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IMPLEMENTING GENRE-BASED APPROACH TO PROMOTE STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT AT SMPN 1 PUJER

THESIS

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LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

THE UNIVERSITY OF JEMBER

2017

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, H. Zamroni and Hj. Nur Faizah who never stop to take care of me, pray for me and support me;*
2. *My beloved husband, Afifian Swa Sanjaya Putra who always support me.*

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MOTTO

"Take risks, you don't have a voice if you don't . You have to venture outside your boundaries. That's what life's all about."

(Kelly Wearstler)

(Source: www.brainyquote.com)

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STATEMENT OF AUTHENTICITY

I certify that this thesis is an original and authentic piece of work made by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in a whole or in a part, to quality for any other academic award; ethic procedures, and guidelines of the thesis writing from the university and the faculty have been followed.

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The Writer

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CONSULTANTS' APPROVAL

IMPLEMENTING GENRE-BASED APPROACH TO PROMOTE STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT AT SMPN 1 PUJER

THESIS

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APPROVAL OF THE EXAMINATION COMMITEE

THESIS

This thesis entitled **"Implementing Genre-Based Approach to Promote Students' Recount Text Writing Achievement at SMPN 1 Pujer"** is approved and received by the examination committee of the Faculty of of Teacher Training and Education of Jember University**.**

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First and foremost, I would like to express my gratitude to Allah SWT, the most Gracious and the most Merciful because of his countless blessing, Mercy and Grace, I can accomplish writing this thesis.

I do realize that this thesis would not be finished without the people to whom I owe the great deal of support, motivation, and suggestion. I would like to express the deepest and sincerest thanks to:

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9. The VIII A students at SMP Negeri 1 Pujer;

Finally, I hope this thesis will be useful and present valuable information to readers. Therefore, any constructive suggestion and criticisms will be respectfully welcomed and appreciated for better further.

Jember, June 15th, 2017

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SUMMARY

Implementing Genre-Based Approach to Promote Students' Recount Text Writing Achievement at SMPN 1 Pujer .
Haqiqotul Karimah, 120210401069; 2017; English Education Program of Language and Arts Department, the Faculty of Teacher Training and Education, the University of Jember.

English becomes a foreign language in Indonesia which is needed to be learned in secondary schools. The objective of teaching writing of Eighth Grade in junior high school based on school-based curriculum is that the students are able to express meanings in short functional written texts and simple essays in the form of recount and narrative text. In educational issues, it is essential to master writing especially for foreign language learners. Through writing, the learners can convey their ideas, feelings, and thoughts into written form. Based on the result of preliminary study through interview with the English teacher and classroom observation at SMPN 1 Pujer, the researcher could identify some factors that influence the low writing competence of the eighth grade students. The lack of writing activities and practices at school were the major problems that were faced by the students.

This research deals with teaching a personal recount text writing by implementing Genre-based Approach. The objectives of the research were to increase students' recount text writing achievement through the implementation of Genre-based Approach and to know how Genre-based Approach assists students in the process of writing a well-organized recount text.

This research is classroom action research. In this research, the researcher used purposive method to determine the research subjects. There were 30 students of VIII A class as the research subjects. The data collection consisted of three instruments, namely observation sheet, writing test, and document. The obtained data

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from writing test were analyzed statistically, meanwhile the collected data from the observations were analyzed qualitatively by using inductive analysis.

From the result of data analysis, it can be identified that Genre-based Approach gave some contributions in writing. In Modeling stage, the students had good understanding about recount text organization and simple past tense. In Joint Construction stage, GBA made the students share their ideas with their pair in writing. The students were assisted in writing the text in a group or a pair works because researcher gave some corrections and suggestions during the process of writing. In Independent Construction stage, GBA helped the students to write a personal recount text because the students had already given the knowledge of the target text which they learnt from previous stages and meetings. It made the students easier to write a text. The result of students' writing test showed that the students' recount text writing achievement was improved after the implementation of the action in classroom. It was proved by the quantity of students who got score ≥ 75. There were 26 students or 86.6% of 30 students who got score ≥ 75. Most of the students could write a personal recount text with appropriate text structure, well developed content, and no serious errors on grammar.

Based on the findings and discussion, it is suggested that English teachers apply GBA as a solution to help students write English texts. For future researchers, it is suggested that they replicate the implementation of GBA for the teaching of different text genres in different research settings.

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CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the research. It consists of background of the research, problems of the research, objectives of the research, and significance of the research.

1.1 The Background of the Research

English becomes a foreign language in Indonesia which is needed to be learned in every high school based on the national curriculum. By learning and mastering English, it is expected that our young generation are able to compete with other nation in facing globalization era. Writing is one of language skills that should be mastered by learners. The objective of teaching writing of Eighth Grade in junior high school based on school-based curriculum or *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*) is the students are able to express meaning in short functional written text and simple essay in form of recount and narrative text to interact in the society.

Writing becomes a prominent part in people's everyday life. In almost all aspects of life, writing can be an effective way of communication. Writing is thus potentially a powerful means of developing understanding of a topic which is writing. In educational issues, it is essential to master writing especially for foreign language learners. Through writing, the learners can convey their ideas, feelings, and thoughts into written form. Raimes, (1983:3) states that writing reinforces the grammatical structures, idioms, and vocabulary that teachers have been teaching. Through writing the learners can also learn about grammatical structures and increase their vocabulary. When the learners want to express their ideas, feelings, and thoughts through writing, they should search for precise choice of words and appropriate structure to frame it. To be able to write a readable academic composition, the learners should involve their

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reading ability in reading the references so the writing composition will be acceptable in terms of content and structure. Thus, writing becomes an important skill to be learned because it can develop other language skills and components.

Moreover, Widodo (2006:173) argues that writing is a difficult skill to master for foreign or second language learners. Students tend to avoid writing even before they try it because they deem writing is difficult to be learned. This idea is in line with Elbow's statement, there is no hiding the fact that writing well is a complex, difficult, and time-consuming process (Elbow, 1998:3). Learners deem that writing is a difficult skill to be mastered. It due to learners not only needs to write and organize ideas using appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text (Richards & Renandya, 2002:303). Actually they have so many ideas in their mind but they still confuse to turn such ideas into the target language because they lack of vocabulary and also they do not master the grammar and genre of the text well.

In addition, in SMPN 1 Pujer, there are 26 up to 30 students in each class but only 43% of the total number of the students in a class which can pass the minimum score of writing. It was proved by their writing score which could not achieve the minimum score that is 75. Only around 13 students who pass that minimum score. Therefore, it can be concluded that the students have low level-proficiency in mastering writing. At the beginning of the meeting, the teacher has already explained the text but when the learners tried to write a text, they still felt confuse about the text. Actually the learners have already understood the text organization but some problems are faced by the learners in writing the text such as: 1) most of the learner still did not understand well about the language features of the text although the teacher has already explain it; 2) the learner felt confused to differentiate a kind of text and its functions; 3) the learners lack of vocabulary so whenever they writing a text, they often opened the dictionary that make the writing task need a longer time to be finished.

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Based on the result of preliminary study through interview with the English teacher and classroom observation at SMPN 1 Pujer, the researcher could identify some factors that influence the low writing competence of the Eighth Grade students. The lack of writing activities and practices at school are the major problems that faced by the students. Teaching and learning process at SMPN 1 Pujer based on the teacher centered. The teacher explained the material to the students in front of the class. Sometimes, teacher only taught reading skill and grammar. She explained the characteristics of the text but neglected the practice of writing. The teacher only gave an assignment for the students at the end of that meeting to write a recount text at home. At the beginning of the next meeting, the students should assemble that home assignment to the teacher but there was no feedback from the teacher for that home assignment. The teacher only gave score on the students' paper that make the students does not know about their errors and weaknesses in writing the text.

The lack of writing activities and practices at school were assumed as the major cause of low-level students writing competence at SMPN 1 Pujer. In one semester the teacher and students need to accomplish several chapters, thus sometimes writing practices were neglected. In finishing the writing tasks, the students also should think about the text organization, content, language use, vocabulary and mechanics so writing tasks need a longer time to be finished. In assessing the students' writing tasks, the teacher needed more time to assess it. There was no feedback from the teacher for the students' writing assignment. Students still felt confuse in transferring their ideas from the native language into the target language.

There are many approaches and methods to support teaching and learning in order to achieve the learning goals. The researcher chooses Genre-based Approach by considering the effectiveness of Genre-based Approach in helping the learners to improve their writing ability. The students regarded as low-level writing students that need some helps from the teacher in the writing process. Thus, the researcher chooses

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Genre-based Approach to be implemented in teaching recount text writing because this approach consisting some stages or cycles that can help students to develop their writing skill by doing the practice step by step. In a Genre-based writing class the students taught explicitly about characteristics of the texts at the beginning of the cycle that make the learners easier to understand and develop further writing steps. In a Genre-based writing class, a teacher plays a major role and learning occurs most effectively when a teacher present exactly what the students need.

The general writing process in Genre-based class begins with strong scaffolding from the teacher proceeded to control writing practice and to independent writing. The writing process in Genre-based class starts with Modeling, Joint Construction moves to Independent Construction of text. In the Modeling stage, the teacher and the students discuss and analyze the text structure of recount text, context, and language. The researcher chooses personal recount text because students more familiar with this type of text. Students have their own personal experiences that make them easier to write a personal recount text based on their experiences. Joint Construction can be a stage where teacher and students work together to construct a text similar to the model. While in Independent Construction of text, students now start to write recount text independently. They integrate and apply all the knowledge into a new text. The result of Independent Construction can be regarded as the final recount text. In this research, the students' recount text writing will be assessed through the three aspects of writing namely content, organization, and language.

Genre-based Approach has many advantages in improving learners writing ability. First, according to Hyland, (2007:150) explicitness is one of the advantages of genre-based writing. Explicitness is very useful for proving the learners with the characteristic of the text that can make the learners familiar with the text they will write. Secondly, flexibility of the cycle or stage is another benefit of Genre-based Approach in teaching. There is no fix rule concerning Genre-based Approach stages. The teacher and the learners can return into previous stage, stay longer or repeat in

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one stage or they can jump into next stage whenever they need. Thirdly, Genre-based Approach is systematic. It means that Genre-based Approach provides a coherent framework for focusing on both language and context.

There were some researchers who conducted similar studies in implementing Genre-based Approach to teach writing. The same research was conducted by Tri Istianah in 2011 from State University of Semarang. She conducted an action research to teach writing procedural text at SMKN 1 Slawi. The result of this research showed that Genre-based Approach gave some contributions that improve students' achievement and behavior in writing procedural text. The next researcher working in this topic is Getreda Yosmi Oematan. He wrote the implementation of Genre-based Approach in teaching of English. The research was conducted in SMA 1 Surakarta. It was a qualitative research in the form of naturalistic study. The objective of the research is to describe the implementation of Genre-based Approach in teaching of English. Besides, it was conducted to study the teachers' perception of the use of GBA. Other researcher working into this topic is Ismail Ibrahim Elshirbini Abd-ElFatah Elashri. He wrote about the effect of Genre-based Approach in teaching writing skills and their attitudes towards writing. This research adopted the experimental design.

By considering the effectiveness of Genre-based Approach in helping the learners to write a well-organized text and to increase learners' writing achievement, the researcher is going to conduct a research entitled "Implementing Genre-based Approach to Promote Students' Recount Text Writing Achievement at SMPN 1 Pujer.

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1.2 The Problems of the Research

Based on the research background described previously, the problems of the research are formulated as follows:

1. Can the implementation of Genre-based Approach increase recount text writing achievement of Eighth Grade students?
2. How can Genre-based Approach assist students in the process of writing a well-organized recount text?

1.3 The Objectives of the Research

Related to the research problems, the objectives of this research are:

1. To increase recount text writing achievement of Eighth Grade students through the implementation of Genre-based Approach.
2. To know how Genre-based Approach assists students in the process of writing a well-organized recount text.

1.4 The Significances of the Research

1. The English Teacher

Hopefully, this research finding can be used by the English teacher as a model in teaching writing skill. The result of this research is expected to give more information about the implementation of Genre-based Approach in a classroom to increase students' writing ability.

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2. The Students

Through the implementation of Genre-based Approach, hopefully the students were assisted in the process of writing a well-organized recount text, the students feel easier to write a personal recount text by doing the practice in Modeling, Joint Construction and Independent Construction of text. In addition, the students can increase their writing ability through the implementation of Genre-based Approach.

3. The Other Researchers

Hopefully, the result of this research can be considered to be a reference and useful information for other researchers to conduct a research dealing with the Genre-based Approach but different research design.

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CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews the theories related to the topics covering targets of writing for junior high school, concept of recount text writing, aspect assessed in recount text writing, general concept of Genre-based Approach, teaching writing through GBA, the effect of GBA on students' writing achievement, and research hypothesis.

2.1 Targets of Writing for Junior High School Students

Based on the school-based curriculum or *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*), the objectives of teaching English in junior high school are: (1) students are able to develop communicative competence both spoken and written form to reach the level of functional literacy, (2) students are able to have awareness of the nature and the importance of English to increase the competitiveness in global society, (3) students are able to develop an understanding about the relation between language and culture. Therefore, students should learn the four English language skills to achieve those objectives. Based on the curriculum, writing is one of the language skills that must be learn by the students. The standard competence of writing for Eighth Grade students is expressing meaning of written functional text and short simple essay in form of recount and narrative text to interact with the social environment. Meanwhile, the basic competence of writing for Eighth Grade is expressing meaning in form of short and simple functional written text and rhetorical steps in short and simple essay by using various written language accurately, fluently, and acceptably to interact with social environment in form of recount and narrative.

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Therefore, the Eighth Grade students of junior high school are targeted to express meaning in short and simple functional written text and essay in form of recount text with good organization, appropriate content, and language.

2.2 Concept of Recount Text Writing

Recount text is a text which retells events or experiences in the past. Recount text has its own characteristics that will be discussed in this research.

2.2.1 Definitions of Recount Text

Recount text is a text which retells events or experiences in the past. According to Knapp and Watkins (2005:223) recount text is one of the simplest text types of narrative which tells about a series of events in sequence. Its purpose is either to inform or to entertain the readers. Butt et al., 2000 in Hyland states that the purpose of recount text is to reconstruct past experiences by retelling events in original sequence. According to Derewianka (2003:137) the purpose of recount text is to tell how an event happened. It can be concluded that recount text is written to describe past experience or events by retelling with chronological order.

2.2.2 Characteristics and Types of Recount Texts

A recount text has generic structure and language features. The generic structures of recount text are: (1) orientation which gives readers background of the story and introduces participants, time, and place of the story happened (who, when, where, and what), (2) events which describe series of event that happened in the story

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with chronological order, (3) re-orientation which states writer personal comment of the story.

The language features of recount text are:

1. Introducing personal participant; *I, my family, we,* etc.
2. Using chronological connection; *then, before, after, first, after that,* etc.
3. Using simple past tense.
4. Using action verb; *look, go, take,* etc.

By introducing personal participant, the reader can know who was involved in the story. The use of chronological connection and conjunction make the ideas in recount text move smoothly and systematic. Meanwhile, the use of simple past tense indicates that the event is done in the past. Then, the use of action verb shows the performance of the action. In summary, the use of language features can help the writer to produce a good and readable recount text.

Nurdiono (2015) classifies three types of recount text namely factual, procedural, and personal recount. Factual recount is a text which tells factual information such as news story. Procedural recount is intended to tell someone about how something is built. Personal recount is a text which tells about writer's personal experience such as family holiday.

This research is focuses on writing personal recount text since the writing of recount text will be based on students' personal experiences. Students are more familiar with this type of recount text because every student has his own experience so, it will be easier for them to recognize and to write a personal recount text.

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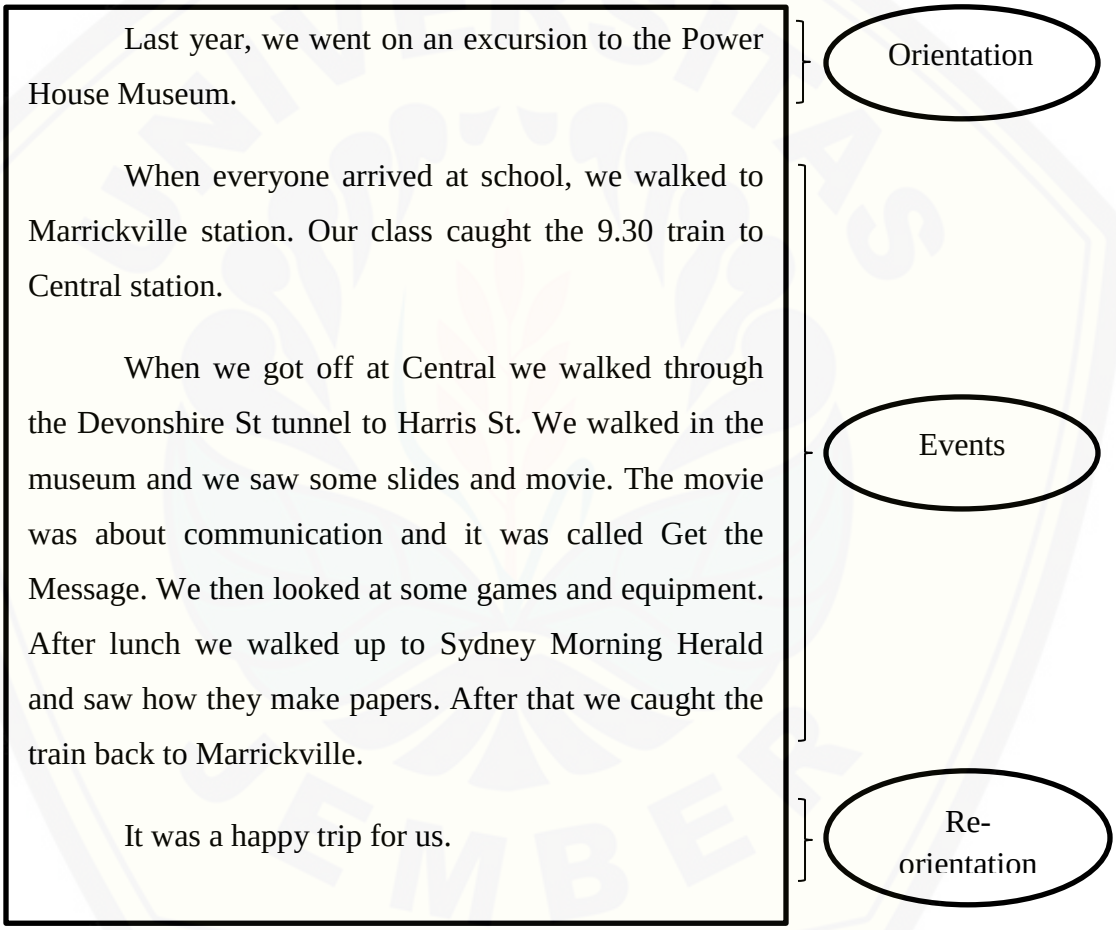
2.2.3 Model of Recount Text

Generally, recount text has its own generic structure and language features that can make it different from other texts. The following text is the example of recount text that the researcher provides as a model of simple recount text.



