

**THE USE OF GENRE-BASED APPROACH IN TEACHING PROCEDURAL
TEXTS TO IMPROVE THE STUDENTS' WRITING SKILL AT SMP 5
PALLANGGA**

*PENGGUNAAN PENDEKATAN GENRE MELALUI PENGAJARAN
TEKS PROSEDURAL UNTUK MENINGKATKAN KEMAMPUAN
MENULIS SISWA DI SMP 5 PALLANGGA*

KURNIYATY



**GRADUATE PROGRAM
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2015**

**THE USE OF GENRE-BASED APPROACH IN TEACHING PROCEDURAL
TEXTS TO IMPROVE THE STUDENTS' WRITING
SKILL AT SMPN 5 PALLANGGA**

Thesis

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Written and Submitted by

KURNIYATY

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APPROVAL SHEET

"The Use of Genre-Based Approach In Teaching Procedural Texts to Improve the Students'

Writing Skill At SMP 5 Pallangga"

Name : Kurniyaty

Registration number : 12B1283

Study program : Language Education

Concentration : English Language Study

Makassar, November 2014

Approved by Committee of Supervisors

Prof. Dr. Qashas Rahman, M.Hum.
Chairman

Dr. Kisman Salija, M.Pd,
Member

Head of English Language Director of Graduate Program
Education Program State University of Makassar

Prof. Dr. H. Haryanto, M. Pd

Prof. Dr. Jasruddin, M.Si

NIP. 19591029 198601 1 001

NIP. 19641222 199103 1 002

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Makassar, March 2015

The Writer

THESIS

THE USE OF GENRE – BASED APPROACH IN TEACHING PROCEDURAL TEXTS TO IMPROVE THE STUDENTS' WRITING SKILL AT SMPN 5 PALLANGGA

Written and Submitted by

KURNIYATY

Registration Number: 12B01283

Defended before the Thesis Examination Committee
on March 10th, 2015

Approved by
Committee of Supervisor,

Prof. Dr. A. Qashas Rahman, M.Hum.
Chairman

Dr. Kisman Salija, M.Pd
Member

Cognizant of:

Head of
English Language Education Program

Director of Graduate Program
State University of Makassar,

Prof. Dr. H. Haryanto, M.Pd
NIP. 19591029 198601 1 001

Prof. Dr. Jasruddin, M.Si
NIP. 19641222 199103 1 002

THESIS

THE ANALYSIS OF JUNIOR HIGH SCHOOL TEACHER-MADE
TESTS FOR THE STUDENTS IN ENREKANG

Written and Submitted by

HUSNANI ALIAH, S.Pd
NIM 12B01217

Approved by

Committee of Supervisors

Prof. Dr. Baso Jabu, M.Hum
Chairman

Dr. Kisman Salija, M.Pd
Member

Cognizant of:

Head of English Education
Program

Director of Graduate

Program,
Makassar,

State University of

Prof. Dr. H.Haryanto, M.Pd
NIP 19591029 198601 1 001
002

Prof. Dr. Jasruddin, M.Si
NIP 19641222 199103 1

ABSTRACT

KURNIYATY. The Use Of Genre-Based Approach In Teaching Procedural Texts To Improve The Students' Writing Skill At SMP 5 Pallangga. (Supervised by Qashas Rahman and Kisman Salija)

This research was conducted to find out whether or not the application of Genre Based Approach developed the students' writing in procedural text of the third grade students of SMP 5 Pallangga Gowa.

The research method employed quasi experimental. This research assigned two groups namely experimental group and control group. Each group consisted of 20 students in experimental and 20 students in control. The sample was chosen by applying random sampling technique. The researcher was assigned the students to write procedural text in experimental group by using genre based approach and control group was also assigned to use non genre based approach. The data obtained through the test were analyzed by using inferential statistic through SPSS version 18.0 program. In conducting the research, the researcher applied Genre Based Approach to increase the students' writing skill.

