaches, where teaching and learning focuses on the understanding and production of selected genres of texts, have been identified by Rodgers (2001) as a major trend in English language teaching (ELT) in the new millennium.<sup>19</sup> Research in teaching writing led to the Genre-based approach, which focuses on the models and key features of text written for a particular purpose.<sup>20</sup> This approach has been a response to the occasional excesses of a process approach to writing instruction. Seow states, in the process approach, a teacher typically has students follow the steps of prewriting, drafting, revising and editing before achieving the final product, and this sequence teaches students how to write.<sup>21</sup>

Badger and White in Kim state none of the process writing approach procedure is sufficiently dealt with linguistic knowledge, such as grammar and the organization of content as much as possible, the practice of writing is identical regardless of what the topic is and who the writer or reader is.<sup>22</sup> This theory is also supported by Reppen, an emphasis on the process approach disregard the importance

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<sup>19</sup> Benedict Lin, *Genre-based Teaching and Vygotskian Principles in EFL: The Case of a University Writing Course*, Asian EFL Journal Vol.8, <http://www.asian-efl-journal.com/sept06bl.php>, 2006, p.1, Retrieved on march, 23th 2011.

<sup>20</sup>Miyoun Kim, *Genre-Based Approach to Teaching Writing*, [http://web1.hpu.edu/images/GraduateStudies/TESL\\_WPS/07Kim\\_Genre\\_a17238.pdf](http://web1.hpu.edu/images/GraduateStudies/TESL_WPS/07Kim_Genre_a17238.pdf), p.33. Retrieved on February, 7<sup>th</sup> 2011.

<sup>21</sup> Jack C Richard and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, USA, Cambridge University Press, 2002, p. 304.

<sup>22</sup> Miyoun Kim, **Op.Cit.**, p. 35.

of writing form, consequently, takes power away from learner, particularly those from different language and culture background.<sup>23</sup>

Next, Kay and Dudley Evants have argued that the genre approach is more effective for learners to advance their writing skills in a second language than the process approach.<sup>24</sup> Genre approaches, focus more on the reader, and on the conventions that a piece of writing needs to follow in order to be successfully accepted by its readership.<sup>25</sup> Based on that theorist above it can be concluded that the process approach cannot cover the students' need in writing instruction about certain text features (text organization, sentence structure), so it is important to introduce genre-based approach to students.

The genre approach to language learning was first developed in Australia through the work of educational linguists and educators who have been working with disadvantaged groups of students. The approach is now widely used in all sectors of education. Talking about genre-based approach, first, we must know what genre is. The word 'genre' comes from the French (originally Latin) word for kind or class. Genre for most people is associated with the world of fiction writing, and categories

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<sup>23</sup>Randi Reppen, "A Genre-Based Approach To Content Writing Instruction", *Methodology in Language Teaching: An Anthology of Current Practice*, Jack C Richard and Willy A Renandya, USA, Cambridge University Press, 2002, p.322

<sup>24</sup> Miyoun Kim, **Loc.Cit.**

<sup>25</sup> Yanghee Kim and Jiyoung Kim, *Teaching Korean University Writing Class: Balancing the Process and the Genre Approach*, [http://www.asian-efl-journal.com/June\\_05\\_yk&jk.php](http://www.asian-efl-journal.com/June_05_yk&jk.php), 2005, Retrieved on September, 12<sup>th</sup> 2011.

such as thriller, science fiction immediately to mind.<sup>26</sup> Genre is defined as the type of text that have function as the frame of reference so that a text can be written effectively seen from the right purpose, choosing and composing elements text and also the right of grammatical pattern use.<sup>27</sup> The term genre is widely used in rhetoric, literary theory, media theory, and more recently linguistic, to refer a distinctive type of texts.<sup>28</sup>

Swales in Kim identifies a genre as “a class of communicative events, the members of which share some set of communicative purposes”. He also suggests that there are certain conventions or rules which are generally associated with the writer’s purpose. For example, personal letters tell us about ‘their writers’ private stories, film reviews, analyze movies for potential viewers, and police’s reports describe what happened.<sup>29</sup> Martin in Kim defined genre as a staged, goal-oriented, purposeful activity in which speakers engage as member of their culture.<sup>30</sup>

The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features.<sup>31</sup> According to Derewianka in Lingzu, texts differ in terms of their purpose, and different cultures

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<sup>26</sup>Richard Sideway, *The Genre-Based Approach to Teaching Writing*, <https://www.ed2go.com/Classroom/Lessons.aspx?lesson=1&chpt=3&term=Method&classroom=S%2B18bPhnRDPiVmr7kYxWi%2F1J131bP7BF5cs9j%2FvccCA%3D>, p.1. Retrieved on March, 4.2011.

<sup>27</sup> Pardiyono, *Pasti Bisa: Teaching Genre Based Writing*, Semarang, Penerbit Andi, 2008, p. 2

<sup>28</sup>Chaldler, *Genre: An Approach on the Teaching of English*, <http://lanacometorich.blogspot.com>, 2005, p. 1. Retrieved on October, 9<sup>th</sup>. 2010.

<sup>29</sup> Miyouon Kim, **Op. Cit.**, p. 34.

<sup>30</sup> **Ibid.**

<sup>31</sup> *Genre: An Approach on the Teaching of English*, **Loc.cit.**



achieve their purposes through language in different ways. Texts also differ according to particular situation in which they are being used.<sup>32</sup>

Swales and Martin in Kim state an essential viewpoint that all genre control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purpose. Therefore, the communicative purposes and structural features should be identified when genre is used in writing class.<sup>33</sup> From that point, genre gives the contribution to the language learners to use the language in appropriate way. For example, when someone wants to make text about “giving instruction”, he or she will directly think about genre procedure. In other words, when we think about this kind of text, he or she knows what word choice is that he or she will use, from what point she or he will begin, and what tense should be used.

From the information above, it can be concluded that genre is kind of text that is related to social purpose and cultural context. Studying genre means studying all aspects on the text that make the text understandable easily.

Genre-based approach is a current approach for EFL teaching in Indonesia. Genre-based approach is also called curriculum cycle technique. Genre-based approach has 2 cycles. They are oral cycle and written cycle, in written cycle focuses on the students' ability in writing. The last product of students is about written

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<sup>32</sup>Ji Lingzu, *Genre-based Approach for Teaching English Factual Writing*, <http://www.hltmag.co.uk/apr09/mart02.htm>, 2009, p. 2, Retrieved on February, 5<sup>th</sup>, 2011.

<sup>33</sup>Miyoun Kim, **Loc.Cit.**

product. Genre-based in writing cycle, is concerned with what learners do when they write.

Byram, in Kim has defined the genre approach as “a framework for language instruction based on examples of a particular genre”. The genre framework supports students’ writing with generalized, systematic guiding principles about how to produce meaningful passages.<sup>34</sup> In the genre approach, the knowledge of language is intimately attached to a social purpose, writing is mostly viewed as the students’ reproduction of text based on the genre offered by the teacher. Learners should be exposed to many examples of the same genre to develop their ability to write particular genre.<sup>35</sup> Next, in content writing instruction should focus on increasing students’ awareness of how different ways of organizing information in writing interact with the purpose of the text. This is an important step in helping students become more successful writer. By discussing features of different text types, students learn the language needed to talk about texts, begin to understand how and why texts are organized in certain ways, and are able to evaluate their own writing and increase their participation in peer editing session.<sup>36</sup>

According to Helena, in planning the lessons in foreign language education context, teachers need to start from stage as below:

1. Building Knowledge of the Field (BKOF) where teachers and students build cultural context, share experiences, discuss vocabulary, grammatical patterns

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<sup>34</sup> Miyouon Kim, **Op.Cit.**, p. 33.

<sup>35</sup> Miyouon Kim, **Op.Cit.**, p. 35.

<sup>36</sup> Randi Reppen, **Op,Cit.**, p. 322.

and so on. All of these are geared around the types of written texts and topics they are going to deal with at the second stage.

2. Modelling of Text (MOT) where students are exposed to written texts. Here students develop reading skills that are geared around a certain communicative purpose. For example, if students are expected to produce procedural texts, then, the short functional texts, conversations, and the monologues are developed with one main communicative purpose, that is, giving instruction or direction. In short, at the second stage, students read and respond to various texts with similar communicative purposes.
3. Joint Construction of Text (JCT). At this stage they try to develop written texts with their peers and with the help from the teachers.
4. After having the experience of collaborating with friends, they enter stage four called Independent Construction of Text (ICT). At this stage, students are expected to be able to write a text independently.<sup>37</sup>

Furthermore,

The classroom application of teaching English using the genre-based approach is the “teaching and learning cycle” or also referred to as “the curriculum cycle”. This cycle consists of four main stages; they are building knowledge of field, modeling of text, joint construction of text and independent construction of text. It aims to provide

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<sup>37</sup> Helena I. R. Agustien, *Genre-Based Approach and the 2004 English Curriculum*, <http://web1.hpu.edu/images/GraduateStudies/17238.pdf>, 2006, Retrieved on July 23<sup>th</sup>, 2011.

support for learners as they go through each stage of the cycle. The following elaboration of the teaching and learning cycle is adapted from Paltridge :

#### 1. Building Knowledge of the Field (BKoF)

This stage is the preparation stage. So, the first activity is to prepare student to get into the new topic of the text. Students should identify the topic of the text. The next step is to give students the experience about the content of the text. The activities can be in form of questions and answers genre texts which have been read by students. Because this is the preparation stage, teachers should enlarge the students' vocabulary as well as to make students interested in reading the text.