Source: Knap and Watkins (2005:224)

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2.3 Aspects Assessed in Recount Text Writing

It has been known that writing is one of the language skills that must be mastered by the learners. In mastering writing, the learners should be able to produce language in written form that can be understood by the reader. In this research, the students' recount text writing will be assessed through the three aspects of writing. Hyland (2003:243) states that there are three aspects of writing which will be assessed namely content, organization or structure and language.

2.3.1 Content

Content deals with the information or messages that writer wants to deliver to reader. Heaton (1990:135) argues that content is the ability to think creatively and develop thoughts also excluding all irrelevant information. In addition, Wingersky et al (1999:36) states that content also have relationship with completeness. It means that the writer should give sufficient information for the reader. Therefore, the writer should have enough knowledge about certain topics before he writes the recount text. The content that will be assessed in this research deals with students' personal experience that happened in the past.

2.3.2 Organization or Structure

In order to be a good and readable text, the messages or information should be organized well. Organization deals with how text is constructed. Recount text is composed of three structures namely orientation, content, and re-orientation. The structures of recount text which will be assessed are orientation, events, and re-orientation. In addition, Harmer (2004:22) states that writing can be truly accessible when it is cohesive and coherent. Cohesion deals with the use of linking words in

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joining the ideas. In writing, cohesion is the use of repetition, pronouns, and linkers. While coherence means how well ideas clearly connected to each other. Harmer (2004:25) states that coherence is frequently achieved when a writer sequences information. So, the reader does not have problems understanding the writer's ideas.

2.3.3 Language

To write an acceptable and readable composition, a writer should have good mastery of grammar. A sentence should be grammatically correct and logic. Grammar is a set of rules that help students construct sentences which make sense and acceptable. Harmer (2004:32) states that grammar is not just concerned with syntax. The way words are formed and can change their form in order to express different meaning is also a part of grammatical knowledge. By having enough knowledge of grammar, it is expected that a writer will write an acceptable and logic sentence that the reader easy to understand the information. Grammar aspects which will be assessed in students' recount text writing are:

1. simple past tense,
2. agreement,
3. articles,
4. pronouns,
5. preposition,
6. punctuation.

Vocabulary plays an important role in writing. Students' mastery of vocabulary is basic skill to be able to write a recount text because words carry meanings where a writer conveys messages to reader. To be able to express the ideas, feelings, and thoughts into written form, a writer should have a good mastery of vocabulary. Richards and Renandya (2003:255) argue that vocabulary is a central of

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language proficiency and basis for how well learners speak, listen, read, and write. When a writer has a good mastery of vocabulary, he tends to produce a good and a readable writing composition. Conversely, the lack of vocabulary will result some difficulties in writing. In this research, the choice, form, and usage of word and action verbs will be assessed in writing the recount text.

2.4 General Concept of Genre-based Approach

Genre-based writing deals with teaching writing through a particular text types. In genre-based writing class, linguistic and rhetorical forms of text are presented in integrated way within a context because writing occurs in particular cultural and social contexts (Hyland, 2004 cited in Lee, 2012:4).

Swales (1990: 58) argues that genre consist of a class of communicative events which share some set of communicative purposes. From this definition, Swales stresses the importance of communicative purpose because the communicative purpose is the criterion to distinguish one genre from another. A genre is usually characterized by its communicative purpose(s), associated themes, conventions (rhetorical structure, grammar, and textual features), the channel of communication (e.g., spoken, electronic, hardcopy, written, etc.), and audience types. While, Martin in Hyland (2003:19) define genre as a goal-oriented, staged social process. Genre is a goal-oriented because genre has evolved to achieve things. It means that genre has certain rules that should be followed by the writer to achieve the purpose. Genre is social process because member of culture interact to achieve it. While, genre is staged because meanings are made in steps and it step usually consisting more than one step to reach the goal or purpose.

Furthermore, (Hyland, 2003:21) defined genre as an abstract, socially recognized way of using language. It is based on the assumptions that the features of

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a similar group of texts depend on the social context of their creation and use and those features can be described in a way that relates a text to others and to the choices and constrains acting on text writer. Genre in this term is used for grouping texts together and presenting how writers usually use language to respond and construct texts. In addition, genre refers to socially recognized way of using language for particular purposes (Hyland, 2007:149). It is based on the idea that member of society usually have difficulty in recognizing similarities of texts. Sabouri *et al*. (2014: 2) state that genre is a particular class of events which are recognized by the community as being of the same type. When a set of texts share the same purpose, they often share the same structure, and they belong to the same genre.

Genre teacher in writing instruction look beyond subject content, writing process, and textual forms to see writing as an effort to communicate with readers. Genre teacher concerned with teaching learners how to use language patterns to accomplish coherent and purposeful composition. The central belief of genre according to Hyland (2003:18) is the writer does not just write, the writer writes something to achieve some purposes. To get things done, writer should follow certain rules for organizing information or messages because writer wants the readers to recognize his purpose.

In teaching learning process in the classroom, genre teacher focuses on texts as well as the linguistic patterns. Writing instruction in genre classroom begins with the purpose of communicating, and then moves to the stages of a text which can express the purpose. Genre based on the explicit awareness of language (Hyland, 2003:22). In genre class, it gives learners explicit understanding of the text structure as well as their uses in a society and the grammar. This activity is very useful for proving the learners with the characteristic of the text that can make the learners familiar with the text they will write. When the learners familiar with the text and have enough knowledge of it, they can easier to write the text independently. Genre pedagogies give real benefits for learners because writing instruction look beyond

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language, content, and context while teacher presents explicit and systematic explanation of the ways writing work to communicate to the readers.

Genre-based Approach is one of approaches in English Language Teaching (ELT). Hyland (2003:18) states that Genre-based Approach refers to how to make use of language patterns to achieve a coherent and purposeful composition. Genre-based Approach provides learners with sufficient opportunities to become aware of the different purpose of written text and different ways information is organized in written texts. The focus of this approach is the students' understanding about the social context of the text. Genre-based class necessarily begins with strong scaffolding from the teacher proceeded to control writing practice and to independent writing. In a Genre-based writing class, a teacher plays a major role and learning occurs most effectively when a teacher present exactly what the students need. A teacher is a knowledgeable person in a Genre-based class. He/she helps learners when learners are not yet able to write or do not know yet about the texts. That idea is in line with an expert statement that language is learned through guidance and interaction in the context (Derewianka, 2003:143).

In Genre-based writing class, the teacher plays an important role to facilitate improvement of writing. At the early stage, the teacher is a knowledgeable person that gives strong scaffolding to the learners. The teacher intervenes in the learners' writing process depending on the students' needs and students' ability. According to Derewianka (2003:146), in the early stage, the teacher takes a more direct role in developing the necessary knowledge and skill and when learners' proficiency increase, the teacher begins to play the role as facilitator in learning and learners require more autonomy.

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2.5 Teaching Writing through Genre-based Approach

Writing procedure moves from dependent into independent writing. Hyland (2003:21) presents the cycle model of Genre-based teaching process that proceeds from Modeling, Joint Construction, and Independent Construction of text.

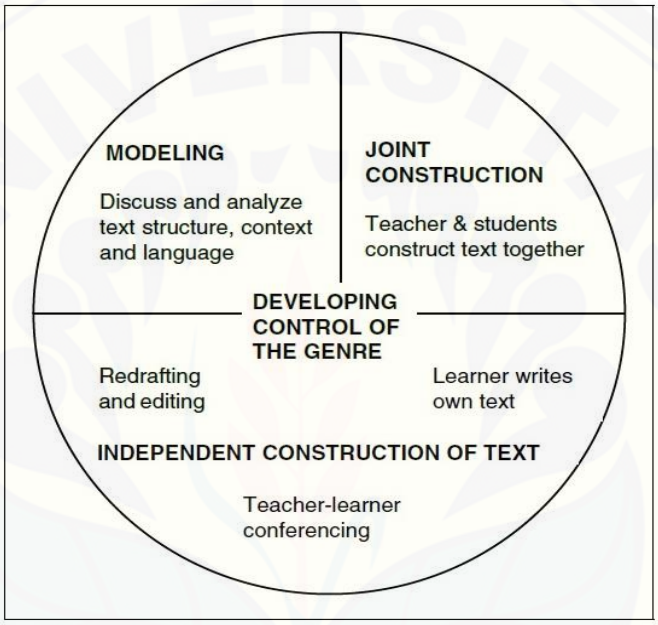

Figure 2.1: Hyland's Genre-based writing process

1. Modeling of the text

In the Modeling stage, the teacher and the students discuss and analyze the text structure, context, and language. Hyland (2003:21) argues that in this stage, direct instruction from the teacher is crucial. Teacher scaffold the students on their writing process. The scaffolding on writing will help students acquire the knowledge and skills to be able to write their own text with confidence (Kim & Kim, 2005:9). In this stage, teacher presents an explicit understanding of the text structure and their uses in the society as well as the language features of the text. According to

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Derewianka (2003:147), in Modeling stage, the teacher might begin to introduce many kinds of texts. When students have experience many kinds of texts, the teacher then focus in selected text. This research focuses on writing a personal recount text. In this stage, the teacher present explicit understanding about definition of recount text, it uses in the society as well as the structure of it. The structure of recount text are: (1) orientation which gives readers background of the story and introduces participants, time, and place of the story happened (who, when, where, and what), (2) events which describe series of event that happened in the story with chronological order, (3) re-orientation which states writer personal comment of the story.

In this stage, leaners study the grammar of the target language. Feez (2002:66) claims that grammar should be in the context of purposeful language use. For example, learners can practice past tense and action verbs in writing recount text. Recount text deals with retelling an experience which happened in the past. Learners also can focus on the use of temporal connectives to indicate a sequence of events such as first, then, after, and finally. This can be stage where the teacher and the students deconstruct the rhetorical pattern and linguistic features of model text. Hyland recommends the deconstruction of the target text at two levels: a text-level and a language-level. At a text level, the students discuss the organizational stages of the recount text. The organization or structures of recount text are orientation, events, and re-orientation. Students learn the rhetorical pattern of the recount text by sequencing, rearranging, matching, and labelling the text. At a language-level, they investigate the language features of recount text that help to express specific functions, and they discuss what the main linguistic features of recount text. The students reorganize or rewrite scrambled or unfinished paragraphs. They do substitution activities to raise grammatical awareness, such as understanding tense or modality. Most traditional writing activities in L2 classrooms come into either text or language level tasks.

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2. Joint Construction of the Text

This can be stage where teacher and students work together to construct a text similar to the model. They use the social, contextual, rhetorical, and linguistic knowledge of the target genre learned through the Modelling stage. The students need to reflect on the text organization and make a draft of their writing based on the model text presented in previous stage. Then, they can rewrite the model text or create a new text. As a whole-class activity, students can write a text with the teacher on the board. When the students already understand the target genre that is recount text, they can write individually or in groups. This activity is very useful for the students to strengthen their understanding about the general concept and chracteristics of the target text which will be written.

Hyland in Lee (2012:32) states that teacher draws the students' attention to the appropriateness and accuracy of the words and makes the students integrate all of them into a new text. Through this stage, teacher and students practice writing a similar text to the model. For instance, personal recount about "a trip to the zoo" can be used as a model text and learners can create their own personal recount text. According to Derewianka (2003:148), when students have enough knowledge about the content of the text and how it might be organized, the students collaboratively write a text with the guidance from the teacher. This stage makes teacher and students work together on reprocessing the text. The role of teacher in this stage is exactly different from the previous stage. The role of teacher reduces in this stage while students are getting more control of their writing process. Teacher becomes a facilitator or negotiator during this stage.

3. Independent Construction of the Text

Having been provided with guidance and support from the teacher, students are encouraged to write the text independently (Derewianka, 2003:148). Students are supposed to have developed an understanding of the genre, rhetorical structures, and language features of the genre. Then, students now start to write recount text

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independently. They integrate and apply all the knowledge into a new text. The personal recount text in this stage is different from the text made in the previous stage. In order to produce a good composition in Independent Construction of text, the students make a plan and a draft. Then, through teacher-learner conferencing, they may redraft and edit their text to be a final version of their writing. According to Hyland, in Lee (2012:33), the text created in this stage is the combination of context, content, language and genre. Therefore, the Independent Construction stage is often regarded as the core of writing instruction.

In Independent Construction of the text, it does not mean that the students need no more help. It differs from the previous stage in which the teachers as a facilitator in writing process, in this stage the teacher as a collaborator or a provider of feedback. Students write their own recount text, helping one another, and the teacher collaborates whenever the students need help. Students still need guidance and assistance from the teacher, but less in the amount and more indirect in the way of presentation (Hyland in Lee, 2012:34). They need feedback for their drafts and advice for improving their writing. The principle of Genre-based writing goes from strong scaffolding to reduced involvement of the teacher.

Hyland maintains that the students go through generating content, drafting, rewriting, editing, and polishing process in this stage until creating a complete text. He also claims that the teacher helps the students redraft and edit by designing an activity such as revising a draft in response to others' comments (Hyland in Lee, 2012:34). Through the rewriting process with collaboration, the students come close to complete control of the genre and get ready to extend their knowledge to a new genre related to the target genre.

In Genre-based writing process, students start with Modelling of the text, Joint Construction of the text, and Independent Construction of the text. All these stages are dedicated to different purposes and to different activities. Another important characteristic of the Genre-based writing process is the flexibility of each stage in the process. The procedure is not fixed or lock step concerning Genre-based Approach

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stages. It allows a teacher to stay longer or to move to any stage. The teacher and the learner can jump into next stage when the learners already familiar with the text and have knowledge about it. The teacher and the learners can skip the Modeling stage and start with the next stage. Conversely, the learners can stay longer, repeat, or return into previous stage when the learners still face difficulty. The teacher and the learners can go back to the previous stage or they can jump into next stage whenever they need.

2.6 The Effect of Genre-based Approach on Students' Writing Achievement

The implementation of Genre-based Approach in teaching writing makes students' writing achievement increased. According to Hyland (2007:150), students' writing achievement increases because Genre-based Approach is explicit, systematic, need-based, empowering, critical, consciousness-raising.

According to Hyland, Genre-based Approach is explicit, systematic, and need-based. Explicit means Genre-based Approach makes clear what is to be learnt to facilitate the acquisition of writing skills. Genre-based Approach gives students explicit understanding of text structure and their uses in the society as well as the language features of the target text that is recount text in the beginning stage that help students develop further writing. Systematic means Genre-based Approach provides a coherent framework for focusing on both language and context. In genre-based class, the text structure, language features, and context of the text are presented in systematic way that makes the learners easier to understand the target text. Need-based means that in genre-based class, teacher ensures that course objectives and content are derived from students' needs. Learning occurs most effectively when a teacher presents exactly what students need. The teacher plays a major role in selecting the most appropriate writing materials that meet the student need.

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In addition, students' writing achievement increases because Genre-based Approach supportive, empowering, critical, and consciousness-rising. Supportive means Genre-based Approach gives teachers a central role in scaffolding students' learning and creativity. The teacher may present knowledge directly or he/she helps the students to correct their mistakes in writing. The teacher intervenes in students' writing process depending on students' need. Empowering means it provides access to the patterns and possibilities of variation in valued texts. Genre-based Approach offers the capacity for initiating students into the way of making meanings that are valued in English speaking communities. The study of the target genre assists students to manage the appropriate linguistic and rhetorical patter of the target genre. Critical means Genre-based Approach provides the resources for students to understand and challenge valued discourses. Consciousness-raising means Genre-based Approach increases teachers' awareness of text to confidently advise students on writing. By categorizing and analyzing the text that teachers ask their students to write, they become more understand to the way meanings are created and more sensitive to the specific communicative needs of their students.

Besides the increasing of students' writing achievement, the effect of Genre-based Approach on students' writing achievement is the students feel assisted in the writing process. The students are assisted because teacher intervenes on students writing process. The degree of teacher intervene on students' writing process is based on the students' need.

According to Feez (1998), cited in Widodo (2006:174), Genre-based Approach encourages students to write a composition with clear purpose, audience and organization. Feez argument is in line with Kim and Kim (2005:5) who state that Genre-based Approach encourages students to express social purpose of text effectively. They also argue that this approach contextualizes writing for audiences and purpose. In other words, the students are encouraged to think of why they write a composition, who they are writing for, and to construct their writing with clear

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organization. Furthermore, Lu Trong (2001) cited in Sabouri (2014) concludes that a Genre-based Approach created a great impact on students participants. Most of the students gained the control over the key features of the required genre in term of social purposes, language features, and structure of the text.

Besides the effect of Genre-based Approach, the researcher also provides other researchers who conducted the similar study. There were some researchers who conducted similar studies in relation with the implementation of Genre-based Approach in teaching and learning process. Tri Istianah in 2011 from State University of Semarang conducted an action research to teach writing procedural text to eleventh grade students of SMKN 1 Slawi. The result of this research showed that Genre-based Approach gives some contributions that improve students' achievement and behavior in writing procedural text. It was supported by the result of the pre-test (62,75), result of Cycle 1 test (78,89), result of Cycle 2 test (76,41), and result of post-test (77,93). Thus, the result of the students' achievement from pre-test to post-test increased 15,18. By using Genre-based Approach, students could write down what they think of in their mind and state it on paper by using sequence of steps and grammatical sentence in writing procedural text.

The next researcher working in this topic is Getreda Yosmi Oematan. He wrote the implementation of Genre-based Approach in teaching of English. The research was conducted in SMA 1 Surakarta. It was a qualitative research in the form of naturalistic study. The objective of the research was to describe the implementation of Genre-based Approach in teaching of English. Besides, it was conducted to study the teachers' perception of the use of GBA. The result showed that the application of GBA which was viewed from six dimensions which appear from the research that the objectives, the model of syllabus, the strategy and procedure of teaching and learning activity, the type and function of texts used by the teachers were relevant with those which recommended by the GBA. The teachers' perceptions of the use of GBA reflect their mastery on the teaching competence. This approach has good influence to

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improve the student's language proficiency through the understanding of different text types.

Other researcher working into this topic is Ismail Ibrahim Elshirbini Abd-ElFatah Elashri. He wrote about the effect of Genre-based Approach in teaching writing skills and their attitudes towards writing. This research adopted the experimental design using an experimental group and a control group. The result showed that instructions in Genre-based Approach improve students' performance. Implementation of Genre-based Approach has helped develop a positive relationship between students' attitudes and their writing performance.