The research result showed that Genre Based Approach gave greater contribution to the students' writing procedural text. It was proven by the result of inferential statistic analyzed of the students' score either in pretest or in posttest. Based on the result of the data analysis, there was a significant difference between the result of posttests of the experimental and the control group, where the students in experimental group showed significantly greater improvement ($M = 69.75$) than the control group ($M = 52.75$). This led to the conclusion that the application of Genre Based Approach improved the students' writing skill as p-level smaller than 0.05 alpha ($p < 0.05$), with sig. 0,000. In other words, H_1 was accepted and H_0 was rejected. Therefore the researcher concluded that the application of Genre Based Approach improved the students' writing skill

ABSTRAK

KURNIYATY. *Penggunaan Pendekatan Genre Dalam Pengajaran Teks Prosedural Untuk Meningkatkan Kemampuan Menulis Siswa Di SMPN 5 Pallangga (Dibimbing oleh Qashas Rahman and Kisman Salija).*

Penelitian ini dilakukan untuk mengetahui apakah penerapan pengajaran berbasis pendekatan Genre dapat mengembangkan kemampuan menulis siswa SMP 5 Pallangga Gowa.

Metode penelitian yang digunakan adalah eksperimental semu. Penelitian ini membagi dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Setiap kelompok terdiri dari 20 siswa pada kelas experimental dan 20 siswa pada kelas control. Sampel dipilih dengan menggunakan teknik acak sampling. Peneliti menugasi siswa pada kelas experimental dengan menggunakan pendekatan teks prosedural dan kelas control juga di tugasi dengan tidak menggunakan pendekatan teks prosedural. Data yang diperoleh melalui tes dianalisis dengan menggunakan statistik inferensial melalui program SPSS versi 18.0. Dalam melakukan penelitian, peneliti menggunakan Pendekatan berbasis Genre untuk meningkatkan kemampuan menulis siswa.

Hasil penelitian menunjukkan bahwa pendekatan berbasis Genre memberikan kontribusi yang lebih besar untuk kemampuan menulis siswa pada prosedural teks. Hal ini terbukti dengan hasil statistik inferensial dalam menganalisis skor siswa baik dalam pretest atau posttest. Berdasarkan hasil analisis data, ada perbedaan yang signifikan antara hasil posttests kelompok eksperimen dan kelompok kontrol, dimana siswa dalam kelompok eksperimen menunjukkan peningkatan secara signifikan lebih besar ($M = 69.75$) dibandingkan kelompok kontrol ($M = 52.75$). Hal ini memberikan kesimpulan bahwa penerapan pendekatan berbasis Genre meningkatkan kemampuan menulis siswa sebagaimana p-level yang lebih kecil dari 0,05 alpha ($p < 0,05$), dengan nilai sig. 0,000. Dengan kata lain, H_1 diterima dan H_0 ditolak. Dengan demikian peneliti menyimpulkan bahwa pendekatan berbasis Genre dalam menulis teks prosedural dapat meningkatkan kemampuan menulis siswa.

ABSTRAK

HUSNANI ALIAH. *Analisis Tes Buatan Guru Sekolah Menengah Pertama di Enrekang.* (Dibimbing oleh Baso Jabu dan Kisman Salija)

Penelitian ini bertujuan untuk mengetahui informasi tentang persiapannya yang dilakukan oleh guru dalam pembuatan tes di Enrekang , kualitas tes buatan guru berdasarkan analisis butir soal, dan level kognitif domain test yang dibuat oleh guru. Kualitas tes ditentukan setelah tes digunakan dalam tes ujian sekolah.

Penelitian ini menggunakan penelitian survey dengan metode penelitian deskriptif. Peneliti menganalisis data kemudian mendeskripsikan hasil analisis data secara kuantitatif. Polulasi dalam penelitian ini adalah guru bahasa Inggris sekolah menengah pertama yang mengajar di kelas IX di Enrekang. Penelitian ini menggunakan teknik simple random sampling dengan mengambil empat sekolah sebagai sample penelitian.