#### 2. Modeling of Text (MoT)

In this stage teachers give example of the text. In written cycle the activities are reading comprehension. Procedural knowledge or text organization is introduced in this stage.

#### 3. Joint Construction of the Text (JCoT)

In this stage the teachers build students self confidence in productive skills either speaking or writing. For this purpose, the teachers give opportunity to students to cooperate in pair or in group, so they can learn from others. For written cycle can be collaborative writing (Brain storming, organizing idea, drafting, revising, editing)

#### 4. Independent Construction of the Text (ICoT)

At the end of the process of teaching and learning the individual achievement should be measured. So one of the purposes of this stage is to know how far the students master the lesson individually and students must have the responsibility for their own learning. The teachers also have to try to encourage students' creativity in this stage. In this stage students should produce the text of focused genre<sup>38</sup>

Then, Hammond in Kim proposes “a wheel model of a teaching learning cycle in Genre-based approach having three phases: Modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners”. Modeling is the time when the target genre that students should construct is introduced to the students. At this stage, discussion focuses on the educational and social function of the genre, and analysis focuses on the text structure and language. Joint negotiation of text refers to the stage when learners carry out exercises which manipulate relevant language forms. It fosters a negotiating process between the teacher and the students. The independent construction of texts is the final phase, in which learners produce actual texts through activities such as choosing a topic, researching, and writing.<sup>39</sup>

Rothery's in Lingzu suggests using a genre-based approach to teaching writing that includes the following steps:

1. Introducing a genre: modeling a genre by reading to the whole class.
2. Focusing on a genre: modeling a genre explicitly by naming its stages.

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<sup>38</sup> Paltridge, *Genre Based Approach*, [Http://ana-cometorich.blogspot.com/2009/06/genre-based-approach.html](http://ana-cometorich.blogspot.com/2009/06/genre-based-approach.html) , p.3, Retrieved on September, 6<sup>th</sup> 2011.

<sup>39</sup> Miyoun Kim, **Loc.Cit.**

3. Jointly negotiating a genre: teacher and class jointly composing the genre under focus.
4. Researching: selecting material; assessing information before writing.
5. Independent construction: students individually construct the genre.<sup>40</sup>

Reppen on his study in a fifth grade public school classroom in Arizona applied modeling where they discussed particular attribute of each genre and compare and contrast genre characteristics, join text construction stage and individual construction stage.<sup>41</sup>

There are three simple stages that can be done by teacher in teaching writing by using genre-based approach efficiently:

1. Giving some models of text.
2. Discussing the structure and practice writing.
3. Self- text construction.<sup>42</sup>

Based on the theorist above, it can be concluded that through the stages in genre-based approach, students are guided to all features of genre and also given the knowledge about the purpose of genre in social context, so that by using genre-based approach, the learners will be easy and directed to write a text. Moreover, before student writes a text individually, the student gets experience in writing that text jointly with other students and under the teacher's guide.

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<sup>40</sup> Ji Lingzu, **Loc.Cit.**

<sup>41</sup> Randi Reppen, **Op.Cit.**, p.323

<sup>42</sup> Pardiyono, **Op.Cit.**, p. 68.

In addition, there are several advantages of the application of the genre approach. One of them is the students generally appreciate the models or examples showing specifically what they have to do linguistically. Swales points out, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them<sup>43</sup>. Badger and White in Kim and Kim state “The positive sides of the genre approach are that it acknowledges that writing takes place in a social situation and is a reflection of a particular purpose, and it understands that learning can happen consciously through imitation and analysis”. Then, Bhatia in Kim says, it is important for writing instructors to tie the formal and functional properties of a language together. If the rhetorical structure of content is analyzed by students in the genre approach, some common patterns can be identified in each genre. Naturally, these patterns will form a kind of background knowledge. Eventually, the prior knowledge will make it easier for students to produce acceptable structures in their writing tasks. Therefore, an assigned genre seems to serve as an influential tool for both the learning and teaching of writing. Genre-based approach facilitates clear links to the student’ purposes for writing beyond the writing classroom.<sup>44</sup>

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<sup>43</sup> Miyoun Kim, **Op.Cit.**, p. 37.

<sup>44</sup> Benedict Lin, *Genre based teaching and Vygotskian in EFL : The Case of a University Writing Course*, Asian EFL Journal, September 2006, [www.asian-efl-journal.com/Sept\\_06\\_bl.php](http://www.asian-efl-journal.com/Sept_06_bl.php), 2006, p.3, Retrieved on March, 13<sup>th</sup> 2011.

From the theories above, it can be concluded that besides useful in teaching writing in classroom, using genre based approach is also useful knowledge for the learner that can be practiced in the learners' daily life.

### **5. Using Genre-Based Approach to Improve Students' Writing Ability**

Writing is the most difficult skill for learners to master, because the skill involved in writing are very complex. Many problems that are related to their ability in writing a text are encountered by students. For example they do not know which component or organization structure must be included in a genre, and also what tense should be used.

To communicate in written language require the information, idea and message that written into a text. The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language feature. So, it is important to introduce genre-based approach to the students, because in this approach focuses on models and key feature of text written for communicative purpose, so that students notice specific configuration of that genre.

Reppen stated that "by providing students with the language to talk about texts that, they can better understand how to make a piece of writing more effective and appropriate to the communication purpose. This helps students increase their



writing skill.”<sup>45</sup> Based on that statement, genre based approach automatically increases students’ structure awareness on writing.

In the genre approach, Writing is mostly viewed as the students’ reproduction of text based on the genre offered by the teacher. Learners should be exposed to many examples of the same genre to develop their ability to write particular genre.<sup>46</sup> In Addition, Kay and Dudley in Kim state that the genre-based approach is more effective for learners to advance their writing skill.<sup>47</sup> From that theory, it can be concluded that by offering and discussing the language characteristic and organization of example of genre given before they write, can improve students’ ability to write that genre.

Genre texts explain their difference in each purpose and the rhetorical structure. In this concept, the pattern of language use is also explaining especially about tenses and sentence pattern. in order to make the reader understand the message or idea that we write, the first process needed is by knowing the communicative purpose of text, they can determine the appropriate genre for the text and also be easy to identify the rhetorical structure of the text element, this concept give huge contribution to students in developing their ability in writing a text.<sup>48</sup>

In genre-based approach, learner will be more motivated in learning writing, because within this approach, there can be many methods and techniques applied in

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<sup>45</sup>Randi Reppen, **Loc. Cit.**

<sup>46</sup>Miyoun Kim, **Op.Cit.**, p. 35.

<sup>47</sup>**Ibid.**

<sup>48</sup>Pardiyono, **Loc.Cit.**

stages of teaching learning cycle in genre-based approach before they write individually, such as jigsaw or other cooperative methods. It becomes a reason why genre-based approach is essential in improving students' writing ability.

## **6. Procedure of Teaching Using Genre-Based Approach**

In the classroom, the activities of genre approach looks like a cycle or wheel, so that it is known as the curriculum cycle.<sup>49</sup> The cycle consists of a number of stages, they are building knowledge of field, modeling of text, join construction of text and independent construction of text. The standard procedure of applying genre-based approach is as follows<sup>50</sup>:

### a. Building knowledge of field

1. Teacher gives some question related to the topic to give students the experience about the topic of the text.
2. Teacher encourages students to build up and also controls students' vocabulary relevant to the text.

### b. Modeling Text

1. Teacher introduces a model of the chosen text type.
2. Teacher and students discuss the social function of the text
3. Teacher and students discuss the schematic structure of the text.
4. Teacher and students analyze the linguistic features or grammatical patterns.

### c. Join construction

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<sup>49</sup> Gee, *Genre-Based Approach*, [Http://lana-cometorich.blogspot.com/2009/06/genre-based-approach.html](http://lana-cometorich.blogspot.com/2009/06/genre-based-approach.html), p.2, Retrieved on September, 6<sup>th</sup> 2011.