Considering the effect of Genre-based Approach on students' writing achievement and all of the studies, there is an area of studies that has not been explored. Thus, the researcher focuses on the implementation of Genre-based Approach in teaching recount text writing and how Genre-based Approach can assist students write a well-organized recount text.

2.7 Research Hypothesis

The hypotheses of this research are:

1. The implementation of Genre-based Approach increases recount text writing achievement of Eighth Grade students at SMPN 1 Pujer.
2. Genre-based Approach assists students in the process of writing a well-organized recount text.

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CHAPTER 3 RESEARCH METHOD

This chapter presents the research method which is used in this research. It covers research design, research procedure, area determination method, research subject, operational definition of the key term, data collection method, and data analysis method.

3.1 Research Design

The design of this research is Classroom Action Research. Elliot (1991:69) defines an action research as the study of social situation with a view to improve the quality of action within it. It means that action research could improve the students' achievement in learning. Furthermore, Kemmis and McTaggart cited in Cohen (2007:298) define an action research as a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, understanding of the practices and the situation in which these practices are carried out. This research used Kemmis and McTaggart action research design. Based on the concept of action research, this research tries to solve a specific problem that is the students' low achievement in writing skill. This research was conducted to improve students' recount text writing achievement by implementing Genre-based Approach in teaching at SMPN 1 Pujer.

The researcher adopted cyclical action research model based on Kemmis and McTaggart, (cited in Burns, 2010). According to Kemmis and McTaggart, the action research procedures cover four stages. To do action research is to plan, act, observe, and reflect more carefully and more systematically that one usually does in everyday life. The model of action research can be seen in figure 3.1.

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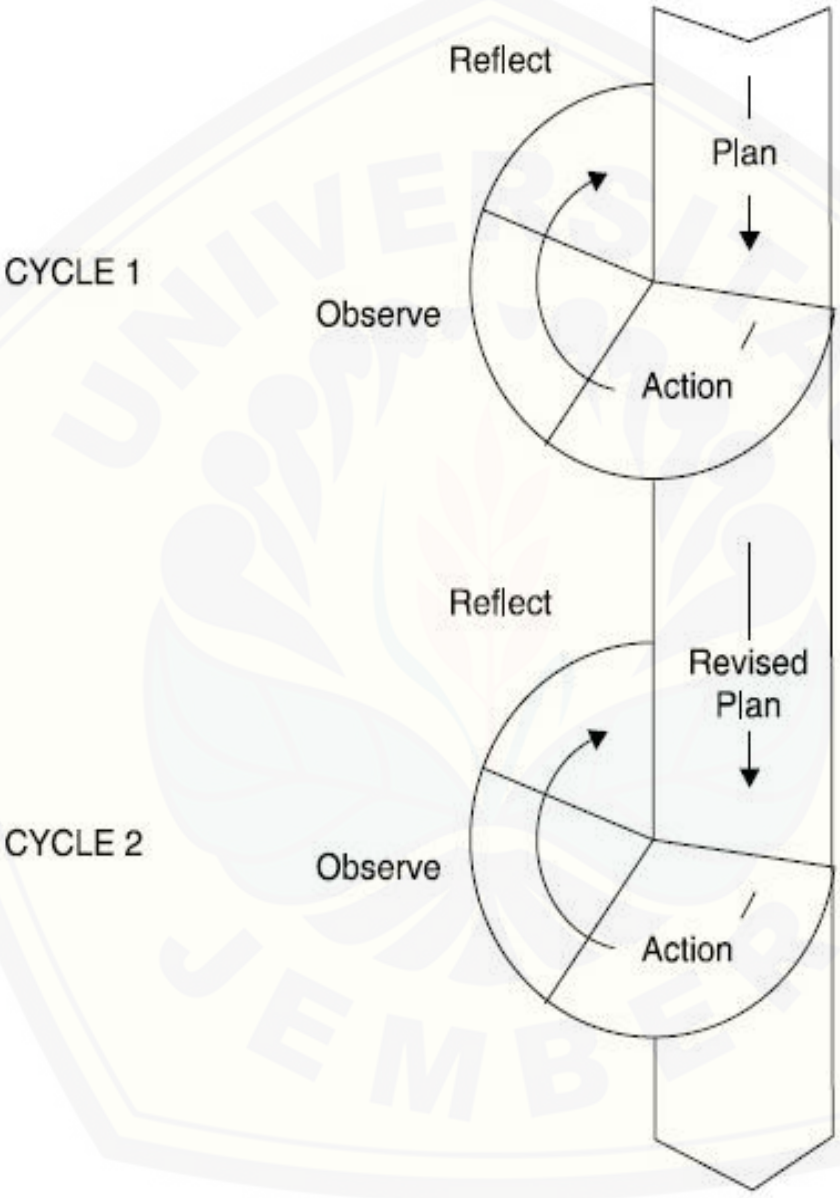
Figure 3.1 The Model of Classroom Action Research



(Adopted from Kemmis and McTaggart in Burns, 2010:9)

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3.2 Research Procedure

This study employs Classroom Action Research (CAR). This research was conducted to improve the Eighth Grade students' recount text writing achievement by implementing Genre-based Approach. Based on the diagram, Classroom Action Research involves in four stages of the action research procedures including planning, action, observation, and reflection.

3.2.1 Planning

This stage was prepared before the action was given to the research subject. The researcher collected the information dealing with teaching and learning process and tried to find out the problem in teaching of English. The researcher interviewed the English teacher and observed the teaching and learning process in the classroom. Based on the interview, it was found that most Eighth Grade students of SMPN 1 Pujer had problems in writing. Some problems were faced by the students in writing the text such as: 1) most of the students still did not understand well about the language features of the text although the teacher has already explain it; 2) the students felt confused to differentiate a kind of text and its functions; 3) the students is the lack of vocabulary. Also, it was proved by their writing score in which most of students could not achieve the minimum score that is 75. Based on the students' writing problems and writing score, VIII A class had the most problems in writing and the worst score compared with other classes in that school. So, the researcher choosed that class as the research subject. Then, the researcher tried to develop a plan for the action. There were several activities that were prepared before the action of this research was given to the research subject, they were:

1. Selected the appropriate writing materials for Eighth Grade students based on school-based curriculum or (*KTSP*).

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2. Constructed lesson plans for Cycle 1.
3. Prepared the observation guide in each meeting.
4. Constructed the writing test.

3.2.2 Action

Action was the implementation of planning stage. The implementation of action in this research was conducted by the researcher based on the lesson plan which was prepared previously. The implementation of the action in this research was conducted during the school hours based on the English subject schedule of VIII A. In implementing the action, this research was planned in two cycles in which each cycle consists of two meetings and each meeting consists of 80 minutes.

3.2.3 Observation

During the implementation of the action by the researcher, the English teacher conducted observation to collect data dealing with the contribution of Genre-based Approach in helping students write a well-organized recount text. The English teacher as an observer carried out the observation by filling in the field notes.

3.2.4 Reflection

This could be a stage where the researcher reflected, described, concluded, and evaluated the effect of the action that had already been observed in the observation stage. In this research, the action was considered successful if 75% of the students in the class could achieve the minimum required score. The reflection then became basis for creating the lesson plan and improving the teaching learning process

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in the next cycle. The result of the reflection in Cycle 1 was used as a guide to create a better lesson plans and revised action in Cycle 2.

3.3 Research Area

In this research, the researcher used purposive method to determine the research area. The researcher chose SMPN 1 Pujer to conduct the research. There were several reasons as the consideration for the researcher in choosing SMPN 1 Pujer as the research area. The reasons were (1) the English teacher agreed to collaborate with the researcher to solve the students' problems in writing by conducting a classroom action research, (2) the principle of that school had given permission to the researcher to conduct the research.

3.4 Research Subject

Research subject deals with an individual or a group of students who will be a sample of the research. In this research, the researcher used purposive method to determine the research subject. According to Fraenkel, *et al*, (2009:99), purposive method is a method that uses the researcher's judgment to select a sample in which the researcher uses the previous information as the data and based on the specific purpose of the research. The research subject of this research was the Eighth Grade students of SMPN 1 Pujer in the 2016/2017 academic year. There were four classes of the eighth grade students in that school. Each class consists of 26-30 students. The researcher used the previous writing score, interviewed with the English teacher and classroom observation as guidelines to choose the research subject. The researcher chose VIII A as the research subject because this class has the lowest writing score and the most writing problems compared with the other classes.

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3.5 Operational Definitions of Key Terms

The operational definitions of the key terms were needed to avoid misunderstanding of the topic among the researcher and the reader. The terms which need to be defined operationally were Genre-based Approach, recount text, and writing achievement.

1. Genre-based Approach

Genre-based Approach was defined as a view in teaching of writing that focused on recount texts as well as its linguistic patterns. Writing procedure of Genre-based Approach proceeded from modeling, joint construction, and independent construction of the text. Genre-based Approach was implemented to teach personal recount text writing of VIII A class.

2. Recount text

Personal recount text is a text which retells writers past events or experiences with chronological order.

3. Students' writing achievement

Writing achievement deals with how successful the individual students achieved the writing objectives after the implementation of Genre-based Approach. The aspects assessed were content, organization, and language.

3.6 Data Collection Method

Collecting a data was very important to obtain information for the researcher. In this research, the data collection was composed of three instruments namely observation sheet, writing test, and document.

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3.6.1 Writing Test

Writing test was used to measure the students' writing achievement. In this classroom action research, the researcher applied achievement test to measure the Eighth Grade students' recount text writing achievement. According to Hughes (2003:13), achievement test is used to measure how successful individual students, group of students, or the course themselves in achieving the objective of the research. It means that the achievement test was given to VIII A class students to know students' achievement after the implementation of Genre-based Approach.

There were two ways in constructing a test these were standardized test and teacher-made test. In this research, the researcher used teacher-made test in designing the writing test. A test was considered as a good test when it was valid and reliable. A test is said to be valid if it measures accurately what it is intended to measure (Hughes, 2003:26). The researcher applied content validity. This kind of validity depends on a careful analysis of the language being tasted and particular course objectives (Heaton, 1990:160). Before constructing the test, the test writer wrote a specification for the test and described a clear particular language skill. Specification for the test included information on what content that test writer was going to concern, type and length of the text, topic, timing, and scoring procedures. There were several points that the researcher applied to make the test valid. First, the test was designed based on the curriculum. In writing test based on the basic competence, students were targeted to be able to express meaning in form of short and simple functional written text and rhetorical steps in short and simple essay by using various written language accurately, fluently, and acceptably to interact with social environment in form of recount text. Second, the researcher provided a clear instruction for the students. Third, in writing recount text, the students should write at least 10 sentences or around 100 words. The last, the researcher gave enough time to do the test that was 60 minutes.

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Besides, a good test must be reliable. Reliability deals with consistency of the result of the test. According to Heaton, (1990:162), reliability is measured in two ways: test/re-test reliability and mark/re-mark reliability. Mark/re-mark reliability was used in this research. It could be done by individual scorer that gave score twice on the same students work on different occasions or it could be done by two or more different scorers that score the same students work. This researcher applied double scorers or inter-reliability in scoring the students work to avoid subjectivity. Double scorers and scoring procedures made the result of the test more reliable. The scoring procedures would be discussed below.

The writing test was scored by using multiple-trait scoring method. Multiple-trait scoring is a method of scoring which requires raters to provide separate scores for different writing features, as in analytic scoring, while ensuring that the writing features are relevant to the specific assessment task (Hyland, 2003:230). The researcher made some adaptations in writing the scoring rubric in order to fit the writing aspects which would be assessed; 1) the researcher added aspects that should be occured in orientation (time, place, & participant), 2) added coherent and cohesion, 3) added agreement, tense, number, articles, pronouns, preposition, and punctuation in language aspect. It means every aspect in writing which consists of content, organization or structure, and language would be scored. Then, the researcher calculated the score to get the total score. According to Hughes (2003:22), a writing test could be scored by two different scorers (inter-rater) or individual scorer on different occasions (intra-rater). In this research, the writing test was scored by double scorer or inter-rater. The researcher and the English teacher were the scorers. This was applied to avoid subjectivity. The researcher and the English teacher used the same scoring rubric in assessing the students' recount text writing. The scoring procedures were: (1) the scorers comprehended the criteria for assessing writing test in scoring rubric, (2) the scorers discussed the scoring rubric whether the scorers had the same understanding about it or not, (3) made a copy for the result of

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students writing test (4) Scored the students' writing test, (5) each scorer calculated his own score, (6) the scorers discussed whenever there was very different score among the scorers, then the two scorers scored that writing test again, (7) calculated the score to get the total score. The scoring criteria could be seen in Table 3.1

Table 3.1 The scoring criteria of students' recount text writing

No.	Aspect of Writing	Criteria	Score
1.	Content	Event explicitly stated, clearly documents events, good use of relevant information, properly developed ideas.	4
		Event fairly clearly stated, includes most events, quite good use of relevant information, details may be underdeveloped.	3
		Event only sketchy, clearly documents events, moderate use of relevant information, barely adequate development of ideas.	2
		Event not stated, no recognizable events, serious irrelevance or inaccuracy, inadequate development of ideas.	1
2.	Organization or structure	Orientation gives all essential info (time, place, & participant), all necessary background provided, account in chronological order, reorientation "rounds off" sequence.	4
		Fairly well-developed orientation, most actors and events mentioned largely chronological, coherent and cohesion, reorientation "rounds off" sequence.	3

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		Orientation gives some information, some necessary background omitted, account partly coherent and cohesion, some attempt to provide reorientation	2
		Missing or weak orientation, no background provided, haphazard and incoherent and incohesion sequencing, no reorientation.	1
3.	Language	Excellent choice of grammar, effective use of a wide variety of correct sentences, no significant errors in agreement, tense, number, person, articles, pronouns and prepositions, punctuation, excellent use of vocabulary, word form mastery.	4
		Varied choice of grammar, effective use of a variety of correct sentences, no serious recurring errors in agreement, tense, number, person, articles, pronouns, prepositions and punctuation, adequate vocab choice, good control of word form	3
		Lack variety in choice of grammar, a limited variety of mostly correct sentences, recurring grammar errors, lack in variety of vocabulary, moderate word form control.	2
		A limited variety of sentences requiring considerable effort to understand, reader seriously distracted by grammar errors, poor vocabulary and word forms.	1

(Adapted from Hyland, 2003:231).

3.6.2 Observation

The observation was conducted during the implementation of the action in classroom. It was done in each meeting to collect the data about the contribution of Genre-based Approach that assist students write a well-organized recount text. The

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English teacher became an observer in the class during the implementation of the action by the researcher. The observer used field notes to collect the data during the observation. Field note is a form of direct observation to observe everything and anything by observing phenomena in its natural setting, such as a classroom or school (Tomal, 2003:31). The researcher took notes by considering several indicators to be observed, namely: (1) contribution of Genre-based Approach in modeling stage, (2) contribution of Genre-based Approach in joint construction stage, and (3) contribution of Genre-based Approach in independent construction stage.

3.6.3 Document

Document is a piece of written, printed, or electronic matter that provides information or evidence. In this research, document deals with student's writing tasks in teaching and learning. Document was used to crosscheck or to triangulate the result of observation. The students' writing tasks were derived from modeling, joint construction and independent construction stage. The students' writing tasks were analyzed to know the contribution of Genre-based Approach in each stage.

3.7 Data Analysis Method

Data analysis method is a method to analyze the obtained data. In this classroom action research, the data were collected through writing test and the result of observation in teaching and learning process. The result of the writing test was analyzed quantitatively by using the following formula:

$$E = \frac{n}{N} x100$$

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Note:

E = The percentage of the students who got score ≥ 75

n = The total number of the students who got score ≥ 75

N = The total number of the students

(Adapted from Ali, 1993:186).

Meanwhile, the collected data from the observation in each cycle were analyzed qualitatively by using inductive analysis. Based on the observational data, the contribution of Genre-based Approach which assisted students in the process of writing would be described.

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CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research and some suggestions for the students, the English teacher, and future researcher. Each point is presented respectively in following sections.

5.1 Conclusion

Based on the result of data analysis and discussion, it can be concluded that the implementation of Genre-based Approach could improve the Eighth Grade students' recount text writing achievement at SMPN 1 Pujer. It was proven by 21 (70% students) who got score ≥ 75 in writing achievement test of Cycle 1. Then, after revising activity in Modeling stage (explanation of simple past tense, proposition, connection, and capital letter), in Joint Construction (asked the students to write a recount text in pair), in Independent Construction (asked the students to list some command verbs) of Cycle 1, this research could achieve the criteria of success. It was proven by the quantity of students who got score ≥ 75 which rose to 26 students or 86.6% of 30 students in Cycle 2. It increased as many as 16.6%.

Meanwhile, the result of the observation showed that Genre-based Approach gave some contribution in each stage. In Modeling stage, students were given explanation about general concept and characteristics of recount text that made them familiar with the text. In Joint Construction stage, the students could cooperate with his friends in a group or pair to do the writing task. Then, in Independent Construction stage, most of the students showed independence in writing a personal recount text. In addition, in writing achievement test, the students worked individually in doing the test. Most of students got good score in writing test after the action was conducted. Most of the students were able to write a personal recount text individually with good organization, appropriate content and good grammar.

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5.2 Suggestions

Considering the result of this classroom action research which showed that the implementation of Genre-based Approach could improve the Eighth Grade students' recount text writing achievement at SMPN 1 Pujer, some suggestions are proposed to the English teacher and future researchers.

1. The English Teacher

Genre-based Approach can be one of the alternative approaches to teach writing. The English teacher should follow the rules of teaching through Genre-based Approach in order to get good result. The English teacher should design appropriate teaching and learning activities for each stage. When applying group work, English teachers should give more attention and give more control on students. The number of students in a group should be less than five students in order that the students will interact more with the other and contribute more in the process of writing personal recount text.

2. Future Researchers

The future researchers are suggested to replicate the similar study to complete the findings of the present study in different levels. The future researchers can add one research question to reveal students' responses towards the implementation of GBA in learning English writing.