Hasil analisis menunjukkan persiapan yang guru lakukan dalam membuat tes ujian sekolah dalam bentuk pilihan ganda di Enrekang dibagi menjadi lima bagian utama. Dalam mempersiapkan tes, prosedurnya adalah mempertimbangkan bahan tes dan proporsi masing-masing topik, memilih untuk memeriksa item bank yang cocok dengan silabus dan indikator, atau mempersiapkan spesifikasi tes. Dalam penulisan tes, prosedur guru adalah memilih menulis ulang item tes dari internet dan buku, menulis ulang item yang digunakan sebelumnya dan mengijinkan guru-guru lain untuk memverifikasinya, menggabungkan item dari bank soal dan buku teks, atau membuat item baru. Sedangkan dalam menganalisis tes, prosedur yang digunakan oleh guru adalah menganalisis dan merevisi tes berbasis pada tingkat kesulitannya, memprediksi kesulitan item dan merevisi tes, atau tidak melakukan apa-apa untuk menganalisis tes. Selain itu juga ditemukan bahwa ada tiga dari lima guru yang membutuhkan waktu hanya satu pekan dalam mempersiapkan soal pilihan ganda. Soal. Sedangkan adadua guru yang membutuhkan waktu dua minggu dalam mempersiapkan soal pilihan ganda. Guru juga mempunya cara yang berbeda-beda dalam menentukan soal sesuai kemampuan siswa. Selain itu, analisis item menunjukkan bahwa tidak ada tes yang sangat baik. Ditemukan bahwa hampir semua tes perlu direvisi. Dalam penelitian ini juga ditemukan bahwa hanya ada tiga kategori kognitif domain yang dimiliki oleh tes yaitu pengetahuan, pemahaman, dan aplikasi. Tidak ada item yang masuk dalam kategori analisi, sintesis, dan evaluasi.

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CHAPTER I

INTRODUCTION

A. Background

English is used in many countries as a means of communication. It plays an important role in the world of politics, business, trade, and diplomatic circle. Furthermore, a great deal of works of science, commerce, economy, and technology are written in English. Considering those reasons, Indonesia decides to include English in the school curriculum. “Curriculum is a set of plans and arrangement objectives, based competency, standard subject matter, result of the study, and the way of being used as an orientation learning activities to reach the basic competence and the goals of education” (Mulyasa, 2006: 46).

Therefore, Indonesian government uses a curriculum known as School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) since 2006. In this curriculum, English has to be taught from elementary school up to the third grade of senior high school, and even in some semesters of college level. For junior high school, there are four standards of competency which has been formulated by Department of National Education. Standard competency of English is a set of competency which students must master as a result of learning English.

Undoubtedly, writing has become a prominent part in people's everyday life. In almost all aspects of life, writing can be an effective way of communication. Simple notices at shopping centers, printed media such as newspaper, magazine,

educational and scientific sources like books, journals, encyclopedia, and literacy works such as poem, novel, short story and the like show us that writing in any form serves different but essential function in daily activities. We can imagine how hard people carry out their duties without writing. Surely, there will be much information unsent; lots of knowledge will be left.

Caroline (2006: 98) states that writing is not a simple process, it is not the act of picking up a pencil and forming letters. It is the activity in teaching learning process in which the students are able to express their ideas, opinions, feelings, and organize them in simple sentences or in short paragraphs well.

From the explanation above, it can be concluded that writing is a skill to express ideas, thoughts and memories into written form, either from sentence, paragraph or composition which need some practice done step by step.

In English, there are many kinds of texts which are studied. They are explanation, description, exposition, procedural, recount, analytical exposition, hortatory exposition, etc. In this case, the researcher wants to focus in a procedural text because it is the essential material for Junior School' students and have essential function related in daily activities, Caroline (2006: 102).