<sup>50</sup> Paltridge, **Loc.Cit.**

1. Students are divided into groups.
2. Teacher and students' group construct a text that is similar to the text that have already being learnt in the previous stage. This can take forms varying from teacher-fronted whole-class co-construction of a single text on the board, to small-group or pair construction with the teacher helping each group or pair by turn, to teacher conferencing with individual students. In the case of writing, as with process approaches, the texts may go through a few rounds of drafting, editing, and re-drafting<sup>51</sup>

d. Independent construction

Each student writes their own text of focused genre with appropriate schematic structure and grammatical patterns.

## **B. Relevant Research**

The relevant researches which have relevancy to this research are as follows:

1. The Implementation of Genre-based Approach in Learning Procedure Text to Increase Students' Liveliness (An Action Research Conducted at First Grade of SMP Negeri 18 Bekasi). This research was conducted by Untung Setyadi on 2007. This research was classroom action research in which the fundamental purpose of this research is to increase students' liveliness in Second semester at First grade of SMP Negeri 18 Bekasi by implementing genre-based approach in learning procedure text. His research findings were

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<sup>51</sup> Benedic Lin, **Op.Cit.**, p.6

the students of first grade SMP Negeri 18 Bekasi are increased in their liveliness to ask question, answer question, and give opinion. This fact proved that the implementation of genre-based approach in learning procedure text was effective for teaching learning process in Junior High School, especially in this classroom. The study also improved students' interest in English lesson. It was proved by Students' questionnaire which had increased their interest.

2. Using Genre-Based Approach to Improve the Ability in Comprehending Narrative Test of Eighth Grade Students of SMPN 4 Dumai. This research was conducted by Syamsy Tambunan in 2011. This research was classroom action research with a cycle process. He found that students succeeded to gain improvement in comprehending narrative text after taught by using genre-based approach. More than half students reached the minimum achievement criteria. And the mean of post-test was 69.00, while mean of pre-test was 46.20. He concluded that the students became active and participated during the learning process when they were taught by using Genre-based approach. The researches above give huge contribution to the researcher's research. The problem not discussed yet in the previous researches will be discussed in this research.

### **C. Operational Concept**

The operational concept is used to avoid misunderstanding about the research. By this case, it is necessary to clarify briefly the variable used in this research. There

are two variables in this research: they are Independent variable or X variable in which in this research is using genre-based approach. And the other is dependent variable or Y variable of this research is the students' ability in writing recount text.

The indicators of using genre-based approach in teaching can be seen as follows:

1. Building knowledge of field:
  - a. Teacher asks questions about the topic to give students the experience about the topic of the text.
  - b. Teacher adds the students' vocabulary relevant to the topic.
2. Modeling the text:
  - a. Teacher introduces the models of recount text to the class.
  - b. Teacher and students discuss the social function of recount text.
  - c. Teacher and students discuss the text structure of recount (generic structure and language feature).
3. Joint construction of text:
  - a. Teacher divides students into groups.
  - b. Teacher and students or students and peer write a recount text in group.
4. Independent construction of the text:

Teacher asks students to write recount text individually.

Besides, the indicators of teaching writing using conventional technique are as follows:

1. Teacher ask students to review the vocabulary of previous meeting

2. Teacher explains about purpose, rhetorical way, tenses in recount text and asks students whether they understand or not.
3. Students read silently the example of recount text and discuss the rhetoric way and language feature of recount text.
4. Students do some exercises from text book.
5. Teacher asks students to make recount text. It is begun with determine the topic sentence and followed by making supporting sentence.
6. Teacher and students make conclusion about what they had been studied.

The indicators of dependent variable (Y) are students' ability in writing recount text that can be seen as follows:

1. The students are able to write the orientation of recount text.
2. The students are able to write the events in a recount text in chronological order.
3. The students are able to write re-orientation of recount text in the form of personal comment.
4. The students are able to use past tenses in a recount text.
5. The students are able to use pronouns in a recount text.
6. The students are able to use action verbs in a recount text.
7. The students are able to use time conjunctions in a recount text.

#### **D. Assumption and Hypothesis**

##### 1. Assumption

- a. Students' writing ability is various.
- b. Teaching writing by using genre-based approach can influence students' writing ability.

##### 2. Hypotheses

- a. Ha: There is a significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not at the second year of SMPN 1 Tambang.
- b. Ho: There is no significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not at the second year of SMPN 1 Tambang.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

This research is quasi experimental research. Quasi experimental designs are used where true experiment design is not feasible. There are many situations in educational research in which it is not possible to conduct a true experiment. Neither full control over the scheduling of experimental condition nor the ability to randomize can always be realized. For instance, in research conducted in a classroom setting, it may not possible for the experimenter to assign subject randomly to groups.<sup>1</sup> The same tone is also stated by Sukardi, the quasi experiment research is the research design that mostly used in education, language research and the other research since the subjects of research are human.<sup>2</sup>

The research design used in this research was Pre and Posttest Design.<sup>3</sup> The design can be illustrated as follows:

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<sup>1</sup> Donald Ary, et.al, *Introduction to Research in Education*, 3<sup>th</sup> ed, New York, Holt Rineheart & Wintson, p. 282.

<sup>2</sup> Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*, Jakarta , Bumi Aksara, 2005, p. 16.

<sup>3</sup> John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey, Pearson Prencise Hall, 2008, p. 314.



**Table III.1**  
**Research Type**

Group	PRE-TEST	TREATMENT	POST-TEST
E	T1		T2
C	T1	X	T2

In this design, the researcher assign intact group the experimental and control treatments, administers a pretest to both groups, conduct experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups<sup>4</sup>.

This research involved two groups, they were the experimental group taught by using genre-based approach, while the control group did not. Before doing treatment, the researcher gave pre-test to all of the sample in order to find out the students' writing ability before taught by using genre-based approach. Then, there was the treatment where the researcher taught writing by using genre based approach (for experimental class), while the control group was taught without particular treatment. After treatment for six meetings, both of groups were given post test in order to find out the difference on students' ability between those students who are taught by using genre-based approach and those students who are not.

Besides, there are two variables in this research, independent variable (symbolized by X) which is using genre-based approach and the dependent variable (symbolized by Y) is the students' ability in writing recount text.

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<sup>4</sup> **Ibid**, p. 313.

## **B. The Time and Location of the Research**

This research was conducted on July 16<sup>th</sup> until August 18<sup>th</sup> 2011 at SMPN 1 Tambang, Kampar Regency.

## **C. The Subject and the Object of the Research**

The subject of this research was the second year students of SMPN 1 Tambang and the object of this research was the effect of using genre-based approach toward students' ability in writing recount text.

## **D. The Population and Sample of the Research**

### **1. The population of the Research**

The population of this research was all of the second year students of SMPN 1 Tambang. There were three classes, they were VIII.1, VIII.2 and VIII.3. The total number of population was 60 students. The number of second year students for each class at SMPN 1 Tambang can be seen below:

**Table III.2**  
**The Total Population of Second Year Students**  
**of SMPN 1 Tambang**

No	Class	Total
1	VIII.1	20
2	VIII.2	20
3	VIII.3	20
	Total	60

## **2. The Sample of the Research**

The researcher took two classes as sample based on cluster sampling. Cluster sampling technique was used when the researcher chose the sample based on certain group, place or subject of the research grouped in the same group.<sup>5</sup>

These clusters were taken to be sample in random process. The researcher wrote every second year class at SMPN 1 Tambang on a small piece of paper and put it into small box. After mixing the small paper in the box, the researcher took two papers randomly as the sample of this research; they were class VIII.2 and VIII.3.

By flapping the coin, class VIII.2 became an experimental group and class VIII.3 became control group. The experimental group consisted of 20 students, while the control group also consisted of 20 students, so 40 students were representative enough to be sample of the research.

### **E. The Technique of Collecting Data**

In the research, the researcher used test to collect data. The test was used to find out the students' ability in writing recount text. The data of this research are the score of the students' writing ability obtained by using composition test. The test was given twice to the sample in both experimental class and control class, the first test was pre-test and the second was post-test. At both test, the students were asked to write a recount text based on the topic.

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<sup>5</sup> Sukardi, **Op. Cit.**, p. 61.

The blueprint of the pre-test and post test is describes in the table below.

**Table III.3**  
**The Blueprint of Writing Recount Text of Pre-Test**

Indicator	Source	Number of item	Item number
Write a text about last holiday.	Syllabus for Second Grade of Junior High School. First Semester	1	1.a
Write a recount text about student's past experience when they were ill or treated in hospital.	English In Focus for Grade VIII Junior High School. Page 122	1	1.b
Write a text about experience in student's birthday.	Contextual Teaching and Learning for Grade VIII Junior High School Page 22	1	1.c
Total		3	3

**Table III.4**  
**The Blueprint of Writing Recount Text of Post-Test**

Indicator	Source	Number of item	Item number
Write a text about student's experience when they were in a public place (Mall).	Contextual Teaching and Learning for Grade VIII Junior High School Page 26	1	1.a
Write a text about experience when celebrate Idul Fitri.	Internet	1	1.b
Write a text about first experience in doing something.	Scaffolding. English for Junior High School. Page 4	1	1.c
Total		3	3

In this research, procedure of collecting data could be divided into two, first was the procedure of collecting data for experimental group and the second was the procedure of collecting data for control group.

a. The procedure of collecting data for experimental group

1) Pre-test

Pre-test is a test that is done at the beginning of the research in order to know the students' writing ability before the treatment.