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Appendix A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data resources	Research method	Hypothesis
Implementing Genre-based Approach to Promote Students' Recount Text Writing Achievement at SMPN 1 Pujer	1. Can the implementation of Genre-based Approach increase recount text writing achievement of Eighth Grade students at SMPN 1 Pujer?	**1. Independent Variable** Teaching recount text writing by using Genre-based Approach	1. Teaching recount text writing by implementing Genre-based Approach. The stages are: - Modeling - Joint Construction of the text - Independent Construction of the text *(Hyland, 2003)*	**1. Research Subject** The Eighth Grade students of SMPN 1 Pujer **2. Informant** The English Teacher of the Eighth Grade students of SMPN 1 Pujer **3. School Documents** - The names of the research subjects - The students's	**1. Research Design** Classroom Action Research with the cycle model. The steps of each cycle are: a. Planning the action b. Implementing the action c. Classroom observation d. Classroom reflection (Kemmis and McTaggart, 1988, as cited in Burns, 2010) **2. Area Determination Method** • Purposive Method	1. The implementation of Genre-based Approach increases recount text writing achievement of Eighth Grade students at SMPN 1 Pujer

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				previous writing score.	**3. Subject Determination Method** • Purposive Method **4. Data Collection Methods** • Writing test • Observation • Document **5. Data Analysis** - The data collection will be analyzed by using descriptive statistic using the following formula: $E = \frac{n}{N} x100$ E = The percentage of the students who get score ≥ 75 n = The total number of the students who get	

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					score ≥ 75 N = The total number of the students (Adapted from Ali, 1993:186)	
	2. How can Genre-based Approach assist students write a well-organized recount text?	**2. Dependent Variable** - The students' recount text writing achievement	2. - Content - Organization - Vocabulary - Language use - Mechanics (Heaton, 1991:146)		- Inductive analysis	2. Genre-based Approach assists students write a well-organized recount text

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Appendix B

Students Previous Writing Score of Class A

No	Student Name	Sex	Score	A	NA
1	Ahmad Beni	M	55		
2	Ahmad Dani	M	80		
3	Ahmad Dimas	M	65		
4	Ainun Maghfiroh	F	80		
5	Alfin Gunawan	M	55		
6	Alfin Prayoga	M	75		
7	Alifia Natasya	F	75		
8	Ahmad Suwandi	M	75		
9	Anisatul Kamila	F	75		
10	Bahrul Imam	M	60		
11	Bahrur Rosi	M	65		
12	Faikhatus Sholiha	F	75		
13	Gilang	M	75		
14	Herman	M	45		
15	Imam Bai Hakki	M	55		
16	Imron Fauzi	M	65		
17	M. Noval Abrori	M	55		
18	Muh. Fathan	M	60		
19	M. Ferdyansyah	M	60		
20	Nisa Aprinia	F	65		
21	Rendi Pranata	M	55		
22	Reni Safitri	F	75		
23	Ripki	M	55		
24	Riskayatul U	F	75		
25	Sugeng Harjianta	M	75		
26	Tegar Hidayah	M	65		
27	Trito Bakti	M	40		
28	Wella	F	75		
29	Moch. Mohsi Saputra	M	55		
30	Riska Mafitasari	F	75		
	Mean Score		65,5%	43,33%	56,67%

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Appendix C

Lesson Plan 1

(Cycle 1 / Meeting 1)

Subject	: English
Skill	: Writing
Grade/semester	: 8th grade/2nd semester
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

III. Indicators

a. Cognitive

Product

- Writing a short and simple personal recount text

Process

- Describing the social function of recount text
- Describing the generic structure of recount text
- Describing the language features of recount text

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- Planning the personal recount text
- Drafting the personal recount text
- Revising the personal recount text

b. Affective

- Showing responsibility while doing the task
- Showing cooperation in teaching and learning process
- Showing enthusiasm in teaching and learning process
- Showing independence while doing the task

IV. Learning Objectives

a. Cognitive

Product

- Students are able to write a short and simple personal recount text

Process

- Students are able to describe the social function of recount text
- Students are able to describe the generic structure of recount text
- Students are able to describe the language features of recount text
- Students are able to make plan in writing personal recount text
- Students are able to make draft in writing personal recount text
- Students are able to make revision in writing personal recount text

b. Affective

- Students are able to show responsibility while doing the task
- Students are able to show cooperation in teaching and learning process
- Students are able to show enthusiasm in teaching and learning process
- Students are able to show independence while doing the task

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V. Material

- Definition of recount text
- The social function of recount text
- The generic structure of recount text
- The language features of recount text
- the example of recount text

VI. Teaching Learning Strategies

Approach : Genre-based approach

Method : Explanation, discussion, question and answer.

VII. Teaching Learning Activities

Teacher's activity	Students' activity	Time allocation
Set induction		
1. Greeting, praying, and checking attendance list.	1. Greeting and praying	2'
2. Showing some pictures	2. Observing the pictures	2'
3. Giving some leading questions	3. Answering teacher's question	2'
4. Asking the students' to predict what they will learn	4. Responding	2'
5. Telling the purpose of the study	5. Paying attention	2'

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Main activities **Modeling stage** 1. Showing recount text entitled "Adolescence" 2. Explaining the definition of recount text 3. Explaining the social function of recount text 4. Explaining the generic structure of recount text 5. Explaining the language features of recount text 6. Asking the students to describe the definition, social function, generic structure, and language features of recount text 7. Asking the students to do substitution activities 8. Asking the students to reorganize scrambled paragraphs. **Joint construction stage** 1. Teacher & students writing a similar text to the model on the board as whole-class activity. The Procedures	1. Reading the recount text 2. Paying attention 3. Paying attention 4. Paying attention 5. Paying attention 6. Describing meaning of recount text and its features 7. Doing the substitution activities 8. Reorganize the scrambled paragraphs. 1. Writing a similar text to the model on the board as whole-class activity with the teacher.	3' 3' 3' 8' 12' 5' 7' 7' 15'

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are: (1) asking one student to tell his past experience in front of the class, the other students listen and comprehend the story, (2) teacher asking the students to suggest a sentence based on story they heard previously, (3) giving feedback and correction when the students make mistakes, (4) writing the sentences on the board. **Independent construction stage** 1. Asking the students to write a personal recount text independently at home. The students should focus on content, text organization, sentence construction, and vocabulary.	1. Writing a personal recount text independently at home	2’
Closure 1. Asking the students to draw conclusion about what they	1. Making conclusion	4’

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have learnt and what benefit they get after the implementation of Genre-based Approach in teaching personal recount text. 2. Parting the students	2. Responding	1’

VIII. Media and Source

1. Media
   - Picture
   - Power Point
2. Source

Wardiman, Artono. (2008). *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

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Instructional Materials

Recount Text Material

Adolescence

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood. — Orientation

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be. — Event

To divert my emotions, I took many extra-curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family. — Event

I was able to control my emotions and to have a place where I could express my creativity in positive ways. — Re-orientation

The generic structures of recount text are:

(1) orientation which gives readers background of the story and introduces participants, time, and place of the story happened (who, when, where, and what),

(2) events which describe series of event that happened in the story with chronological order,

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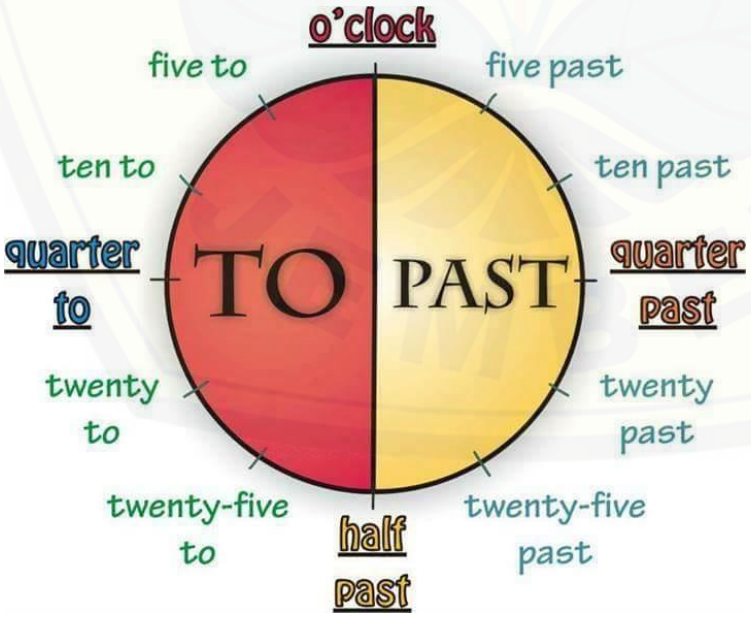
(3) re-orientation which states writer personal comment of the story.

The language features of recount text are:

1. Introducing personal participant; *I, my family, we,* etc.
2. Using chronological connection; *then, first, before, after, after that,* etc.
3. Using simple past tense.
4. Using action verb; *look, go, take*, etc.



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Substitution Activity

Please fill the blank words with appropriate words in column below.

1. bought
2. around
3. and
4. after
5. was
6. were
7. took
8. together
9. by
10. went
11. arrived
12. many

A Trip to the Zoo

Last Sunday my family and I (1) ……to Surabaya Zoo. We went to the Zoo at 7 in the morning (2)…….. a car. At 10 a.m. we (3)..…… at the Zoo.

After that, my father (4) …… tickets to the zoo. Then we went around all animal's cages in the zoo and saw various animals. There (5) ……. so many animals such as monkeys, birds, elephants, bears (6) …… bulls. In the zoo there were also so (7) …….. rare and protected animals such as Sumatran tiger, Cendrawasih birds and many more. I also (8) ……. our picture (9) …….with the animals which were in the zoo.

After the time showed at 2 p.m. we all went home. That day I

(10) ……. very pleased to be able to spend my time with my family.

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Please arrange the following paragraphs into a good text.

a. My uncle and my aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long.

b. When we went to a place called Barelang, Seno didn't want to go to Vietnam camp, he wanted to go fishing on Melur Beach. So I went to Vietnam camp on my own, but I didn't enjoy it.

c. It wasn't a very good holiday for me. I didn't enjoy my holiday in my uncle's house.

d. Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the floor.

e. I went to my uncle's house in Batam last month for a long holiday. I stayed with Uncle Antasena and Aunty Firda also with their son. His name is Seno, so he is my cousin. They live in a small house in the centre of the city called Nagoya. I liked the house but I didn't like the area around it because it was very noisy.

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Appendix D

Lesson Plan 2

(Cycle 1 / Meeting 2)

Subject	: English
Skill	: Writing
Grade/semester	: 8th grade/2nd semester
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

Product

- Writing a short and simple personal recount text

Process

- Describing the social function of recount text

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- Describing the generic structure of recount text
- Describing the language features of recount text
- Planning the personal recount text
- Drafting the personal recount text
- Revising the personal recount text

Affective

- Showing responsibility while doing the task
- Showing cooperation in teaching and learning process
- Showing enthusiasm in teaching and learning process
- Showing independence while doing the task

IV. Learning Objectives

Cognitive

Product

- Students are able to write a short and simple personal recount text

Process

- Students are able to describe the social function of recount text
- Students are able to describe the generic structure of recount text
- Students are able to describe the language features of recount text
- Students are able to make plan in writing personal recount text
- Students are able to make draft in writing personal recount text
- Students are able to make revision in writing personal recount text

Affective

- Students are able to show responsibility while doing the task
- Students are able to show cooperation in teaching and learning process

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- Students are able to show enthusiasm in teaching and learning process
- Students are able to show independence while doing the task

V. Material

- Definition of recount text
- The social function of recount text
- The generic structure of recount text
- The language features of recount text

VI. Teaching Learning Strategies

Approach : Genre-based approach

Method : Discussion, question and answer.

VII. Teaching Learning Activities

Teacher's activity	Students' activity	Time allocation
Set induction		
1. Greeting, praying, and checking attendance list.	1. Greeting and praying	2'
2. Asking the students about what they have learn in the previous meeting	2. Answering	1'
3. Telling the purpose of the study	3. Paying attention	1'

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Main activities **Modeling stage** 1. Reviewing about the general concept and characteristics of recount text	1. Reviewing about the general concept and characteristics of recount text	10’
Joint construction stage 1. Asking the students to work in group consist of five students in each group to write a personal recount text	1. Working in group to write a personal recount text	20’
2. Discussing the groups personal recount text writing	2. Discussing the groups personal recount text writing	15’
Independent construction stage 1. Asking the students to write a personal recount text independently. The students should focus on content, text organization, sentence construction, and vocabulary.	1. Writing their own personal recount text	27’

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Closure 1. Asking the students to draw conclusion about what they have learnt and what benefit they get after the implementation of Genre-based Approach in teaching personal recount text. 2. Parting the students	1. Making conclusion 2. Responding	3’ 1’

VIII. Media and Source

1. Media
   - Picture
   - Power Point
2. Source

Wardiman, Artono. (2008). *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

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Appendix E

Achievement Test Cycle 1

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Holiday		

Please write your own personal recount text about holiday in the box below at least 10 sentences or around 100 words. Do the test individually.

Name :

Student number :

……

……

……

……

……

……

……

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……

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Appendix F

Lesson Plan 3

(Cycle 2 / Meeting 1)

Subject	: English
Skill	: Writing
Grade/semester	: 8th grade/2nd semester
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

Product

- Writing a short and simple personal recount text

Process

- Describing the social function of recount text

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- Describing the generic structure of recount text
- Describing the language features of recount text
- Planning the personal recount text
- Drafting the personal recount text
- Revising the personal recount text

Affective

- Showing responsibility while doing the task
- Showing cooperation in teaching and learning process
- Showing enthusiasm in teaching and learning process
- Showing independence while doing the task

IV. Learning Objectives

Cognitive

Product

- Students are able to write a short and simple personal recount text

Process

- Students are able to describe the social function of recount text
- Students are able to describe the generic structure of recount text
- Students are able to describe the language features of recount text
- Students are able to make plan in writing personal recount text
- Students are able to make draft in writing personal recount text
- Students are able to make revision in writing personal recount text

Affective

- Students are able to show responsibility while doing the task
- Students are able to show cooperation in teaching and learning process

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- Students are able to show enthusiasm in teaching and learning process
- Students are able to show independence while doing the task

V. Material

- Definition of recount text
- The social function of recount text
- The generic structure of recount text
- The language features of recount text

VI. Teaching Learning Strategies

Approach : Genre-based Approach

Method : Discussion, question and answer.

VII. Teaching Learning Activities

Teacher's activity	Students' activity	Time allocation
Set induction		
1. Greeting, praying, and checking attendance list.	1. Greeting and praying	2'
2. Asking the students about what they have learn in the previous meeting	2. Answering	1'
3. Telling the purpose of the study	3. Paying attention	1'

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Main activities **Modeling stage** 1. Reviewing about the general concept and characteristics of recount text	1. Reviewing about the general concept and characteristics of recount text	10’
Joint construction stage 1. Asking the students to work in pairs to write a personal recount text 2. Discussing the groups personal recount text writing	1. Working in pairs to write a personal recount text 2. Discussing the groups personal recount text writing	20’ 15’
Independent construction stage 1. Asking the students to write a personal recount text independently. The students should focus on content, text organization, sentence construction, and vocabulary.	1. Writing their own personal recount text	27’
Closure 1. Asking the students to draw conclusion about	1. Making conclusion	3’

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what they have learnt and what benefit they get after the implementation of Genre-based Approach in teaching personal recount text. 2. Parting the students	2. Responding	1’

VIII. Media and Source

1. Media

   Picture

   Power Point

2. Source

   Wardiman, Artono. (2008). *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

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Appendix G

Lesson Plan 4

(Cycle 2 / Meeting 2)

Subject	: English
Skill	: Writing
Grade/semester	: 8th grade/2nd semester
Text Type	: Recount Text
Time Allocation	: 2 x 40 minutes

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

Product

- Writing a short and simple personal recount text

Process

- Describing the social function of recount text

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- Describing the generic structure of recount text
- Describing the language features of recount text
- Planning the personal recount text
- Drafting the personal recount text
- Revising the personal recount text

Affective

- Showing responsibility while doing the task
- Showing cooperation in teaching and learning process
- Showing enthusiasm in teaching and learning process
- Showing independence while doing the task

IV. Learning Objectives

Cognitive

Product

- Students are able to write a short and simple personal recount text

Process

- Students are able to describe the social function of recount text
- Students are able to describe the generic structure of recount text
- Students are able to describe the language features of recount text
- Students are able to make plan in writing personal recount text
- Students are able to make draft in writing personal recount text
- Students are able to make revision in writing personal recount text

Affective

- Students are able to show responsibility while doing the task
- Students are able to show cooperation in teaching and learning process

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- Students are able to show enthusiasm in teaching and learning process
- Students are able to show independence while doing the task

V. Material

- Definition of recount text
- The social function of recount text
- The generic structure of recount text
- The language features of recount text

VI. Teaching Learning Strategies

Approach : Genre-based Approach

Method : Discussion, question and answer.

VII. Teaching Learning Activities

Teacher's activity	Students' activity	Time allocation
Set induction		
1. Greeting, praying, and checking attendance list.	1. Greeting and praying	2'
2. Asking the students about what they have learn in the previous meeting	2. Answering	1'
3. Telling the purpose of the study	3. Paying attention	1'

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Main activities **Modeling stage** 1. Reviewing about the general concept and characteristics of recount text	1. Reviewing about the general concept and characteristics of recount text	10’
Joint construction stage 1. Asking the students to work in pairs to write a personal recount text 2. Discussing the results of pair personal recount text writing	1. Working in pairs to write a personal recount text 2. Discussing the results of pair personal recount text writing	20’ 15’
Independent construction stage 1. Asking the students to write a personal recount text independently. The students should focus on content, text organization, sentence construction, and vocabulary.	1. Writing their own personal recount text	27’
Closure 1. Asking the students to draw conclusion about	1. Making conclusion	3’

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what they have learnt and what benefit they get after the implementation of Genre-based Approach in teaching personal recount text. 2. Parting the students	2. Responding	1’

VIII. Media and Source

Media

- Picture
- Power Poin

Source

Wardiman, Artono. (2008). *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

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Appendix H

Achievement Test Cycle 2

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Sad Experience		

Please write your own personal recount text about sad experience in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

Name :

Student number :

……

……

……

……

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Digital Repository Universitas Jember

Appendix I

FIELD NOTES GUIDELINE

Observer Name : ……..

Date & Time : ……..

Aspects	Description
Contribution of genre-based approach in modeling stage.	
Contribution of genre-based approach in joint construction stage.	
Contribution of genre-based approach in independent construction stage.	