Based on the researcher's survey at SMPN 5 Pallangga on March 5th, 2014, the students' writing skill in English at this school is generally still low. It can be seen from their final examination in academic year 2013/2014 which showed low scores with 50.00 average scores for English subject. That's why; their skills in English should be improved, especially for their Writing skill, in this case students sometimes looks very difficult. So, in SMPN 5 Pallangga it makes students lazy in developing

writing activities. Moreover, there are many ideas in their brain. The other problem in their writing, such as: the students cannot arrange the steps of the writing procedural text. The next problem, sometimes teacher only taught in reading skill. She explained the generic structure but, she didn't apply in writing skill. To make the students interested in the materials, using genre – based approach is expected to make them understand the steps to write the procedural text.

One of the methods that will be studied in this research is the use of genre - based approach as one way of writing method by explaining some particular stages in a special text. It can be the beginning, the middle and the end. Writing, it can be the complicated problem because the writer has to create their ideas. So, the researcher chooses genre – based approach to make easy when writing the text. It hopes that this method can increase and motivate the student' ability in writing. By using genre – based approach, students can write down what they think of their mind and state it on paper by using a generic structure and lexicogrammatical.

Writing language is getting more and more essential today. It should be mastered in order to be literate. But, students of SMPN 5 Pallangga especially grade IX commonly have only little enthusiasm for their writing tasks. Every time they have writing tasks, they feel difficult to do. But, they should have strong foundation for their writing skill before entering a higher level of education. So, it is crucial for them to master this skill.

Based on the explanation above, I want to investigate the implementation of teaching writing procedural text to improve students' writing skill of SMPN 5 Pallangga. The reasons for choosing the topic are: Writing is one of the four language

skills which are necessary to be developed for students. Writing has become a prominent part in people's everyday life. There are some texts for Junior School such descriptive, narrative, hortatory exposition, etc. One of them is procedural text, which is a piece of text that gives us instruction for doing something. The purpose of a procedural text type is to explain how something can be done. It is have essential function related to the daily activities. The writer try to help the students in learning writing well since they have difficulties to produce a procedure text by using genre – based approach.

B. Problem Statement

Based on the explanation above, the problem is formulated as follows:
Does the use of genre-based teaching technique significantly improve the students skill in writing procedural text in SMPN 5 Pallangga in the academic year of 2014/2015?

C. Objectives of the Research

In relation to the problem statement, the research objective is to describe the improvement of teaching writing procedural text using genre-based teaching technique for students at SMPN 5 Pallangga in the academic year of 2014/2015 .

D. Significance of the Research

There are some advantages that can be required from this study. When the study has been finished, it is expected to give some following contributions.

1. This study can help teachers to solve the problem related to procedural text.

Teacher would consider that genre – based approach is one method in enhancing the mastery of writing procedural text of Junior High School.

2. This study gives an experience to students about effective method for writing procedural text. Moreover, the students would consider that genre – based approach could improve their writing skill especially in procedural text.
3. This study can increase my knowledge on strategy of teaching writing in order to improve students' mastery of writing procedural text.

E. Scope of the Research

The writer limits the scope of study so that the problems are not too wide and the study is effective, here the writer only discussess about the use of genre based teaching technique in teaching writing procedural text to improve students' writing skill in SMPN 5 Pallangga.

This study is under applied linguistic discipline. It is specified on the use of genre based teaching technique in teaching writing procedural text to improve students, writing skill. The use of genre based teaching technique in teaching writing procedural text is a strategy that can help the teacher in presenting materials for writing class and the students to understand the material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

Studies of the effect of implementing a particular approach in language learning to improve students' writing skill are varying based on the strategy used by the researchers. In Indonesian context, there were still little studies deals with the use of language learning strategies to improve students' writing skill, and the following studies which were conducted by Indonesian researchers regarding to the use of language learning strategies for improving the students' writing skill:

This is an area of the use of generic structure and lexicogrammatical in writing kinds of text (genre). Research in this area includes Mashitoh (2006) who wrote about the text structure of the text types found in English text book on Sky for Junior High School year VII published by Erlangga. Here, analyzed kinds of text based on generic structure; they are recount, narrative, descriptive, etc. She gave suggestions related to the analysis above, when students analyze the text type structure, students should be aware of rhetorical development of the text since the analysis is little big complex.