2) Treatment

The treatment was conducted for experimental group only. The form of treatment was using of Genre-based approach. The treatment was done by the researcher. In this approach, the researcher introduced the concept of genre (recount text) in teaching writing and involved students in teaching learning stages: building knowledge of field, modeling, joint construction of text and independent construction. This treatment was given in six meetings.

3) Post-test

After giving treatments for six times, where the researcher taught writing by using genre based approach (for experimental class) the post-test was administered.

In both the test, pre-test and post-test, the students were assigned to write recount text according to their personal experience on the topic given.

b. The procedure of collecting data for control group

## 1) Pre-test

The goal, type of test and procedure of giving the test to the control group was administered the same as the experimental group.

## 2) Conventional technique

While the experimental group was treated by using genre-based approach, the control group was taught by using conventional approach or taught as usual. The teaching writing by using conventional approach to control class was also done in six meetings.

## 3) Post-test

Post-test was also given to control group at the end of meeting.

Besides, in analyzing the data, the researcher scored each student's writing by using ESL composition profile from Jacob<sup>6</sup> below:

**Table III.3**  
**ESL Composition Profile**

Score	Level	Criteria
<b>Content</b>	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable – substantive -thorough development of thesis –relevant to assigned topic
	26-22	<b>GOOD TO AVERAGE :</b> some knowledge of subject – adequate range –limited development of thesis –mostly relevant to topic, but lack detail
	21-17	<b>FAIR TO POOR:</b> limited knowledge of subject –little substance –inadequate development of topic
	16-13	<b>VERY POOR :</b> does not show knowledge of subject –non substantive –or not enough to evaluate

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<sup>6</sup>M. Syafi'i, *From Paragraphs to Research Report: A Writing of English for Academic Purposes*, Pekanbaru, Lembaga Bimbingan Belajar Syaf Intensif (LBSI), 2007, p. 190.

<b>Organization</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression – ideas clearly stated/supported –well organized –logical sequencing –cohesive
	17-14	<b>VERY GOOD TO AVERAGE :</b> somewhat choppy – loosely organized but main ideas stand out –limited support –logical but incomplete sequencing
	13-10	<b>FAIR TO POOR:</b> non-fluent –ideas confused or disconnected –lack logical sequencing and development
	9-7	<b>VERY POOR :</b> does not communicate –no organization – or not enough to evaluate
<b>Vocabulary</b>	20-18	<b>EXCELLENT TO VERY GOOD :</b> sophisticated range – effective word/idiom choice and usage –word form mastery –appropriate register
	17-14	<b>GOOD TO AVERAGE:</b> adequate range –occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	<b>FAIR TO POOR :</b> limited range –occasional errors of word/idiom form, choice, usage –meaning confused or obscured
	9-7	<b>VERY POOR :</b> essentially of translation –little knowledge of English vocabulary, idioms, word form or not enough to evaluate
<b>Language use</b>	20-18	<b>EXCELLENT TO VERY GOOD:</b> effective complex construction –few errors of agreement ,tense, number, word order /function, articles, pronouns, prepositions.
	17-14	<b>VERY GOOD TO AVERAGE:</b> effective but simple constructions –minor problems in complex construction – several errors of tense, number, word order /function, articles, pronouns, prepositions but meaning never obscured.
	13-10	<b>FAIR TO POOR :</b> major problem in simple/complex construction –frequent errors of negation, agreement, tense, number, word order /function, articles, pronouns, prepositions and/or fragment, run-ons, deletions – meaning confused or obscured .
	9-7	<b>VERY POOR :</b> virtually no mastery of sentence constructions rule –dominated by errors –does not communicate or not enough to evaluate
<b>Mechanics</b>	10	<b>EXCELLENT TO VERY GOOD:</b> demonstrate mastery of conventions –few errors of spelling, punctuation, capitalization, paragraphing
	7	<b>VERY GOOD TO AVERAGE :</b> occasional error of spelling, punctuation, capitalization, paraphrasing but meaning not obscured
	4	<b>FAIR TO POOR :</b> frequent error of spelling, punctuation, capitalization, paragraphing
	2	<b>VERY POOR:</b> not mastery of conventions – dominated by error of spelling, punctuation, capitalization, paragraphing –handwriting illegible or not enough to evaluate

The test in this research consisted of three topics that the students should choose one of these topics. The writing result was evaluated by concerning five components and each component had the score of level. The specification of the test is as follows:

**Table III.4**  
**The Specification of the Test**

No	Writing Skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	20
5	Mechanics	10

#### **F. The Technique of Data Analysis**

In analyzing the data, the researcher used the post-test score of the experimental group and control group. In order to analyze students' ability in writing recount text, the researcher used passing standard of English lesson in SMPN 1 Tambang (KKM) that was 65 for students' ability in writing recount text, it means for those who get score  $< 65$ , they do not pass KKM standard, while for those who get score  $\geq 65$ , they pass KKM standard. The category of students score can be seen in the table below:



**Table III.5**  
**The Classification of Students' Score**

Score	Category
79-100	High
62-78	Middle
48-61	Low

Source: Data from SMPN 1 Tambang

In this research, the data were analyzed by using statistical method. To know whether or not the result of research was statistically significance, the researcher analyzed the data by using independent sample t-test formula categorized into small sample ( $N < 30$ ). T-test was used to know whether or not there was significant difference of two mean samples from two variables compared.<sup>7</sup> The data gained from the test in this research were interval data.

The data were analyzed by using SPSS 16.0 version computer program. After computing t-test, it was necessary to obtain the degree of freedom used to determine whether the t-score was significance or not.

The t-obtained value is consulted with the value of  $t_{table}$ . Statistically, the hypotheses are:

Ha :  $t_o > t_{table}$

Ho :  $t_o < t_{table}$

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<sup>7</sup> Hartono, *Statistik untuk Penelitian*, Yogyakarta, Pustaka Pelajar, 2004, p. 178.

Ha is accepted if  $t_o > t\text{-table}$  or there is a significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not.

Ho is accepted if  $t_o < t\text{-table}$  or there is no significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not.

### **G. The Validity and Reliability of the Test**

The test must aim at providing a true measure of the particular skill which is intended to measure. Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it.<sup>8</sup> There are four kinds of validity that consist of content validity, face validity, construct validity and empirical validity. In this research, the researcher used content validity. Because the materials used were taken from the school's curriculum and students' textbook. Content validity depends on careful analysis of the language being tested and of the particular course objectives.<sup>9</sup> There is no formula used to calculate content validity.<sup>10</sup>

The validity and reliability is relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable.

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<sup>8</sup> J. B. Heaton, *Writing English Language Test*, London, Longman Group Publisher, 1991, p.159.

<sup>9</sup> *Ibid.*

<sup>10</sup> L. R. Gay and and Peter Airasian, *Educational Research Competencies for Analysis and Application*, New Jersey, Prentice-Hall, Inc, 2000, p. 164.

Reliable test is consistent and dependable. If the same test is given to the same student or matched students on two different occasions, the test should yield similar result.<sup>11</sup> In this research, the researcher used inter-rater reliability because the researcher had two raters in order to scores the students' ability in writing recount text. Gay said that inter-judge reliability can be obtained by having two or more judges independently score of the test and then compare the score of each judge gave to each test taker. The score of judge 1 can be correlated to judge 2. The higher the correlation, the higher the inter-judge reliability.<sup>12</sup> To know the inter-judge reliability, the researcher used product moment formula that was analyzed by using SPSS 16 version.

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<sup>11</sup> H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, San Francisco, Longman, 2003, p. 20.

<sup>12</sup> L. R. Gay and Peter Airasian, **Op.Cit.**, p. 175.



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## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. The Description of the Data**

The aim of this research is to find out the use of genre-based approach toward students' ability in writing recount text at the second year of SMPN 1 Tambang. The presented data were obtained through test and observation. To gain the data about the effectiveness of genre-based approach toward students' ability in writing recount text, the writer used observation. It was observed by the teacher of English Subject of the second year students at the school.

The data of this research were the score of students' post-test. The data were obtained by giving post test to the experiment and control class. The researcher gave pre-test for both experimental and control class before the treatment. The writing test given by the researcher consisted of three topics. The result of writing test was evaluated by concerning five components: Contents, organization, Vocabulary, Language use, and mechanics.