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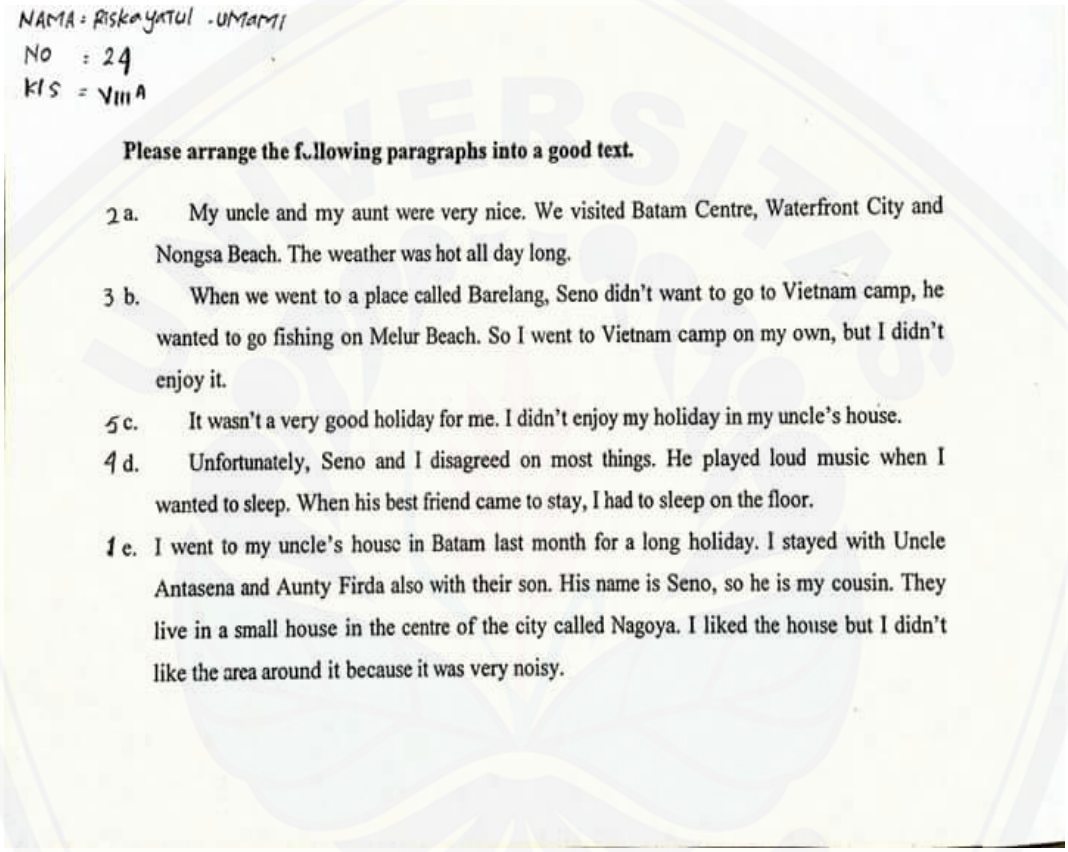
Appendix J

Samples of Students' Writing Tasks in Modeling Construction Stage

Sample 1



NAMA : Riska yatul - UMAMI
NO : 24
KLS = VIII A

Please arrange the following paragraphs into a good text.

2 a. My uncle and my aunt were very nice. We visited Batam Centre, Waterfront City and Nongsa Beach. The weather was hot all day long.

3 b. When we went to a place called Barelang, Seno didn't want to go to Vietnam camp, he wanted to go fishing on Melur Beach. So I went to Vietnam camp on my own, but I didn't enjoy it.

5 c. It wasn't a very good holiday for me. I didn't enjoy my holiday in my uncle's house.

4 d. Unfortunately, Seno and I disagreed on most things. He played loud music when I wanted to sleep. When his best friend came to stay, I had to sleep on the floor.

1 e. I went to my uncle's house in Batam last month for a long holiday. I stayed with Uncle Antasena and Aunty Firda also with their son. His name is Seno, so he is my cousin. They live in a small house in the centre of the city called Nagoya. I liked the house but I didn't like the area around it because it was very noisy.

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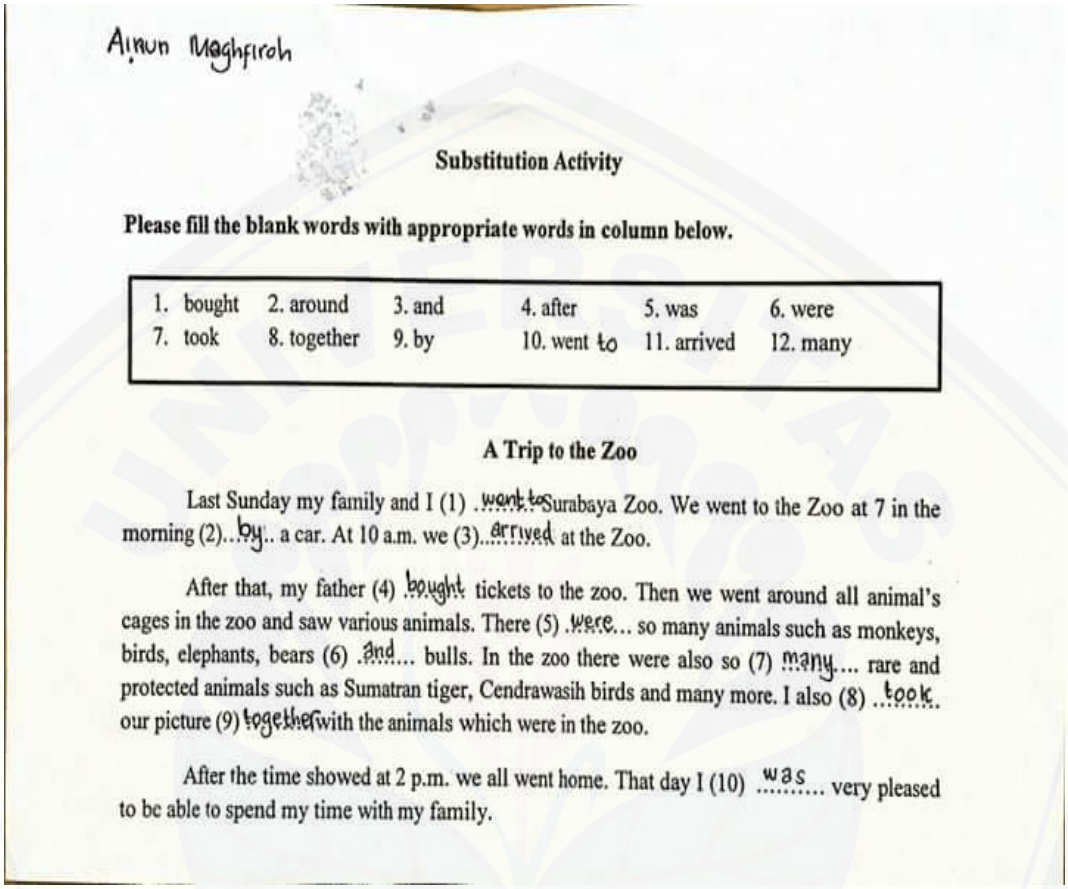
Sample 2



Ainun Maghfiroh

Substitution Activity

Please fill the blank words with appropriate words in column below.

1. bought	2. around	3. and	4. after	5. was	6. were
7. took	8. together	9. by	10. went to	11. arrived	12. many

A Trip to the Zoo

Last Sunday my family and I (1) .went to Surabaya Zoo. We went to the Zoo at 7 in the morning (2)..by.. a car. At 10 a.m. we (3).....arrived at the Zoo.

After that, my father (4) .bought. tickets to the zoo. Then we went around all animal's cages in the zoo and saw various animals. There (5) .were... so many animals such as monkeys, birds, elephants, bears (6) .and.... bulls. In the zoo there were also so (7) .many.... rare and protected animals such as Sumatran tiger, Cendrawasih birds and many more. I also (8) ..took.. our picture (9) together with the animals which were in the zoo.

After the time showed at 2 p.m. we all went home. That day I (10) .....was..... very pleased to be able to spend my time with my family.

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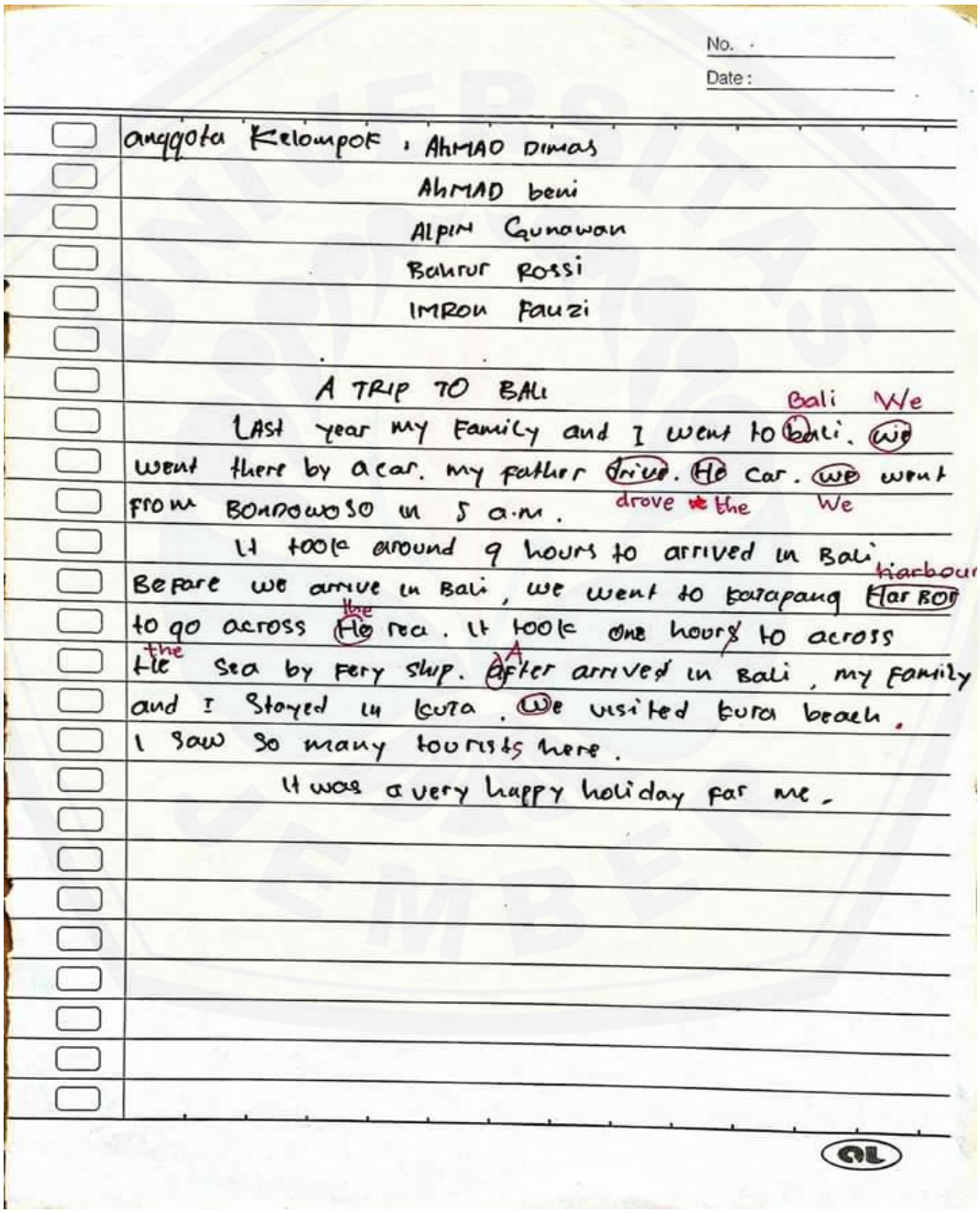
Appendix K

Samples of Students' Writing Tasks in Joint Construction Stage

Sample 1



No.
Date :

anggota Kelompok : AhMAD Dimas
AhMAD beni
Alpin Gunawan
Bahrur Rossi
IMRON Fauzi

A TRIP TO BALI

Bali We
LAst year my Family and I went to bali. we
went there by a car. my father drive. He car. we went
drove the We
from BONDOWOSO in 5 a.m.
It took around 9 hours to arrived in Bali
harbour
Before we arrive in Bali, we went to katapang Har Bor
the
to go across He rea. It took one hours to across
the A
the sea by Fery ship. After arrived in Bali, my Family
and I Stayed in kuta. We visited kuta beach.
I saw so many tourists here.
It was a very happy holiday for me.

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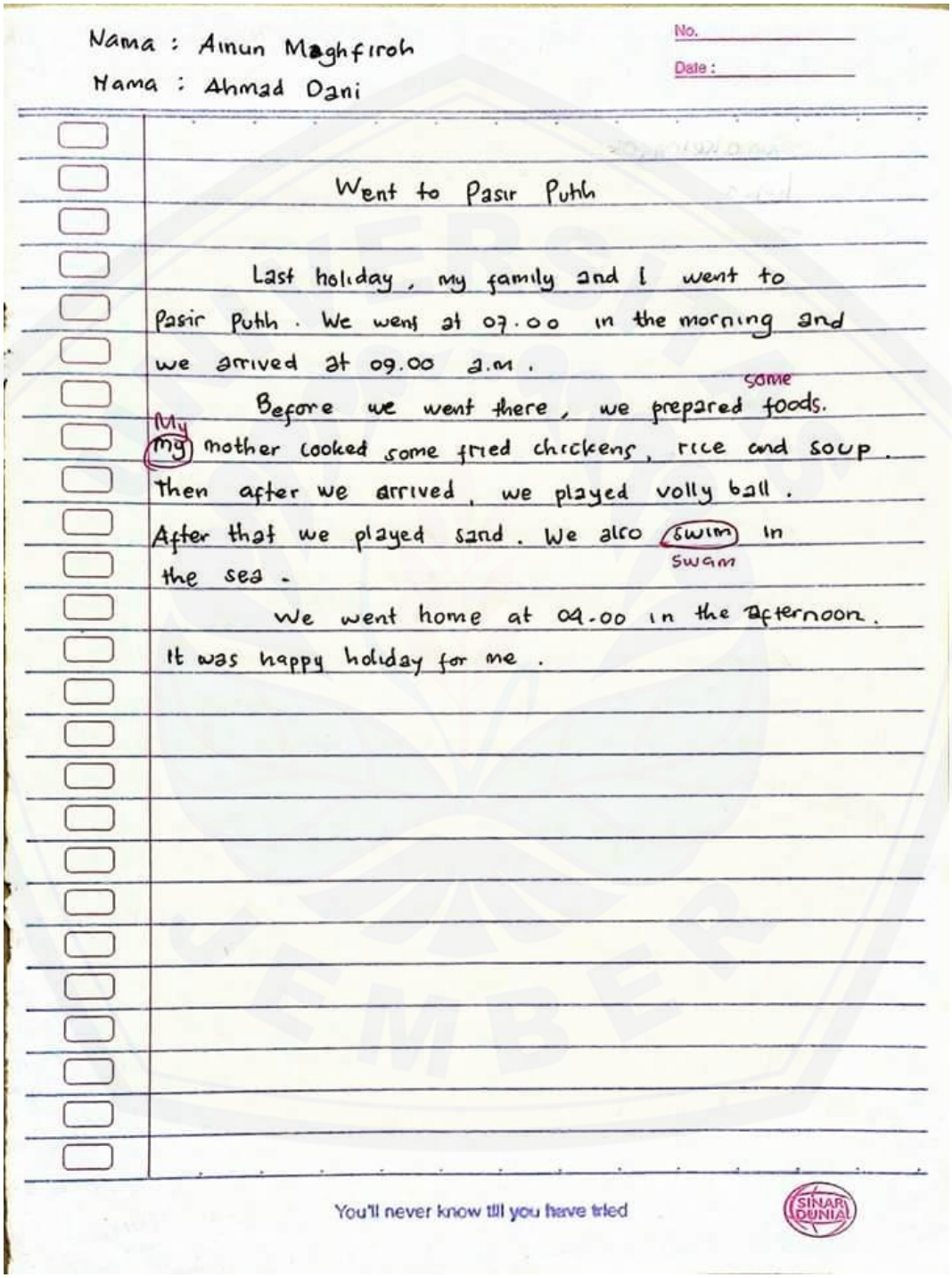
Sample 2



Nama : Ainun Maghfiroh
Nama : Ahmad Dani

No.
Date :

Went to Pasir Putih

Last holiday, my family and I went to Pasir Putih. We went at 07.00 in the morning and we arrived at 09.00 a.m.

Before we went there, we prepared some foods. My mother cooked some fried chickens, rice and soup. Then after we arrived, we played volly ball. After that we played sand. We also swim (swam) in the sea.

We went home at 04.00 in the afternoon. It was happy holiday for me.