The next researcher work on this topic is Afrilia Ika Widanarti (2009). She wrote about generic structure analysis on the recount texts study case at the eight grade of SMPN 5 Jepara. In this study, she gave suggestion, such as generic structure

is a good method for teaching writing, and the choice of generic structure in teaching writing is very important for the teacher.

Other researcher working into this topic is Intan Carolina (2006). She wrote about generic structure analysis on narrative text study case at tenth grade of SMAN 1 Petarukan, Pemalang. In this study she gave suggestion, such as we should hear in the mind that every written text types has its own characteristics, which can be used to distinguish text types. Every text has some similarities, so we must be careful in finding the generic structure and lexicogrammatical features.

Considering all of the studies, I view that there is still an area of studies that has not been explored. This area is the use of genre based approach in teaching writing procedural text. Here, I only focus on the text type that is procedural text. Besides, I also used genre based approach in teaching writing for the students.

B. Some Concepts of Writing

It can be said that writing is a crucial part in our global society. Writing has many general concepts. There are several definitions of writing that can be stated as follows:

Writing is a social act that can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer brings the writing and the impacts of the particular political and institutional context which it interviews, analyses of surrounding practices and other techniques researchers seek to develop more complete accounts to local writing context.

Writing is a process that is influenced by the constraints of genres in learning activities. Harmer (2004:86) states:

Writing is a process that we write is often heavily influenced by the constraints of genres, and then these elements have to be presented in leaning activities. Students who are writing within a certain genre consider a number of different factors; such as they have to knowledge of the topic, the convention and style of genre, and the context in which their writing will be read, and by whom.

Writing also has always been part of the syllabus in the teaching of English. Harmer (2004:8) states that writing is different from speaking, the final product of writing is not nearly instant. We can say that the writing cannot only be taught; it takes continual practice.

From wikipedia (the free encyclopedia), defined that writing is the representation of language in a textual medium of through the use of a set of signs or symbols (known as a writing system). (http://42_explore.com/writingtm.htm). (2/10/2013).

Writing is a matter of elaborating text in accord with what the writer can reasonably assume that the readers knows and expects, and the process of reading is a matter of predicting text in accord with what the writer the reader assumes about the writers purpose. (Nystrand, 1998:75).

Meanwhile, Meyers says that writing is way to produce language when you do speak. Writing communicates with others in a verbal way. Meyers states:

Writing is a way to produce language which you do naturally when you speak. Writing is communicating in verbal way. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an

action- a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them. (2005: 2).

From the definition above I can conclude that writing is a way to produce that comes from our thought. It is written on a paper or a computer. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular and institutional contexts. It is also a process, when we write it will be influenced by the constraints of genre has to be present in learning activities. A writing will be read and exist whenever the author is absent. Writing is also skill to express ideas, thought, and memories into written form, either in form of sentences, paragraph, or composition which need some practice done step by step.

1. The Importance of Writing

Writing has become a prominent part in people's everyday life. When students test their foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure knowledge. In almost all aspects of life, writing in whatever form it be, proves to be an effective way of communication. Writing as one of the language skill, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some of the importance of writing activities which are usually done in our society as follows:

1. Recently, our societies grew larger and more industrialized; the need for citizen to be able to write and read becomes vital for bureaucratic organizations to be successful. In addition, writing skill can be a ticket to better college grade and

greater academic achievement since good writing skill, it is badly needed in the achievement context. Besides, most jobs nowadays as well as future jobs will require writing skill; even to apply for a job, good writing skill is demanded.