In the research, the total score of post-test for both groups was significantly different. The total score of experimental class was 1336 while the highest score was 79 and the lowest score was 56. and the total score of control class was 1175 while the highest score was 70 and the lowest score was 48



## B. The Data Presentation

### 1. Recount Text by using Genre-based Approach

The data were presented as the result of observation conducted toward the teacher / the researcher in the classroom. The researcher did six observations to the experimental class about using genre-based approach in teaching writing. The researcher presents the result of observation in following tables:

**TABLE IV.1**  
**OBSERVATION OF THE USE OF GENRE-BASED APPROACH IN CLASSROOM**

**Observation : I**  
**Day/Date : Tuesday, 19. 2011**  
**Class : VIII.2**  
**Theme : My holiday (1<sup>st</sup> meeting)**

No	Observation	Categories	
		Yes	No
1.	The teacher asks the students questions related to the topic		--
2	The teacher and students discuss vocabulary related to the topic		--
3.	The teacher shows a recount text		--
4.	The teacher and students discuss the purpose of the text		--
5.	The teacher and students discuss the text structure and language features of recount text		--
6.	The teacher divides students into group		--

<b>7.</b>	The teacher and the students compose a recount text in group	--	
<b>8</b>	The teacher asked the students individually to write recount text		--
Total		<b>7</b>	<b>1</b>

Based on the table above, it indicates that the frequency of first observation of using genre-based approach in the classroom in which the answer "Yes" is 7 and the answer "No" is 1.

**TABLE IV.2**  
**OBSERVATION OF THE USE OF GENRE-BASED APPROACH**  
**IN CLASSROOM**

**Observation : II**

**Day/Date : Saturday/ July, 23. 2011**

**Class : VIII.2**

**Theme : My holiday (2<sup>nd</sup> meeting)**

No	Observation	Categories	
		Yes	No
1.	The teacher asks the students questions related to the topic	--	
2	The teacher and students discuss vocabulary related to the topic	--	
3.	The teacher shows a recount text		--
4.	The teacher and students discuss the purpose of the text	--	
5.	The teacher and students discuss about the text structure and language features of recount text		--
6.	The teacher divides students into group		--
7.	The teacher and students compose a recount text in group		--
8	The teacher asked the students individually to write a recount text		--
TOTAL		<b>5</b>	<b>3</b>

Based on the table above, it indicates that the frequency of first observation of using genre-based approach in the classroom in which the answer "Yes" is 5 and the answer "No" is 3.

**TABLE IV.3**  
**OBSERVATION OF THE USE OF GENRE-BASED APPROACH**  
**IN CLASSROOM**

**Observation : III**  
**Day/Date : Tuesday/ July, 26. 2011**  
**Class : VIII.2**  
**Theme : Teenager life (3<sup>th</sup> meeting)**

No	Observation	Categories	
		Yes	No
1.	The teacher asked the students questions related to the topic		--
2	The teacher and students discuss vocabulary related to the topic		--
3.	The teacher shows a recount text		--
4.	The teacher and students discuss the purpose of the text		--
5.	The teacher and students discuss the text structure and language features of recount text		--
6.	The teacher divides students into group		--
7.	The teacher and the students compose a recount text in group		--
8	The teacher asked the students individually to write a recount text		--
TOTAL		<b>8</b>	<b>0</b>

Based on the table above, it indicates that the frequency of first observation of using genre-based approach in the classroom in which the answer "Yes" is 8 and the answer "No" is 0.

**TABLE IV.4**  
**OBSERVATION OF THE USE OF GENRE-BASED APPROACH**  
**IN CLASSROOM**

**Observation : IV**

**Day/Date : Wednesday/ August, 3<sup>th</sup> 2011**

**Class : VIII.2**

**Theme : Tell me your experience (4<sup>th</sup> meeting)**

No	Observation	Categories	
		Yes	No
1.	The teacher asks the students questions related to the topic		--
2.	The teacher and students discuss vocabulary related to the topic		--
3.	The teacher shows a recount text		--
4.	The teacher and students discuss the purpose of the text		--
5.	The teacher and students discuss the text structure and language features of recount text		--
6.	The teacher divides students into group		--
7.	The teacher and students compose a recount text in group		--
8.	The teacher asked the students individually to write a recount text		--
TOTAL		<b>8</b>	<b>0</b>

Based on the table above, it indicates that the frequency of first observation of using genre-based approach in the classroom in which the answer "Yes" is 8 and the answer "No" is 0

**TABLE IV.5**  
**OBSERVATION OF THE USE OF GENRE-BASED APPROACH**  
**IN CLASSROOM**

**Observation : V**

**Day/Date : Saturday, August, 6<sup>th</sup> 2011**

**Class : VIII.2**

**Theme : Seasickness (5<sup>th</sup> meeting)**

No	Observation	Categories	
		Yes	No
1.	The teacher asks the students questions related to the topic		--
2	The teacher and students discuss vocabulary related to the topic		--
3.	The teacher shows a recount text		--
4.	The teacher and students discuss the purpose of the text	--	
5.	The teacher and students discuss the text structure and language features of recount text		--
6.	The teacher divides students into group		--
7.	The teacher and students compose a recount text in group		--
8	The teacher asked the students individually to write a recount text		--
TOTAL		<b>7</b>	<b>1</b>

Based on the table above, it indicates that the frequency of first observation of using genre-based approach in the classroom in which the answer "Yes" is 7 and the answer "No" is 1.

**TABLE IV.6**  
**OBSERVATION OF THE USE OF GENRE-BASED APPROACH IN**  
**CLASSROOM**

**Observation : VI**  
**Day/Date : Tuesday /August, 9<sup>th</sup> 2011**  
**Class : VIII.2**  
**Theme : Seasickness (6<sup>th</sup> meeting)**

No	Observation	Categories	
		Yes	No
1.	The teacher asks the students questions related to the topic	--	
2	The teacher and students discuss vocabulary related to the topic	--	
3.	The teacher shows a recount text		--
4.	The teacher and students discuss the purpose of the text		--
5.	The teacher and students discuss the text structure and language features of recount text	--	
6.	The teacher divides students into group		--
7.	The teacher and students compose a recount text in group		--
8	The teacher asked the students individually to write a recount text		--
TOTAL		<b>5</b>	<b>3</b>

Based on the table above, it indicates that the frequency of first observation of using genre-based approach in the classroom in which the answer "Yes" is 5 and the answer "No" is 3.

**TABLE IV.7**  
**THE OBSERVATION RECAPITULATION OF THE USE OF GENRE-BASED APPROACH IN THE CLASSROOM**

No	Observation	Categories	
		Yes	No
1.	The teacher asks the students questions related to the topic	4	2
2	The teacher and students discuss vocabulary related to the topic	4	2
3.	The teacher shows a recount text	6	0
4.	The teacher and students discuss the purpose of the text	4	2
5.	The teacher and students discuss the text structure and language features of recount text	5	1
6.	The teacher divides students into group	6	0
7.	The teacher and students compose a recount text in group	5	1
8	The teacher asked the students individually to write recount text	6	0
TOTAL		40	8
Percentage		83.3%	16.7%

The table above shows that the result of observation of the use of Genre-based Approach in the classroom indicates that the total number for the answer "Yes" is 40 (83.3%) and total number for the answer "No" is 8 (16.7%). It means, 83.3 % the researcher did the instruction and 16.7% did not.



The explanations are as follows:

1. The teacher asks the students questions related to the topic (66. 6%)
2. The teacher and students discuss vocabulary related to the topic (66. 6%)
3. The teacher shows a recount text (100%)
4. The teacher and students discuss the purpose of the text (66. 6%)
5. The teacher and students discuss the characteristic of recount text (83. 3%)
6. The teacher divides students into group (100%)
7. The teacher and students compose a recount text in group (83. 3%)
8. The teacher asked the students individually to write recount text (100%).

## **2. The Data from Test**

The data of this research were gotten from the scores of the students' post-test.

The data were collected through the following procedure:

- a. Both classes (experimental and control class), at pre-test and post-test, were asked to write a recount text based on the topic.
- b. The writing was written in the blank sheets. Then, it was collected to evaluate the appropriate content, vocabulary, language use, organization, and mechanics.
- c. The researcher used two raters to evaluate the students' writing text.
- d. The researcher added the scores from the raters and divided it.

## 2.1. Description of Students' Pre-test Scores

### a. Description of Students' Pre-test Scores of Experimental Class

The description of students Pre-test Scores of experiment class can be seen at the table below:

**TABLE IV. 8**  
**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST**  
**SCORES OF EXPERIMENTAL CLASS**

Score	Frequency	Percentage
48	2	10 %
50	1	5 %
52	2	10 %
53	1	5 %
54	3	15 %
55	1	5 %
56	1	5 %
57	2	10 %
58	2	10 %
59	2	10 %
63	1	5 %
65	1	5 %
69	1	5 %
<b>Total</b>	20	100 %

Based on the table above, it can be seen that there were 2 students got score 48 (10%), 1 student got score 50 (5 %), 2 students got 52 (10 %), 1 student got score 53 (5%), 3 students got score 54 (15%), 1 student got score 55 (5 %), 1 student got score 56 (5%), 2 students got score 57 (10%), 2 students got score 58 (10%), 2 students got score 59 (10%), 1 student got score 63 (5%), 1 student got score 65 (5%)

and 1 student got score 69 (5%). The highest frequency was 3 at the score of 54 . The total frequency was 20.