You'll never know till you have tried

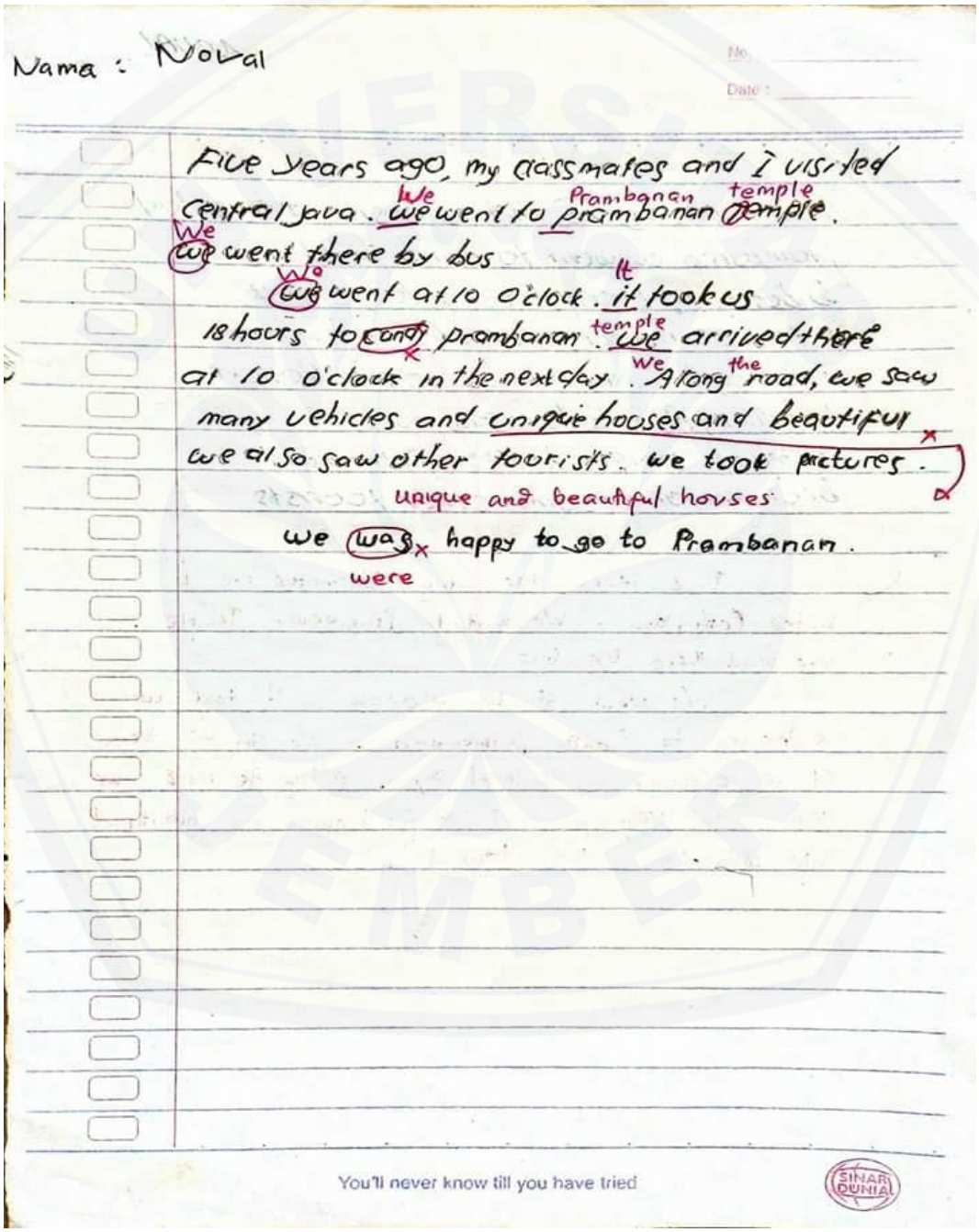
SINAR DUNIA

Digital Repository Universitas Jember

Appendix L

Samples of Students' Writing Tasks in Independent Construction Stage

Sample 1



Nama : Noval

No.
Date :

Five years ago, my classmates and I visited Central Java. We went to Prambanan temple. We went there by bus. We went at 10 o'clock. It took us 18 hours to Candi Prambanan temple. We arrived there at 10 o'clock in the next day. Along the road, we saw many vehicles and unique houses and beautiful we also saw other tourists. we took pictures. unique and beautiful horses

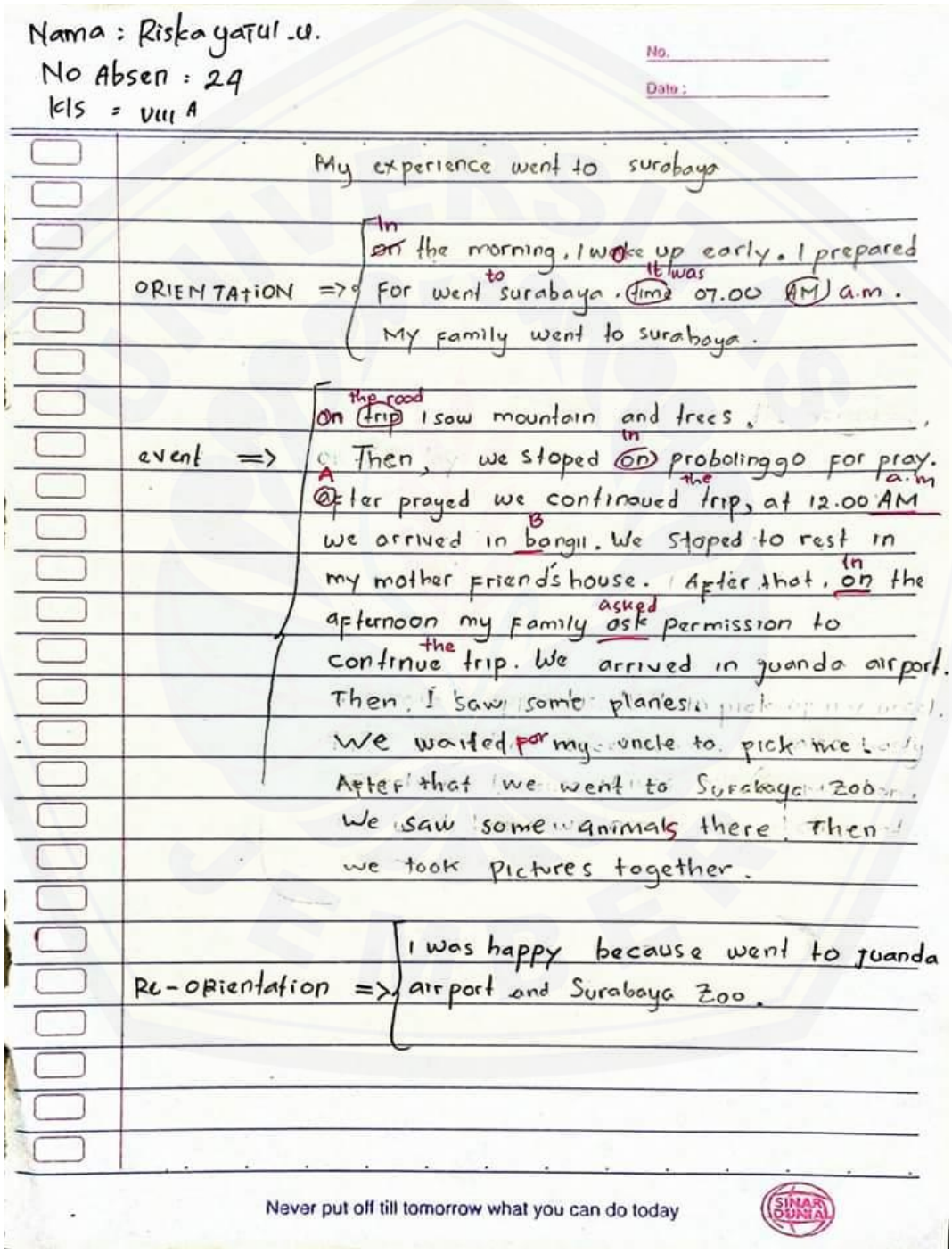
we was happy to go to Prambanan. were

You'll never know till you have tried

SINAR DUNIA

Digital Repository Universitas Jember

Sample 2



Nama : Riska yatul .u.
No Absen : 24
Kls = VIII A

No.
Date :

My experience went to surabaya

ORIENTATION => In ~~on~~ the morning, I woke up early. I prepared For went to surabaya. time It was 07.00 AM a.m. My family went to surabaya.

event => On the road trip I saw mountain and trees. Then, we stoped in ON probolinggo for pray. After A prayed we continued the trip, at 12.00 a.m AM we arrived in B bangil. We stoped to rest in my mother friend's house. After that, in on the afternoon my family asked ask permission to continue the trip. We arrived in guanda airport. Then I saw some planes. We waited for my uncle to pick me. After that we went to Surabaya Zoo. We saw some animals there. Then we took pictures together.

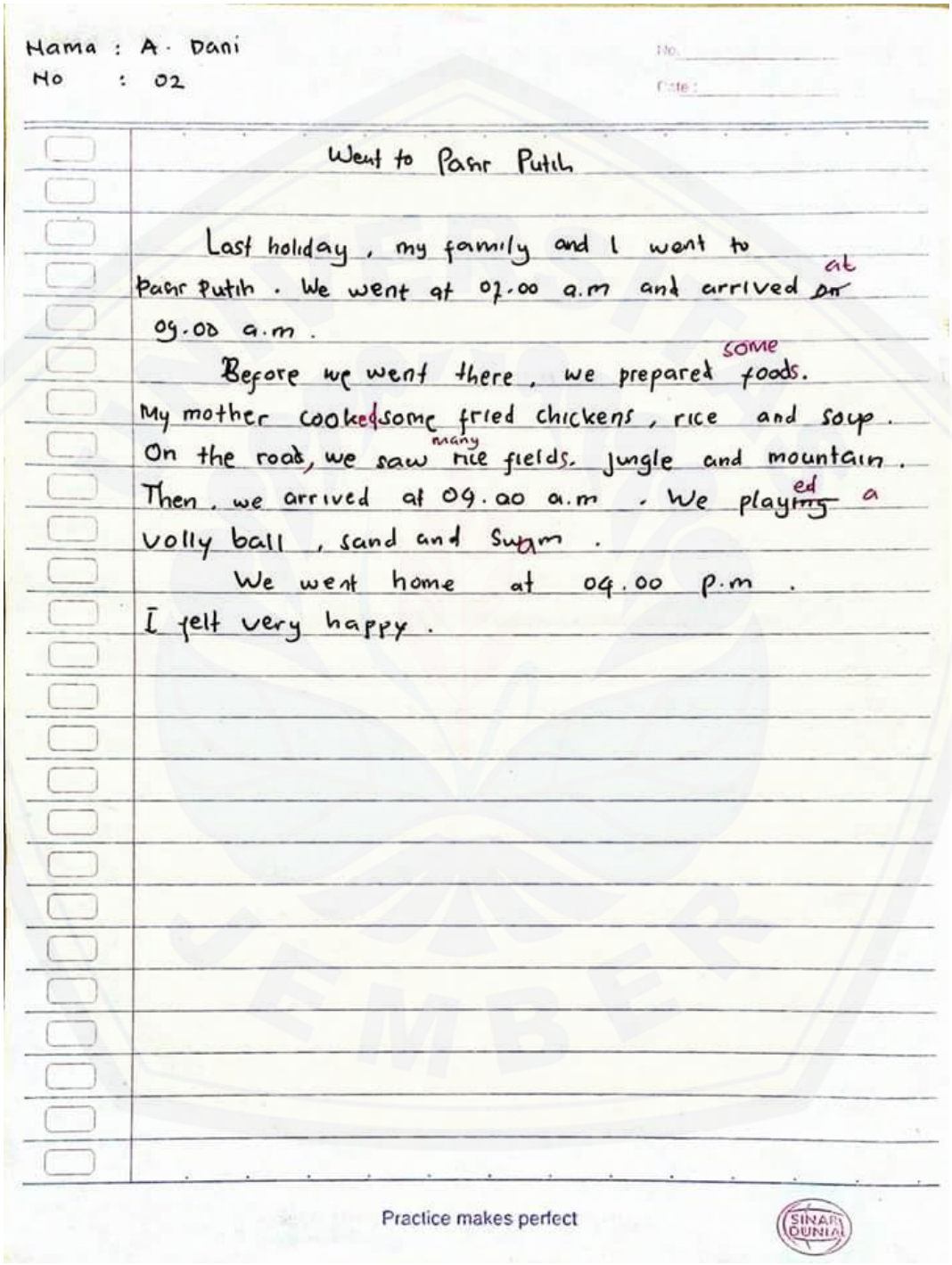
Re-orientation => I was happy because went to guanda airport and Surabaya Zoo.

Never put off till tomorrow what you can do today

SINAR DUNIA

Digital Repository Universitas Jember

Sample 3



Hama : A. Dani
No : 02

No.
Date :

Went to Pasir Putih

Last holiday, my family and I went to Pasir Putih. We went at 07.00 a.m and arrived ~~on~~ at 09.00 a.m.

Before we went there, we prepared some foods. My mother cooked some fried chickens, rice and soup. On the road, we saw many rice fields, jungle and mountain. Then, we arrived at 09.00 a.m. We ~~playing~~ played a volly ball, sand and swam.

We went home at 04.00 p.m.

I felt very happy.

Practice makes perfect

SINAR DUNIA

Digital Repository Universitas Jember

Appendix M

The Samples of Students' Writing Achievement Test Result in Cycle 1

Sample 1

The First Scorer (The Researcher)

Appendix E

Achievement Test

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Holiday		

Please write your own personal recount text about holiday in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

C = 3
O = 4
L = 3

83

Name : ARLISA
Student number : 09

Last holiday, my family and I went to Tancak Kembar waterfall. It located in Wringin, Bondowoso. We went there by car.

This is my first trip to Tancak Kembar waterfall. To reach waterfall we must went by foot. After arrived in the waterfall I felt amazed. I saw very beautiful scenery around the waterfall, the air was so fresh. Many trees near the waterfall. Then I wanted to swim. I enjoyed the water. The water was so cold. After that my family and I had lunch together

Tancak Kembar will be unforgetable place for me. I enjoyed my holiday in there.

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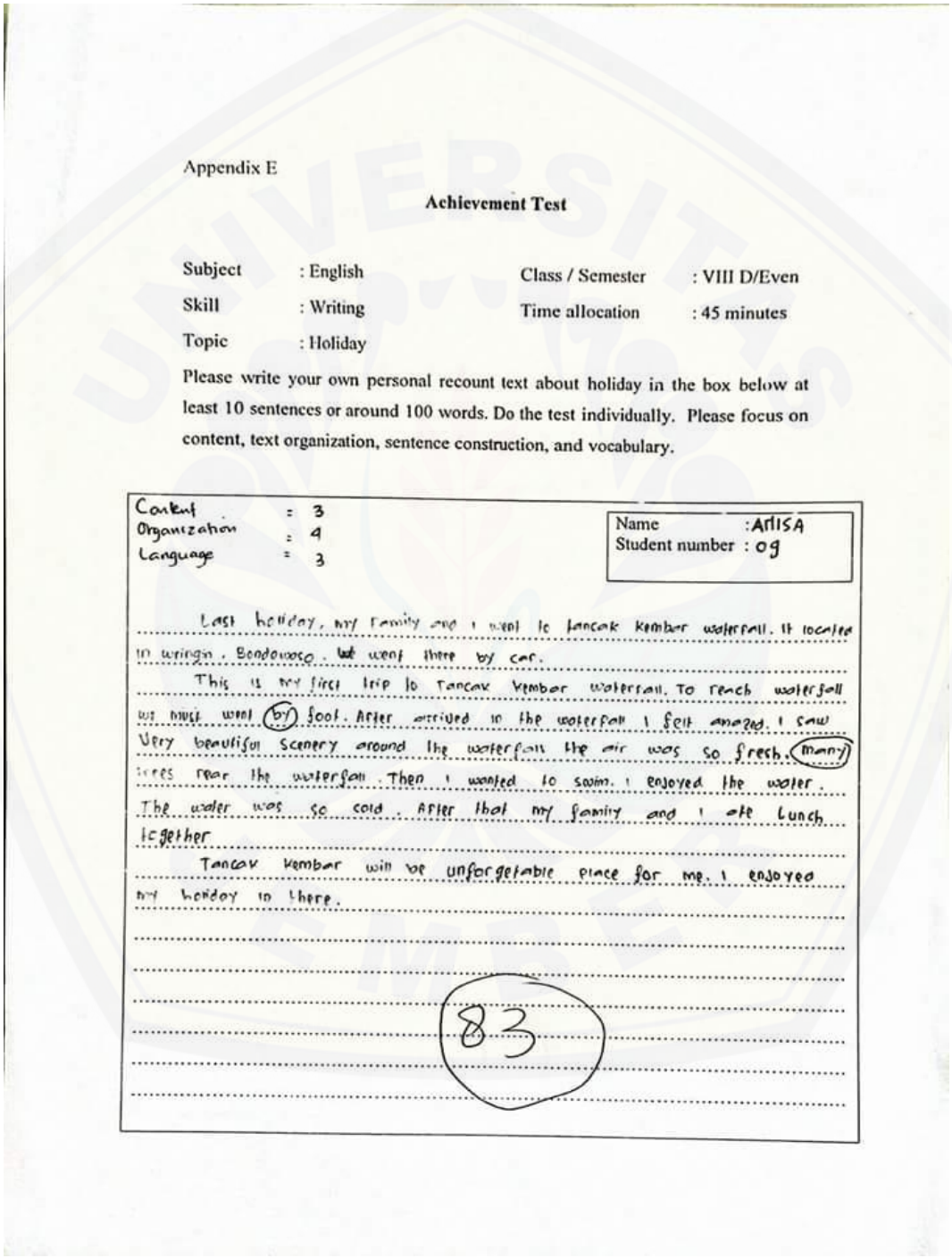
Sample 1

The Second Scorer (The English Teacher)



Appendix E

Achievement Test

Subject : English
Skill : Writing
Topic : Holiday
Class / Semester : VIII D/Even
Time allocation : 45 minutes

Please write your own personal recount text about holiday in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

Content : 3
Organization : 4
Language : 3

Name : ARISA
Student number : 09

Last holiday, my family and I went to Tancak Kembar waterfall. It located in Wringin, Bondowoso. We went there by car.

This is my first trip to Tancak Kembar waterfall. To reach waterfall we must went (by) foot. After arrived in the waterfall I felt amazed. I saw very beautiful scenery around the waterfall the air was so fresh. (many) trees near the waterfall. Then I wanted to swim. I enjoyed the water. The water was so cold. After that my family and I ate lunch together

Tancak Kembar will be unforgetable place for me. I enjoyed my holiday in there.

83

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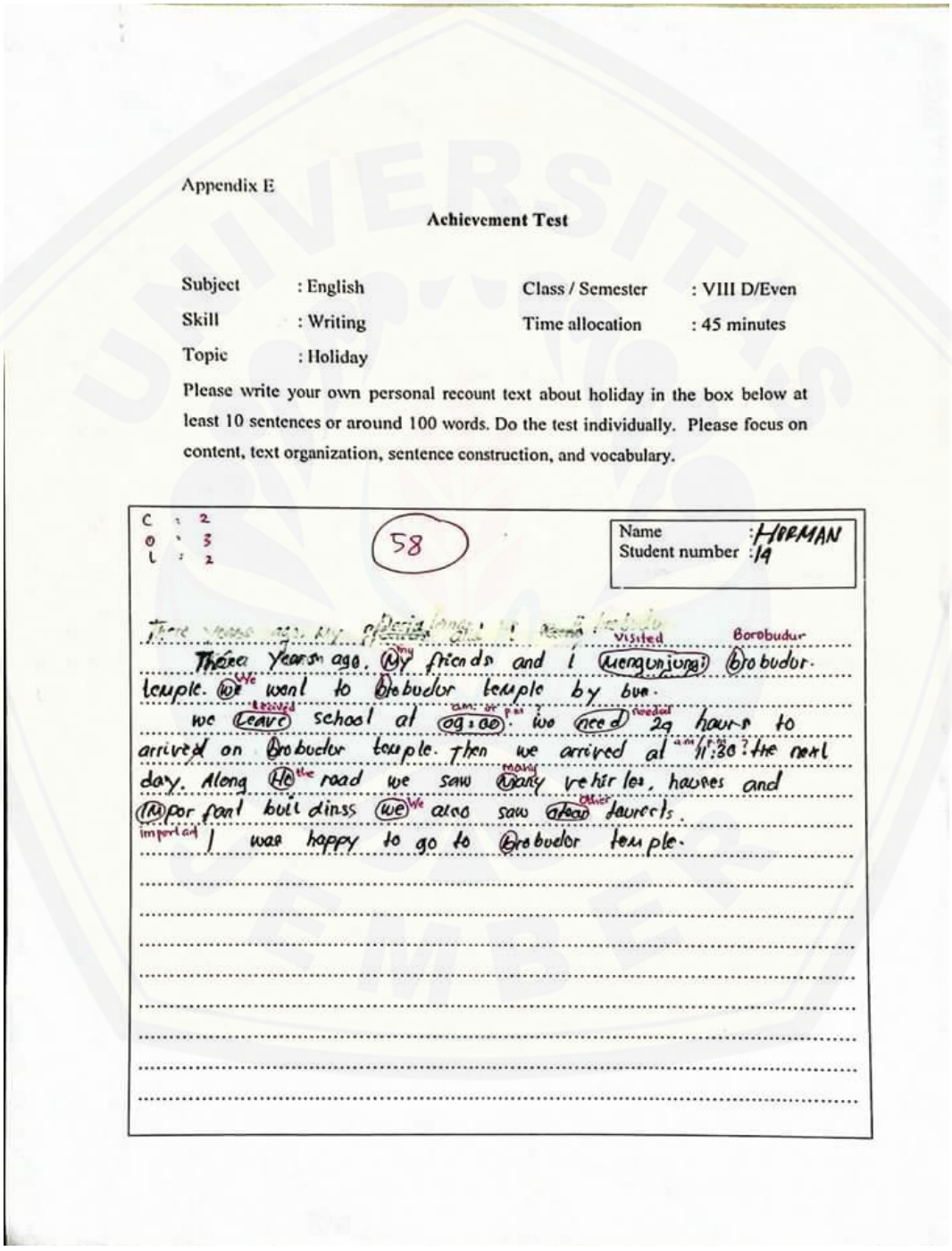
Sample 2

The First Scorer (The Researcher)



Appendix E

Achievement Test

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Holiday		

Please write your own personal recount text about holiday in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

C : 2
O : 3
L : 2

58

Name : HERMAN
Student number : 14

There Years ago, My friends and I mengunjungi brobudur temple. We want to brobudur temple by bus.
we leave school at 09:00. we need 24 hours to arrived on brobudur temple. Then we arrived at 11:30 the next day. Along the road we saw many vehicles, houses and important buildings we also saw other towers.
I was happy to go to brobudur temple.