2. In the smaller scope of educational setting i.e. at school, most of examinations require the students to use the writing skill. In other words, students' success at school is partly determined by their writing skill. Furthermore, it is commonly known that good writing will foster good thinking and vice versa. When the students are trying to write, they should automatically think because they develop their ideas and sometimes revise that have written. On the other hand, good thinking, if being properly applied, gives rise to what so – called good writing.
3. Writing skill clearly gives many advantages to those possessing it. It is suggested that having good writing skill will be a benefit of people. In addition, for being able to take part in today's information culture, a writer can express himself well through writing, he can communicate his ideas, thoughts, feelings, and experiences and at the same time, let it down by others.

As a closing remark of this section, the writer quotes Chris Trables' statement (in Harmer, 2004:3) to be deprived of the opportunity to learn to write is to be excluded from a wide range of social roles including those which the majority of people in industrialized societies associate with power and prestige.

This shows that writing is closely related to the society. To be successful in whatever field we are, having writing skills is helpful. Thus, writing especially in a

foreign language is one skill which all the teachers or educational practitioners should be pay attention.

2. Components and Steps in Writing

Writing is a complex and difficult to teach since it does not only mean to put down graphic form a piece of paper. Writing process is not an easy option for students to teachers. Quite apart from taking up time, it takes up space (especially in a paper driven world) and can be problematic for the more disorganized student. Writing involves at least five components as stated by Harris (1969: 68-69) in his book “Testing English as a Second Language”. Those components are:

Firstly, is on the content. It consists of the substance of writing and the ideas expressed. Secondly, is on the form used. It is about the organization of the content. Thirdly is on the grammar, the employment of grammatical form and syntactic pattern. Fourth, is on the style. It is about the choice of the structures and the lexical item to give a particular tone of flavor to writing. And fifth is on the mechanic, the use of the graphic convention of the language.

Another component pointed out by Christina consists of three elements as follow: we have three major teaching points in the writing composition they are correct from of language on the sentence, mechanics of punctuation, and content organization (1976: 205).

Meyers (2005: 3) explains that there are six steps to write well. Those are:

- (1) Exploring ideas

Writing first involves discovering your ideas. It considers three points; they are subject, purpose, and audience. Firstly, choose a subject that you care about and you know about, then you will have something interesting to write and you will write it more clearly and confidently. Secondly, what purposes hope to achieve. The last, what your audience that will determine what you say about your subject is.

(2) Pre writing

The second step of writing process involves writing your thoughts on paper or on the computer. Do not worry about grammar, exact word choice, spelling or punctuation because you will change your mind and your wording later anyway.

(3) Organizing

The next step after you have put your ideas into words begins to organize them. This process involves selecting, sub acting, and adding ideas then outlining them.

(4) Writing a first draft

You have done some pre writing, selected your best ideas, expanded on them, and arranged them in reasonable order. Next you can begin your first draft.

(5) Revising the draft

Return your draft later and revise it several times, perhaps after getting reactions of other people, add new ideas and try to improve organization.

(6) Producing the final copy

The last step is producing a final copy when you are reasonably satisfied with your work, edit the draft and make another if you find error.

In line Harmer (2004: 5) suggests that the process of writing has four main elements:

(1) Planning

Experienced writers plan what are going to write. Before starting to write or type, they try and decide what is going to say. When planning, writers have to think about three main issues. First, the purpose of writing which includes not only the type of text they wish to produce but also the language they use, and the information they choose. Second, the writer think of the audience they are writing for. Third, the writers have to consider the content structure of the piece that is how best to sequence the facts, ideas or arguments which they have decide to include.

(2) Drafting

We can refer to the first version of a piece of writing is a draft. The first text is often done on the assumption that will be amended later.

(3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions.

Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

(4) Final version

Once writers have edited their draft, making the changes they consider to be necessary they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to intended audience.