**b. Description of Students' Pre-test Scores of Control Class**

The description of students Pre-test Scores of control class can be seen at the table below:

**TABLE IV.9**  
**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' PRE-TEST**  
**SCORES OF CONTROL CLASS**

Score	Frequency	Percentage
46	3	15 %
48	1	5 %
49	1	5 %
50	3	15 %
52	3	15 %
54	1	5 %
57	1	5 %
59	2	10 %
60	1	5 %
62	1	5 %
63	2	10 %
66	1	5 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Based on the table above, it can be seen that there were 3 students got score 46 (15%), 1 student got score 48 (5 %), 1 student got 49 (5 %), 3 students got score 50 (15%), 3 students got score 52 (15%), 1 student got score 54 (5%), 1 student got score 57 (5%), 2 students got score 59 (10%), 1 student got score 60 (5%), 1 student got score 62 (5%), 2 students got score 63 (10%), and 1 student got score 66 (5%).

The highest frequency was 3 at the score of 46, 50 and 52. The total frequency was 20.

## 2.2. Description of Students' Post-test Scores

### a. Description of Students' Ability in Writing Recount Text Taught by Using Genre-based Approach

The following table is the description of students' post-test scores from the experimental class.

**TABLE IV.10**  
**THE DISTRIBUTION OF FREQUENCY OF STUDENTS' POST-TEST**  
**SCORES OF EXPERIMENTAL CLASS**

Score	Frequency	Percentage
56	3	15 %
60	1	5 %
61	1	5 %
62	1	5 %
65	2	10 %
66	1	5 %
68	1	5 %
69	2	10 %
70	2	10 %
72	3	15 %
74	2	10 %
79	1	5 %
Total	20	100 %

Based on the table above, it can be seen that there were 3 students got score 56 (15 %), 1 student got score 60 (5 %), 1 student got score 61 (5%), 1 student got score 62 (5 %), 2 students got score 65 (10 %), 1 student got score 66 (5 %), 1 students got 68 (5 %), 2 students got score 69 (10 %), 2 students got score 70 (10 %), 3 students got

score 72 (15 %), 2 students got score 74 (10%) and 1 student got score 79 (5 %). The highest frequency was 3 at the score of 56 and 72. The total frequency was 20.

**b. Description of Students Ability in Writing Recount Text Taught by Conventional Approach**

The following table is the description of students' post-test scores from the control class.

**TABLE IV. 11  
THE DISTRIBUTION OF FREQUENCY OF STUDENTS' POST-TEST  
SCORES OF CONTROL CLASS**

Score	Frequency	Percentage
48	1	5 %
51	2	10 %
52	1	5 %
53	1	5 %
54	2	10 %
55	1	5 %
56	1	5 %
60	2	10 %
61	3	15 %
63	1	5 %
65	2	10 %
67	1	5 %
68	1	5 %
70	1	5 %
Total	20	100 %

Based on the table above, it can be seen that there were 1 student got score 48 (5 %), 2 students got score 51 (10 %), 1 student got score 52 (5 %), 1 student got score 53 (5%), 2 students got score 54 (10 %), 1 student got score 55 (5 %), 1 student

got score 56 (5%), 2 students got score 60 (10 %), 3 students got score 61 (15 %), 1 student got 63 (5 %), 2 student got score 65 (10%), 1 student got score 67 (5 %), 1 student got score 68 (5 %), and 1 student got score 70 (5%). The highest frequency was 3 at the score of 61. The total frequency was 20.

### C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the use of genre-based approach to improve students' ability in writing recount text at the second year of junior high school 1 Tambang. To analyze the data, the main score (M) and the standard deviation (SD) were analyzed by using SPSS 16.0 version.

#### 1. Students' Ability in Writing Recount Text Taught by Using Genre-Based Approach

**TABLE IV.12**  
**STUDENTS' PRE-TEST SCORES OF EXPERIMENT CLASS**

Score	Frequency	Fx	Graduated Standard
48	2	96	No pass
50	1	50	No pass
52	2	104	No pass
53	1	53	No pass
54	3	162	No pass
55	1	55	No pass
56	1	56	No pass
57	2	114	No pass
58	2	116	No pass
59	2	118	No pass
63	1	63	No Pass
65	1	65	Pass
69	1	69	Pass
Total	20	1121	

Based on the data obtained, there were 18 students who did not pass the KKM standard, or the score obtained  $< 65$  while there were 2 students passed the standard KKM, or the score obtained  $\geq 65$ . The percentage of the students who do not pass the graduated standard as follows:

$$= \frac{18}{20} \times 100\%$$

$$= 90 \%$$

The percentage of the students who pass the graduated standard as follows:

$$= \frac{2}{20} \times 100 \%$$

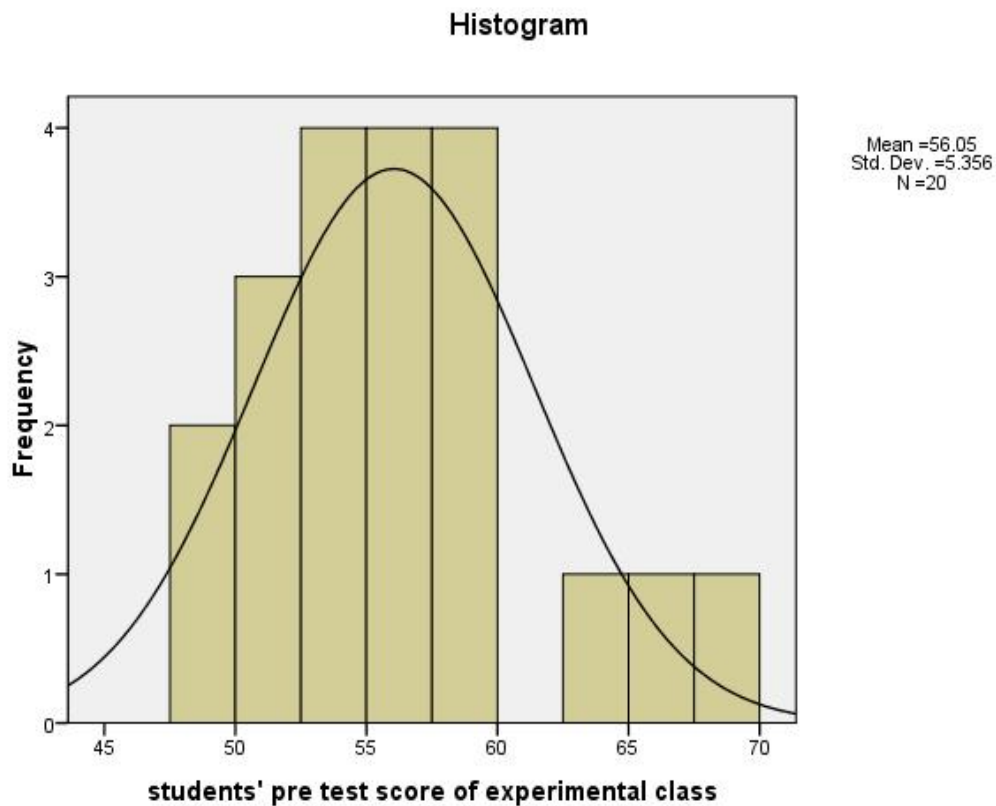
$$= 10 \%$$

Besides, it can also be seen that the total frequency is 20 and the total scores is 1121 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**TABLE IV.13**  
**MEAN AND STANDARD DEVIATION OF PRE-TEST SCORE OF**  
**EXPERIMENTAL CLASS**

Mean	Standard deviation
56.05	5.356

**CHART IV. 1**  
**STUDENTS' PRE-TEST SCORE OF EXPERIMENTAL CLASS**



From the histogram, it can be analyzed that the histogram is almost normal.