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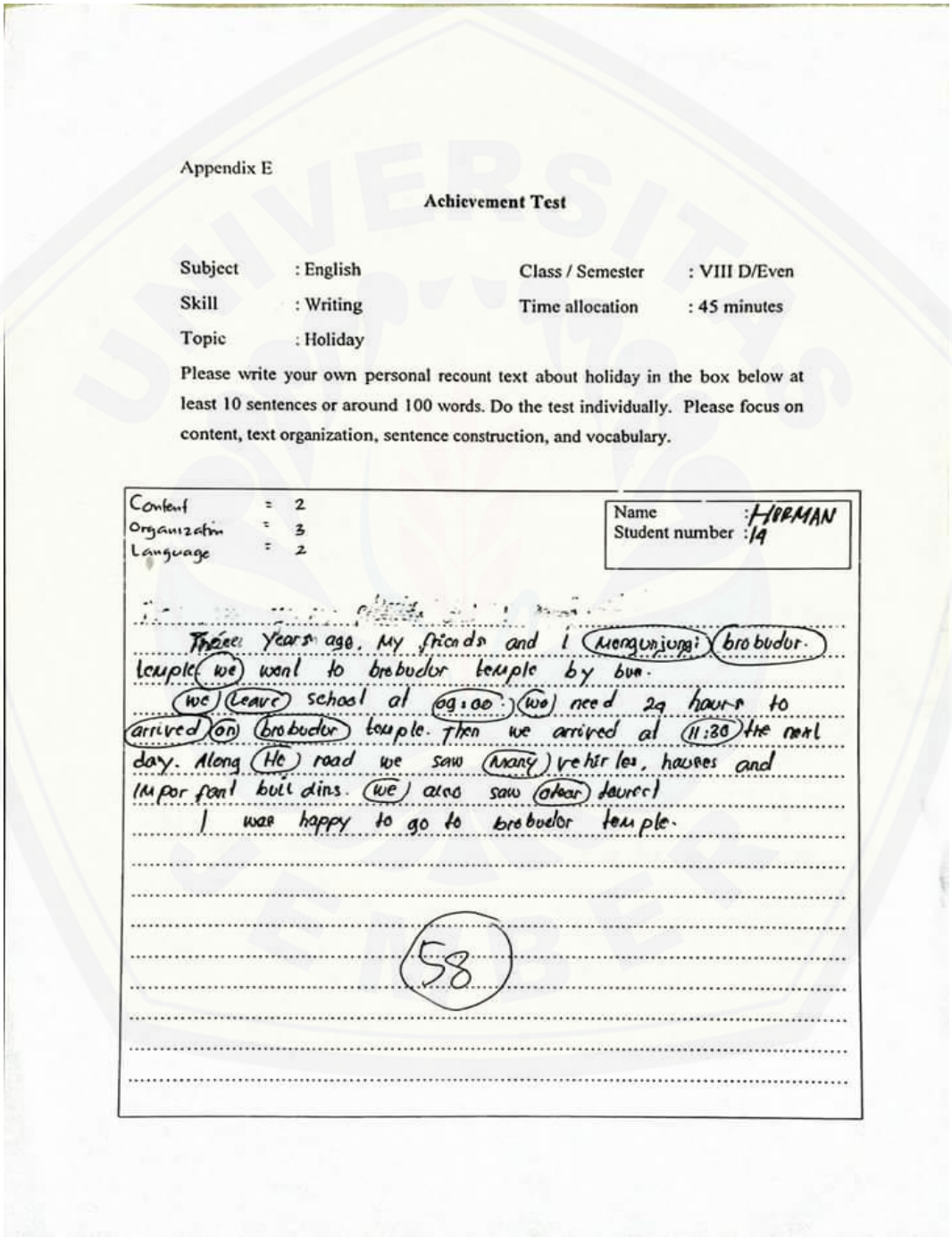
Sample 2

The Second Scorer (The English Teacher)



Appendix E

Achievement Test

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Holiday		

Please write your own personal recount text about holiday in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

Content = 2
Organization = 3
Language = 2

Name : HERMAN
Student number : 19

Three years ago, My friends and I (Mengunjungi) (brobudur) temple (we) want to brobudur temple by bus. (we) (leave) school at (06:00) (we) need 2q hours to (arrived) (on) (brobudur) temple. Then we arrived at (11:30) the next day. Along (He) road we saw (many) vehicles, houses and important buildings. (we) also saw (other) tourist I was happy to go to brobudur temple.

58

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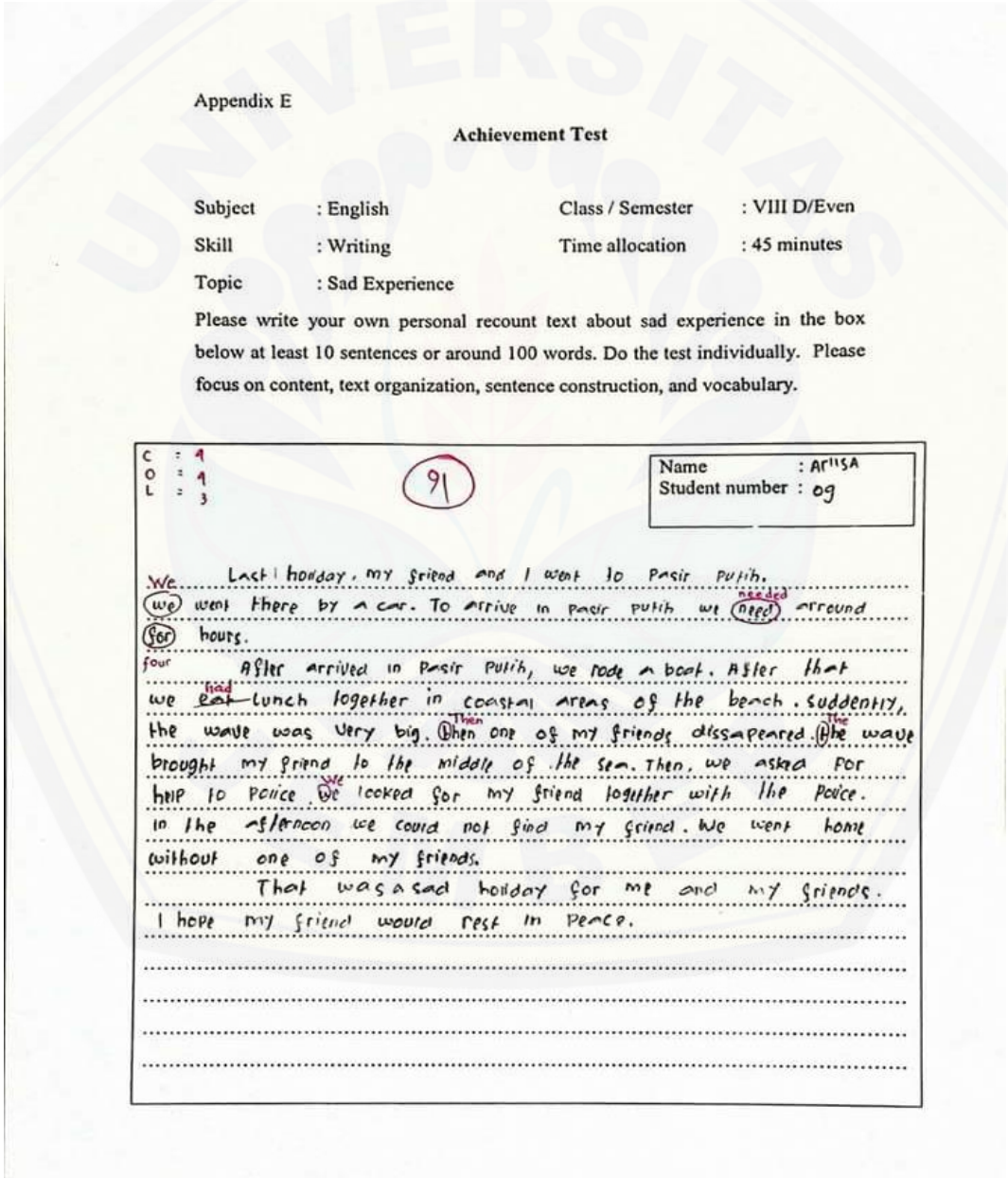
Appendix N

The Samples of Students' Writing Achievement Test Result in Cycle 2

Sample 1

The First Scorer (The Researcher)



Appendix E

Achievement Test

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Sad Experience		

Please write your own personal recount text about sad experience in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

C : 4
O : 4
L : 3

91

Name : ARISA
Student number : 09

We Last holiday, my friend and I went to Pasir Putih.
(we) went there by a car. To arrive in Pasir Putih we (need) needed around
(for) four hours.
After arrived in Pasir Putih, we rode a boat. After that
we ~~eat~~ had lunch together in coastal areas of the beach. Suddenly,
the wave was very big. (Then) Then one of my friends dissapeared. (The) the wave
brought my friend to the middle of the sea. Then, we asked for
help to police. (We) We looked for my friend together with the police.
In the afternoon we could not find my friend. We went home
without one of my friends.
That was a sad holiday for me and my friends.
I hope my friend would rest in peace.

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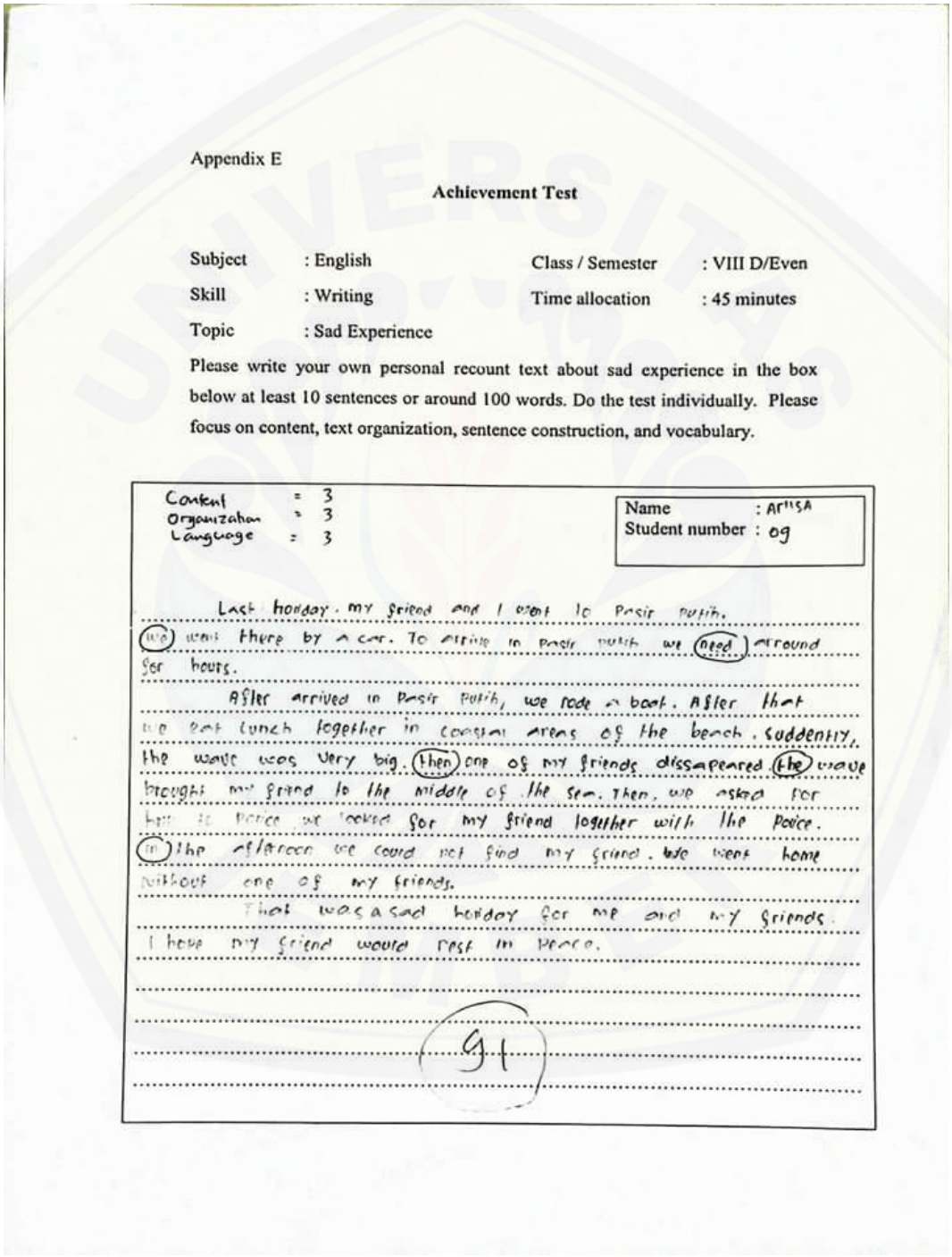
Sample 1

The Second Scorer (The English Teacher)



Appendix E

Achievement Test

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Sad Experience		

Please write your own personal recount text about sad experience in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

Content = 3
Organization = 3
Language = 3

Name : ARISA
Student number : 09

Last holiday, my friend and I went to Pasir Putih.
We went there by a car. To arrive in Pasir Putih we need around
5or hours.
After arrived in Pasir Putih, we rode a boat. After that
we eat lunch together in coastal areas of the beach. Suddenly,
the wave was very big. Then one of my friends dissapeared the wave
brought my friend to the middle of the sea. Then, we asked for
help to Police we looked for my friend together with the Police.
In the afternoon we could not find my friend. We went home
without one of my friends.
That was a sad holiday for me and my friends.
I hope my friend would rest in peace.

91

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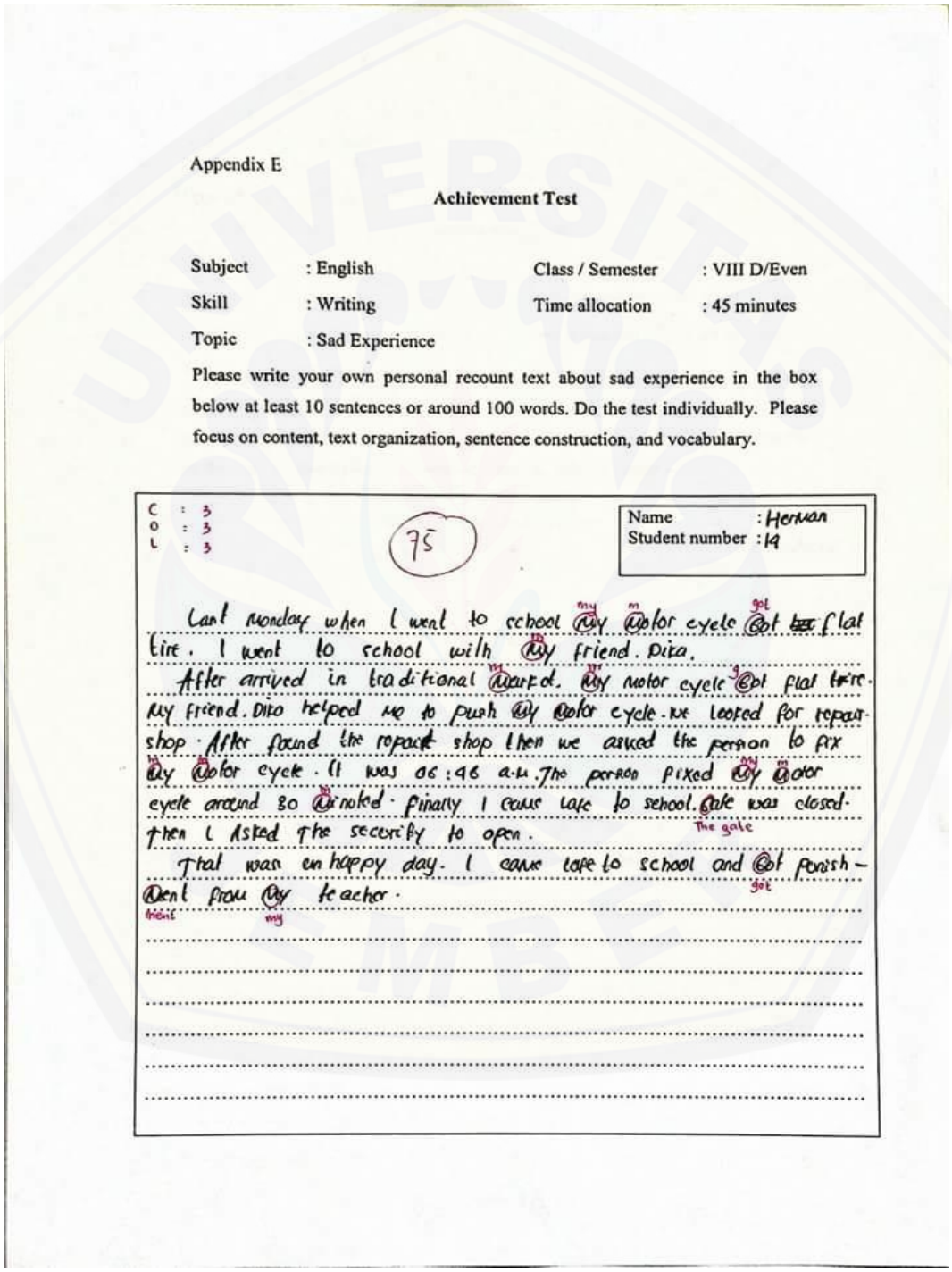
Sample 2

The First Scorer (The Researcher)



Appendix E

Achievement Test

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Sad Experience		

Please write your own personal recount text about sad experience in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

C : 3
O : 3
L : 3

75

Name : Herwan
Student number : 14

Last Monday when I went to school my motor cycle got flat tire. I went to school with my friend. Dita.