**TABLE IV.14**  
**STUDENTS' POST-TEST SCORE OF EXPERIMENTAL CLASS**

Score	Frequency	Fx	Graduated standard
56	3	168	No pass
60	1	60	No Pass
61	1	61	No Pass
62	1	62	No Pass
65	2	130	Pass
66	1	66	Pass



68	1	68	Pass
69	2	138	Pass
70	2	140	Pass
72	3	216	Pass
74	2	148	Pass
79	1	79	Pass
Total	20	1336	

Based on the data obtained, there were 6 students did not pass the passing standard (KKM), or the score obtained  $< 65$ , while there were 14 students passed the passing standard (KKM), or the score obtained  $\geq 65$ . The percentage of students who do not pass the graduated standard as follows:

$$= \frac{6}{20} \times 100\%$$

$$= 30 \%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{14}{20} \times 100 \%$$

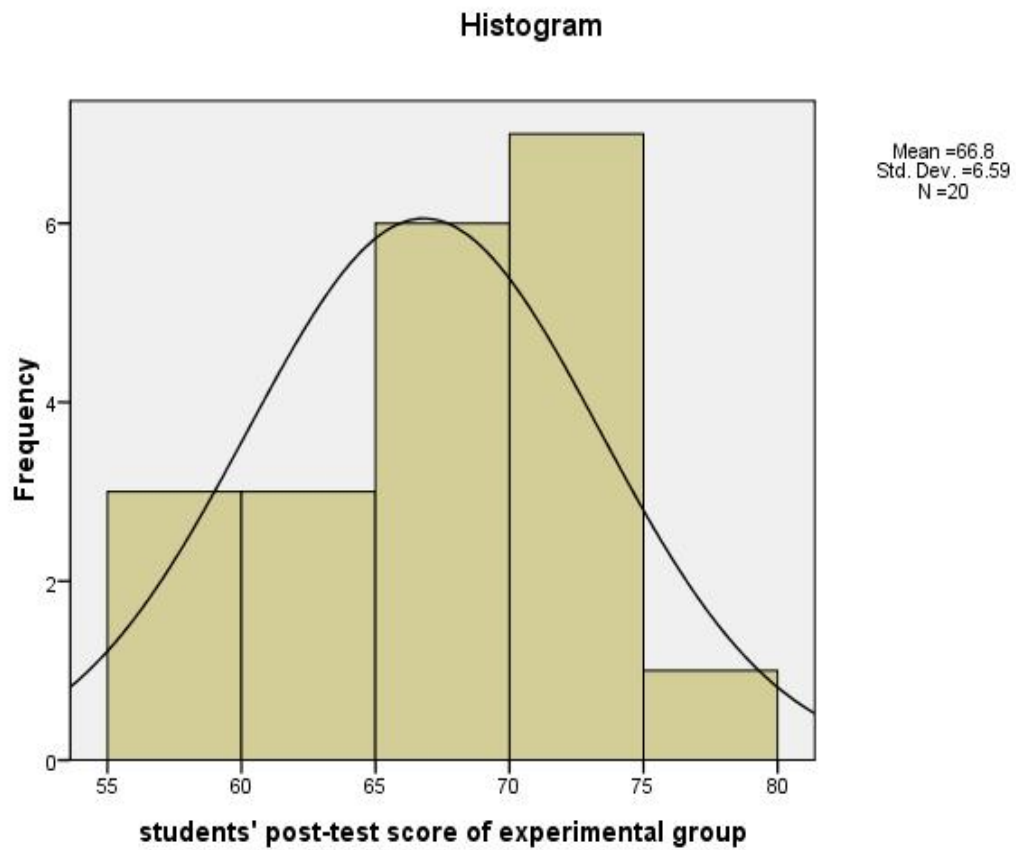
$$= 70 \%$$

Besides, it can also be seen that the total frequency is 20 and the total scores is 1336 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**TABLE IV.15**  
**MEAN AND STANDARD DEVIATION OF POST-TEST SCORE OF**  
**EXPERIMENTAL CLASS**

Mean	Standard deviation
66.80	6.590

**CHART IV.2**  
**STUDENTS' POST-TEST SCORE OF EXPERIMENTAL CLASS**



From the histogram, it can be analyzed that the histogram is almost normal, even though there is score over the curve, there is 72.

## 2. Students' Ability in Writing Recount Text Taught by Using Conventional Approach

**TABLE IV.16**  
**STUDENTS' PRE-TEST SCORE OF CONTROL CLASS**

Score (x)	Frequency (f)	Fx	Graduated Standard
46	3	138	No pass
48	1	48	No pass
49	1	49	No pass
50	3	150	No pass
52	3	156	No pass
54	1	54	No pass
57	1	57	No pass
59	2	118	No pass
60	1	60	No Pass
62	1	62	No Pass
63	2	126	No Pass
66	1	66	Pass
Total	20	1084	

Based on the data obtained, there were 19 students who did not pass the KKM standard, or the score obtained  $< 65$ , while there were 1 student passed the KKM standard, or the score obtained  $\geq 65$ . The percentage of students who do not pass the graduated standard as follows:

$$= \frac{19}{20} \times 100\%$$

$$= 95 \%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{1}{20} \times 100 \%$$

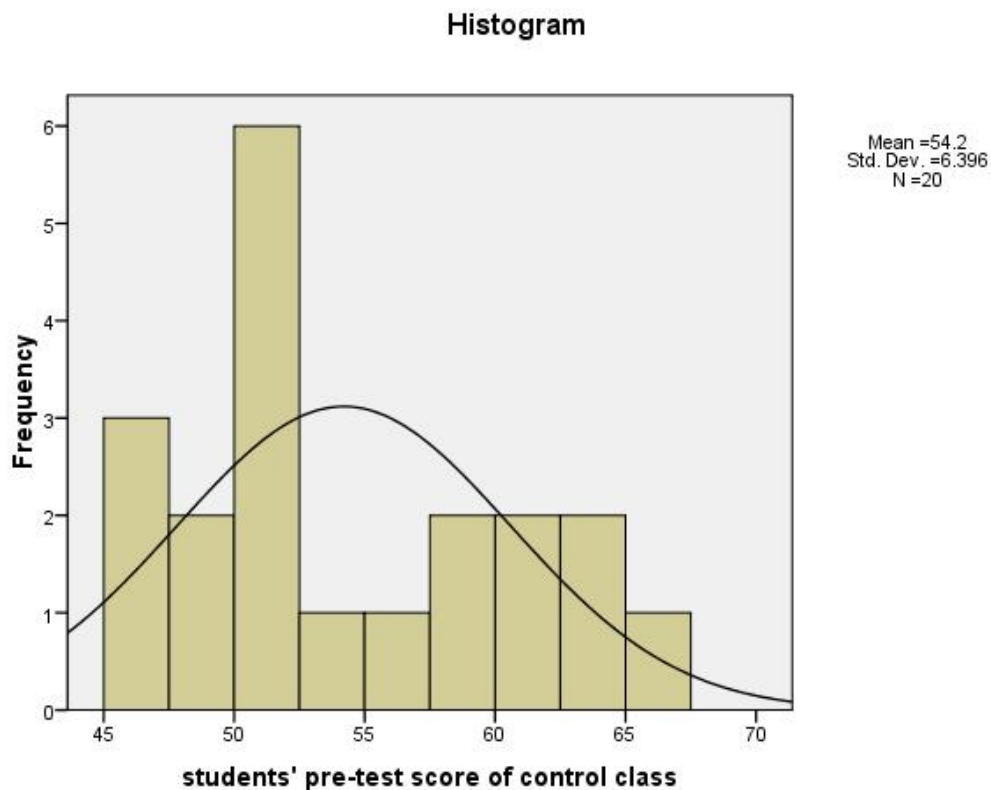
$$= 5 \%$$

Besides, it can also be seen that the total frequency is 20 and the total scores is 1084, so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows.

**TABLE IV.17**  
**MEAN AND STANDARD DEVIATION OF PRE-TEST SCORE OF CONTROL CLASS**

Mean	Standard deviation
54.20	6.396

**CHART IV.3**



From the histogram, it can be analyzed that the histogram is almost normal, even though there are two scores over the curve, those are 50 and 52.

**TABLE IV.18**  
**STUDENTS' POST-TEST SCORE OF CONTROL CLASS**

Score	Frequency	Fx	Graduated standard
48	1	48	No pass
51	2	102	No pass
52	1	52	No pass
53	1	53	No pass
54	2	108	No pass
55	1	55	No pass
56	1	56	No Pass
60	2	120	No Pass
61	3	183	No Pass
63	1	63	No Pass
65	2	130	Pass
67	1	67	Pass
68	1	68	Pass
70	1	70	Pass
Total	20	1175	

Based on the data obtained, there were 15 students who did not pass the KKM standard, or the score obtained  $< 65$ , while there were 5 students passed the KKM standard, or the score obtained  $\geq 65$ . The percentage of students who do not pass the graduated standard as follows:

$$= \frac{15}{20} \times 100\%$$

$$= 75 \%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{5}{20} \times 100 \%$$

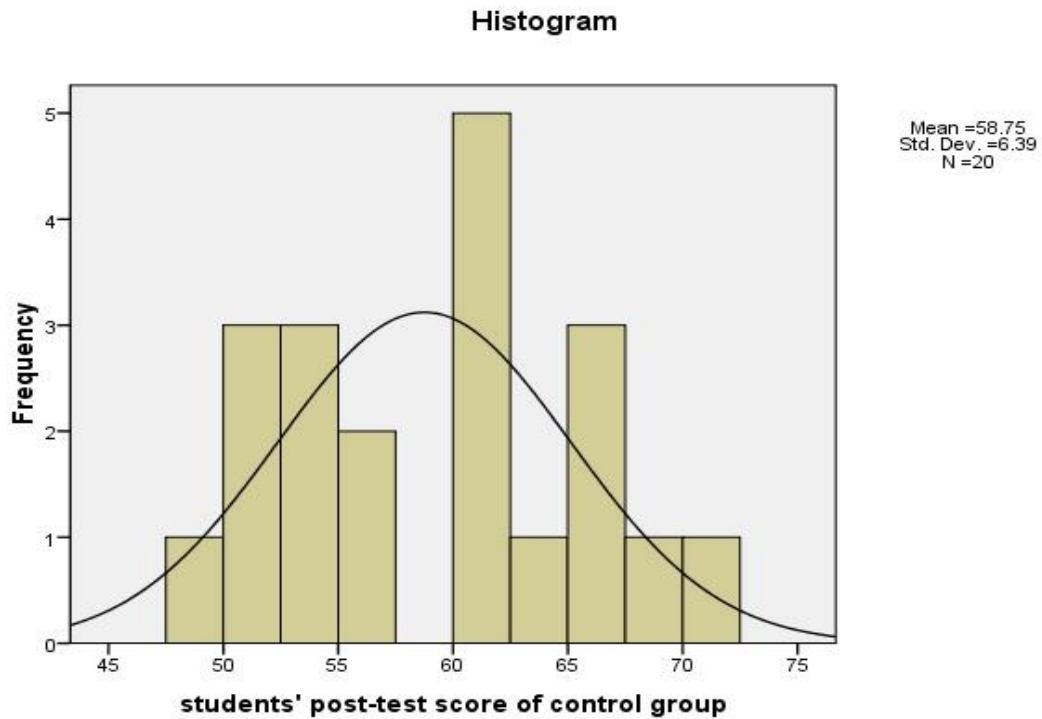
= 25 %

**TABLE IV.19**  
**MEAN AND STANDARD DEVIATION OF POST-TEST SCORE OF**  
**CONTROL GROUP**

Mean	Standard deviation
58.75	6.390

Besides, it can also be seen that the total frequency is 20 and the total scores is 1175 so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows

**CHART IV.4**



From the histogram, it can be analyzed that the histogram is almost normal, even though there is a score over the curve, there is 54.

**3. The Difference on Students' Ability in Writing Recount Text Between those Who are Taught by Using Genre-Based Approach and those Who are Taught by Using Conventional Approach**

**TABLE IV.20  
STUDENTS' POST-TEST SCORE OF EXPERIMENTAL CLASS AND  
CONTROL CLASS**

Student	Post-test Score in Experimental Class	Student	Post-test score in Control Class
Student 1	61	Student 1	54
Student 2	74	Student 2	68
Student 3	69	Student 3	54
Student 4	70	Student 4	65
Student 5	72	Student 5	51
Student 6	66	Student 6	55
Student 7	72	Student 7	61
Student 8	74	Student 8	51
Student 9	72	Student 9	53
Student 10	56	Student 10	48
Student 11	79	Student 11	60
Student 12	69	Student 12	61
Student 13	68	Student 13	65
Student 14	65	Student 14	61
Student 15	65	Student 15	52
Student 16	70	Student 16	67
Student 17	56	Student 17	70
Student 18	60	Student 18	56
Student 19	56	Student 19	60
Student 20	62	Student 20	63
Total	1336	Total	1175

From the table above, it can be seen that the total score of students' post test of experimental class is 1336. And the total score of students' post-test of control class is 1175.

## **The Data Analysis of Independent Sample T-test**

Using SPSS is necessary to explain the steps on finding the result by using independent sample t-test. The steps are stated as in the following:<sup>1</sup>

1. Open a file in SPSS menu, and click “New”.
2. Enter the data of students’ score that we want to compare.
3. From the main menu, we go into “analyze”.
4. In analyzing, we go into ‘compare means”.
5. Then, choose “Independent-samples T-test.
6. We have to choose our dependent variable into “test variable(s)” box.
7. Next, we have to choose our grouping variable. This will tell the program which groups we want to compare.
8. When we have entered the grouping variables, we will see that it is followed by brackets containing question marks. This is because we need to specify how we coded the groups that we are going to compare.
9. Next, click “define group” and fill it with the codes for the two groups that we are comparing.
10. Last, click “continue” and ”Ok”. Wait the result.

---

<sup>1</sup> Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian*, Yogyakarta, Pustaka Pelajar, 2008, p154.



**TABLE IV.20**  
**Independent Sample T-test**

	t	df	Sig. (2-tailed)
Post-test of Experimental class and control class	3.922	38	.000

From the table above, it can be seen that mean difference is 8.050,  $t_o$  is 3.922. df is 38 and sig.(2-tailed) is 0.000.

Based on the SPSS output of independent sample t-test above, the researcher gave interpretation as follows:

a. Consult with “t” table

The degree of freedom is 38. because there is no the mark of 38 in t-table, the researcher uses the mark of 40 in  $t_{\alpha}$  at the level 5%, grade of significance is 2.02 while at the level 1%, grade of significance is 2.72. Therefore,  $t_o$  is greater than  $t_{\alpha}$  at level 5% and 1%.

b. The interpretation of the hypothesis examination

To answer the hypothesis of the research, we should look at the standard measuring below:

- 1)  $H_0$  is accepted if  $t_o < t_t$ ; it means that there is no significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not.
- 2)  $H_a$  is accepted if  $t_o > t_t$ ; it means that there is a significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not.

Based on the score of t-test (3.922), it shows that there is significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not. It is provided by finding that  $t_o$  (3.922) is greater than t-table at 5% grade of significance (2.02) and at 1% grade of significance (2.72). It can be read that  $2.02 < 3.922 > 2.72$ . And the significant t (sig-2 tailed) = 0.000 is smaller than significant alpha 0.05. Both mean that  $H_0$  is rejected while  $H_a$  is accepted or we can say that there is significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not at the second year of SMPN 1 Tambang.



## CHAPTER V

### CONCLUSION AND SUGESTION

#### A. Conclusion

After researcher conducted the research about the effect of genre-based approach toward students' ability in writing recount text, the researcher found that the students who are taught by implementing genre-based approach in teaching writing become aware about the pattern of language use especially about tenses and sentence pattern in recount text, in order to make the reader understand the message or idea that we write. Then, they are become able to write because the model of the same type text is introduced and student collaboratively with the teacher and peer have written the text before they write independently

Having analyzed the data, the researcher found out that t-value is greater than t-table. It means that hypothesis null ( $H_o$ ) is rejected and hypothesis alternative ( $H_a$ ) is accepted or we can say that there is a significance significant difference on students' ability in writing recount text between those who are taught by using genre-based approach and those who are not at the second year of SMPN 1 Tambang.

After conducted post-test, the researcher found that students' ability in writing recount text after taught by using genre-based approach in experimental class increase 19.18 %. It means that the result of students' score on post-test is better than on pre-test. While at control class the increasing of students' post-test score is fewer

than at experimental class. It can be said that there is an effect of using genre-based approach toward ability in writing recount text at the second year students of SMPN 1 Tambang.

So, the researcher concluded that genre-based approach is suitable used as one of way in teaching writing in order to make students able to write a text effectively.

### **B. Suggestion**

From the conclusion of the research above, it is known that using genre-based approach can give significant effect toward students' ability in writing recount text. Because of that, genre-based approach can be one of the choices for the English teacher to teach writing in order to help students' ability in writing texts. Besides, the teacher should be able to manage the time in each meeting when using genre-based approach, because they need longer time to apply all stages in this approach.

The researcher would like to give some suggestions especially for the teacher, the school and the students.

#### 1. Suggestions for the teacher and school:

- a. Teachers should encourage students' awareness about the importance of writing for their life.
- b. Teacher makes writing as habitual activities for students in the school.
- c. Teacher should encourage all of the students in the classroom to be active in group discussion

- d. The school should provide the facilities of learning English such as dictionary in order to support the teaching and learning process in the classroom
  - e. Teacher and headmaster should establish the programs to help and to support students in studying English such as English day, writing poem contest, etc.
2. Suggestions for the students:
- a. The students should be accustomed to practicing to write English text
  - b. The students should read many books written in English to enrich their vocabulary.
  - c. The students should discuss and share with their teacher and friends about English to improve their writing ability.

Finally, the researcher hopes that all of these research finding, conclusion and suggestion will be beneficial contributions especially for both English teacher and students of SMPN 1 Tambang and all the reader.

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