After arrived in traditional market. My motor cycle got flat tire. My friend. Dita helped me to push my motor cycle. We looked for repair shop. After found the repair shop then we asked the person to fix my motor cycle. It was 06:46 a.m. The person fixed my motor cycle around 30 minuted. Finally I came late to school. The gate was closed. then I asked the security to open.

That was an happy day. I came late to school and got punish-ment from my teacher.

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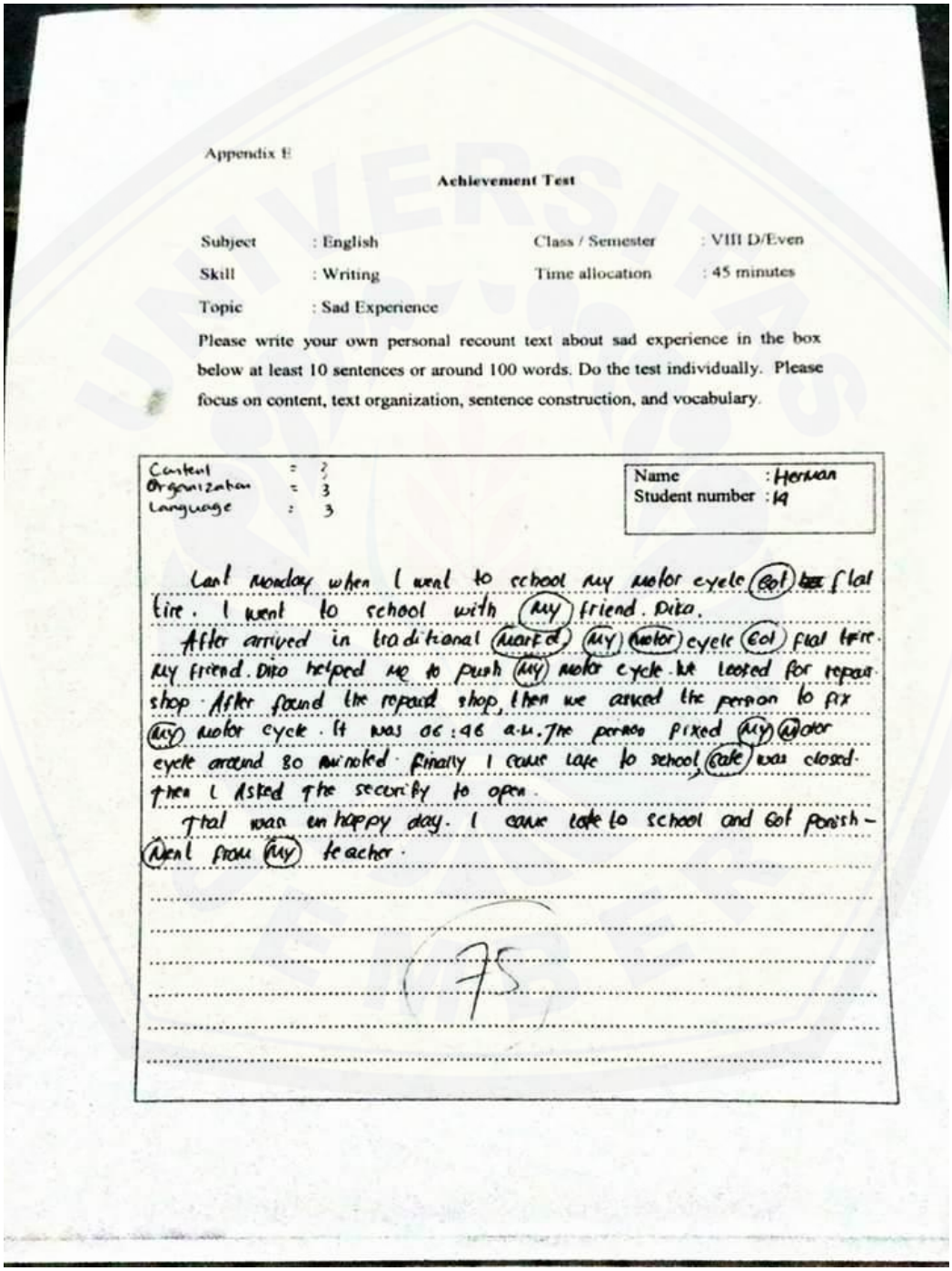
Sample 2

The Second Scorer (The English Teacher)



Appendix E

Achievement Test

Subject	: English	Class / Semester	: VIII D/Even
Skill	: Writing	Time allocation	: 45 minutes
Topic	: Sad Experience		

Please write your own personal recount text about sad experience in the box below at least 10 sentences or around 100 words. Do the test individually. Please focus on content, text organization, sentence construction, and vocabulary.

Content : 2
Organization : 3
Language : 3

Name : Herman
Student number : 19

Last Monday when I went to school my motor cycle got flat tire. I went to school with my friend. Dita.

After arrived in traditional market, my motor cycle got flat tire. my friend. Dita helped me to push my motor cycle. We looked for repair shop. After found the repaid shop, then we asked the person to fix my motor cycle. It was 06:46 a.m. The person fixed my motor cycle around 80 minuted. finally I come late to school, gate was closed. then I asted the security to open.

That was an happy day. I come late to school and Got punish-ment from my teacher.

75

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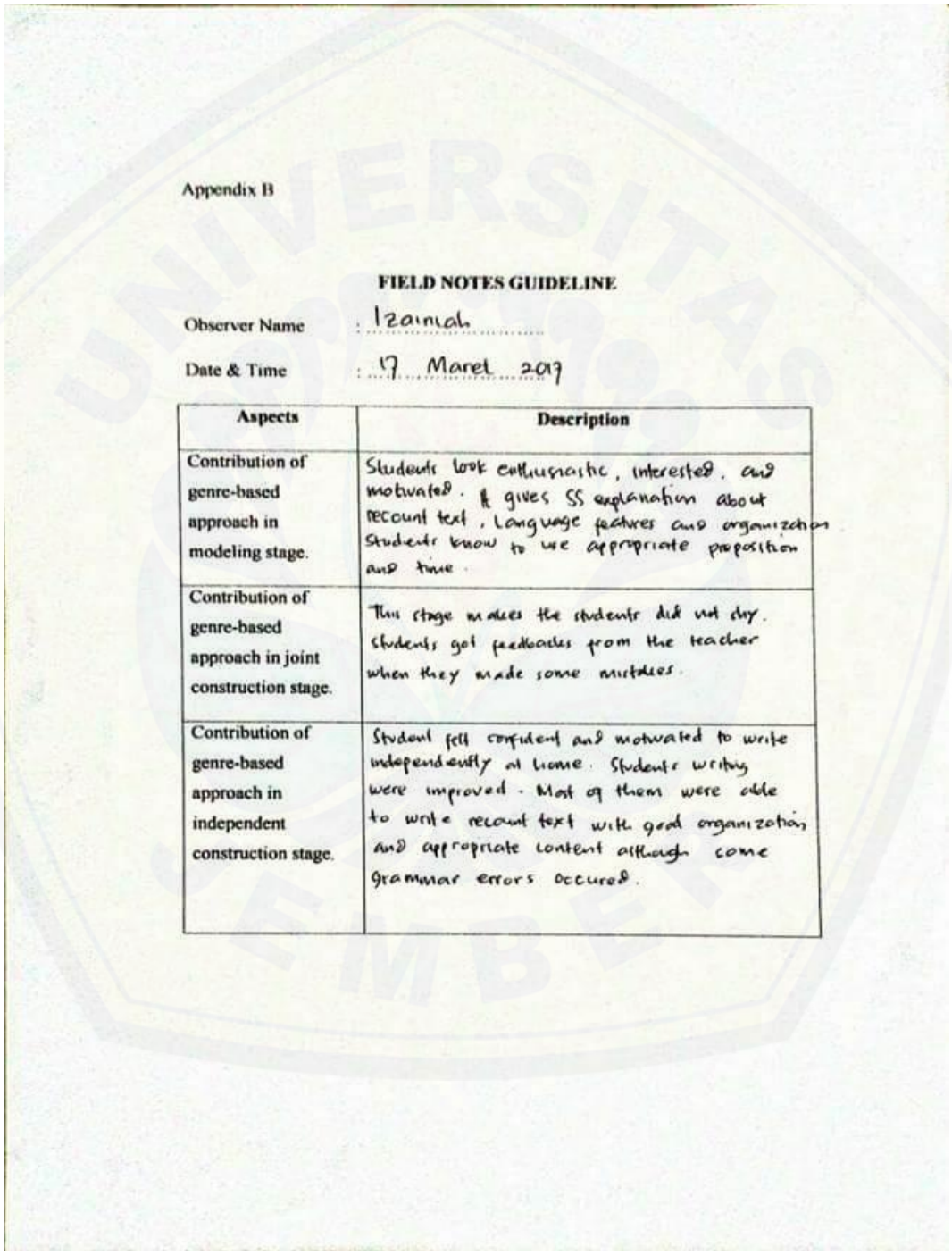
Appendix O

The Result of Observation in Meeting 1, Cycle 1



Appendix B

FIELD NOTES GUIDELINE

Observer Name : Izainah

Date & Time : 17 Maret 2017

Aspects	Description
Contribution of genre-based approach in modeling stage.	Students look enthusiastic, interested, and motivated. It gives SS explanation about recount text, Language features and organization. Students know to use appropriate preposition and time.
Contribution of genre-based approach in joint construction stage.	This stage makes the students did not shy. Students got feedbacks from the teacher when they made some mistakes.
Contribution of genre-based approach in independent construction stage.	Student felt confident and motivated to write independently at home. Students writing were improved. Most of them were able to write recount text with good organization and appropriate content although some grammar errors occured.

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The Result of Observation in Meeting 2, Cycle 1

Appendix B

FIELD NOTES GUIDELINE

Observer Name : Izaniah

Date & Time : 18 Maret 2017

Aspects	Description
Contribution of genre-based approach in modeling stage.	Student were active to answer teacher's questions related to recount text. Students had enough knowledge about recount text, generic structure and features of text.
Contribution of genre-based approach in joint construction stage.	Students could cooperate with his friends in a group. Students could share their ideas among his friends in a group. Then, they got feedback in discussion session.
Contribution of genre-based approach in independent construction stage.	Students showed independence in doing the task. The result of students writing was improved. Most of them were able to write recount text with good organization and appropriate content.

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The Result of Observation in Meeting 3, Cycle 1

Appendix B

FIELD NOTES GUIDELINE

Observer Name : Zainal

Date & Time : 24 Maret 2017

Aspects	Description
Contribution of genre-based approach in modeling stage.	
Contribution of genre-based approach in joint construction stage.	
Contribution of genre-based approach in independent construction stage.	Students worked individually in doing the test. They showed confidence and independence. Most of them got good score in writing test after the action was conducted.

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The Result of Observation in Meeting 1, Cycle 2

Appendix B

FIELD NOTES GUIDELINE

Observer Name : Izainah

Date & Time : 31 Maret 2017

Aspects	Description
Contribution of genre-based approach in modeling stage.	Students were more active to answer teacher's questions related to recount text. The activity could recall students' knowledge about recount text, generic structure, and features of text.
Contribution of genre-based approach in joint construction stage.	Students could cooperate with their pairs to do writing task. Students could shared their ideas with their pairs. In discussion session they got feedback.
Contribution of genre-based approach in independent construction stage.	Students showed independence in individual writing. They worked individually but they still could ask to the teacher if they need.

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The Result of Observation in Meeting 2, Cycle 2

Appendix B

FIELD NOTES GUIDELINE

Observer Name : Izainiah

Date & Time : 1 April 2017

Aspects	Description
Contribution of genre-based approach in modeling stage.	The activity could recall and give more knowledge about recount text, simple past tence, proposition, and tense in English. Students were more active to answer teacher's questions.
Contribution of genre-based approach in joint construction stage.	Students could cooperate with their pairs in writing. Students could share their ideas. They got feedback from the teacher and their friends.
Contribution of genre-based approach in independent construction stage.	Students showed independence in individual writing. Some students asked to the teacher when they need some short helps.

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The Result of Observation in Meeting 3, Cycle 2

Appendix B

FIELD NOTES GUIDELINE

Observer Name : Iesanial

Date & Time : 7 April 2017

Aspects	Description
Contribution of genre-based approach in modeling stage.	
Contribution of genre-based approach in joint construction stage.	
Contribution of genre-based approach in independent construction stage.	Students showed confidence and independence in writing test. Most of the students got good score in writing test after the action conducted. Most of them were able to write recount text with good organization, grammar and appropriate content.

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Appendix P

The Letter of Research Permission from the Dean of Faculty of Teacher Training and Education

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

13 MAR 2017

Nomor 1791 /UN25.1.5/LT/2017
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth.Kepala SMPN 1 Pujer
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama	: Haqiqotul Karimah
NIM	: 120210401069
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"Implementing Genre-based Approach to Promote Students' Recount Text Writing Achievement at SMPN 1 Pujer."** Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 1998812 1 001

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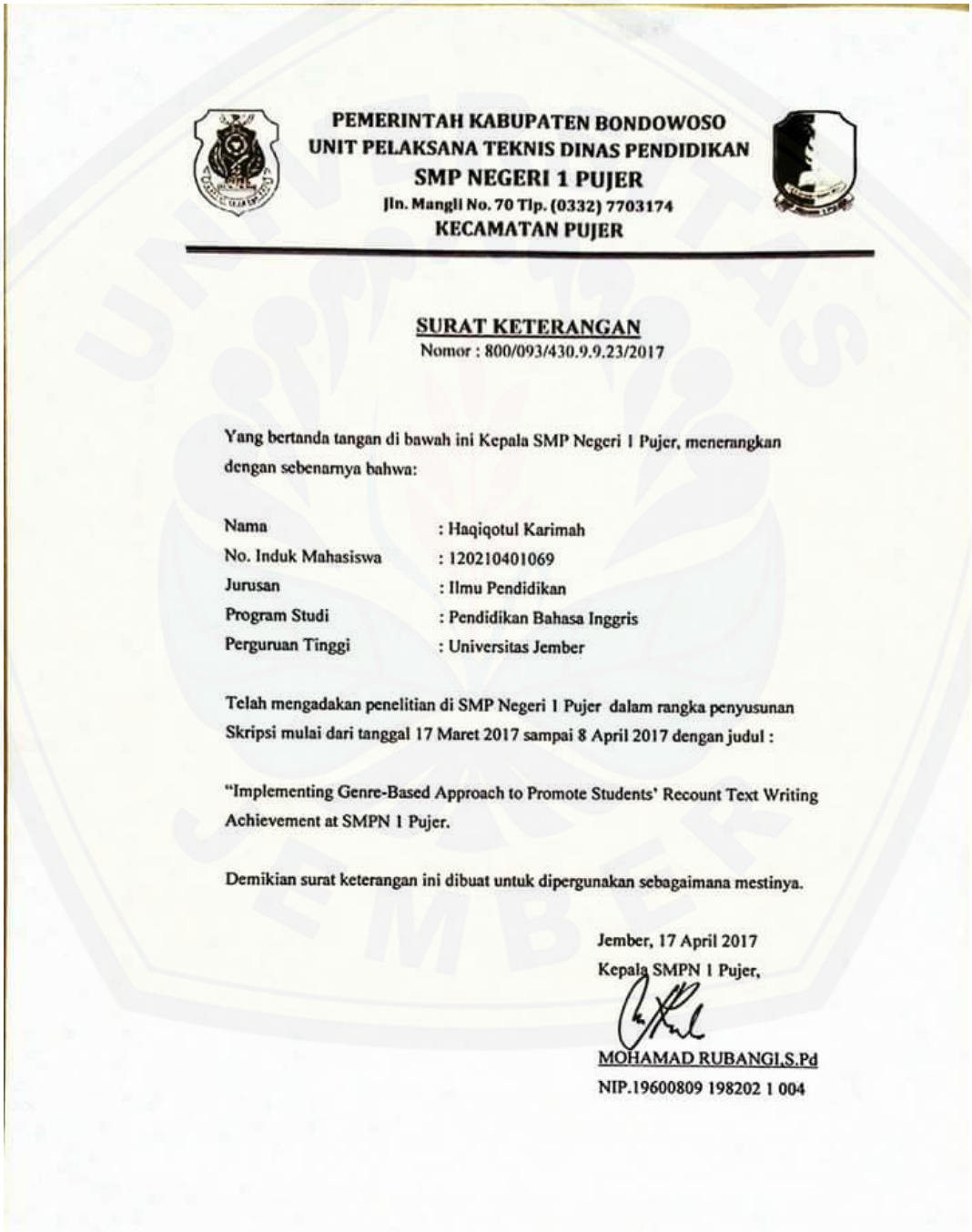
Appendix Q

The Statement Letter of Accomplishing the Research from the Principle of SMPN 1 Pujer



PEMERINTAH KABUPATEN BONDOWOSO
UNIT PELAKSANA TEKNIS DINAS PENDIDIKAN
SMP NEGERI 1 PUJER
Jln. Mangli No. 70 Tlp. (0332) 7703174
KECAMATAN PUJER

SURAT KETERANGAN
Nomor : 800/093/430.9.9.23/2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Pujer, menerangkan dengan sebenarnya bahwa:

Nama	: Haqiqotul Karimah
No. Induk Mahasiswa	: 120210401069
Jurusan	: Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Jember

Telah mengadakan penelitian di SMP Negeri 1 Pujer dalam rangka penyusunan Skripsi mulai dari tanggal 17 Maret 2017 sampai 8 April 2017 dengan judul :

"Implementing Genre-Based Approach to Promote Students' Recount Text Writing Achievement at SMPN 1 Pujer.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 17 April 2017
Kepala SMPN 1 Pujer,

MOHAMAD RUBANGI,S.Pd
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