Based on some explanation above, it can be concluded that writing is a complex skill. Basically, writing is not a simple drawing a range of autographic symbols, but actually it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, which we have to use certain grammatical rules, choose the right words in our sentences. Each of sentences in our paragraph must have correlation with each other and organize the logical facts.

3. Text

In general sense, text is any form of written material. Text is any stretch of language which is held together cohesively through meaning. Hallyday and Hasan (1984: 10) states:

"What do mean by text? We can define text, in the simplest way, perhaps by saying that it is language that is functional. By functional we simply mean language that is doing some job in some context, as opposed to isolated word or sentences that I might put on the blackboard. So any instances of living language that is playing some part in a context of situation, we shall call it

text. It may be either spoken or written, or indeed in any other medium of expression that we like to think of.

This definition surely tells us many things about text. First, our general understanding that text is always in the written text form is not true. A text can be either spoken or written, can be a word or as thick as a book in length. So, text has nothing to do with form or size. Second, a text is not isolated words or sentences being put together. Third, a text is language that is functional. It means that language in a text serves a certain function; this function is the one that finally differentiates and determines our choice of words to construct a text.

A text is semantic unit, a unit of language that makes sense. When it does not make sense, it is not a text; it is not communication. Communication happens only when we make sensible text. Therefore, if our main goal is to develop communicative competence or the ability to communicate, we need to develop a curriculum or a syllabus that is text - based. This kind of curriculum states explicitly what kind of texts are the targeted by certain level of schooling based on the learners' communication needs. In this way, text is not sporadically addressed; in this way we know which targets to "shoot out"; and in this way we create short – cuts necessary for adjusting the curriculum targets with the time allotment.

Mary and Kathy Anderson (1997; 1-3) states there are two broad categories of text, those are:

1. Literary texts are those texts which explore and interpret human experience in such a way as to evoke in the reader or listener a reflective, imaginative or

emotional response. Literary text includes narrative, dramatic, poetic texts, and many combinations of these.

2. Factual facts are those texts which present information, ideas or opinions in such a way as to inform. Enlighten or persuade the reader or listener. The main text types of this category are procedure, response, recount, explanation, discussion, information report, procedure.

From the statement above, I can sum up that the text is the simplest way to express our idea which has meaningful and purposes with an acceptable structure.

C. Genre

Genre derives from experience, so through genres hopefully that individuals develop their relationship, establish their communications and able to achieve their goals. Because genre comes from study literature procedural text, therefore by studying genres intended that students be able to understand the concept and they would be able to identify a kind of texts that students will have to write. Finally, it is important for the students to learn the genre in order to recognize their experience of everyday life for being assigned in their writing and speaking. In other words, the students can express their ideas through their experiences for learning of kinds of genres appropriately.

David Butt (1996: 17) states that when a set of text shares the same purpose, they will often shares the same obligatory an optional structural elements and so they belong to the same genre.

Linda Gerot and Peter Wignell (1994:17) explain that genre is the text types that can be defined as a culturally specific text types which result from using language both in written and spoken to help accomplish something. In a genre- based approach to writing, students study certain texts in genre they are going to write before they embark on their writing.

A genre from French “kind” or “sort”, from Latin: Genus (stem gener) is a loose set of criteria for a category of composition; the term is often used to categorize literature and speech, but it is also used for any other of art or utterance. (<http://en.wikipedia.org/wiki/Genre>) (2/11/2013)

The genre of Junior High School level include: procedural, descriptive, narrative, exposition, and recount, Those are:

First, procedural text is a piece of text that gives us instructions for doing something. Procedural texts are common factual genres that provide instructions on how to do something. Students encounter procedural texts in most learning areas; in Home Economics (recipes), in Science (experiments), in Technology (how to....), in school operations (how to behave in assembly/ on Sports Day) and throughout all years of schooling. The purpose of procedural texts is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient and appropriate ways. Procedures in primary years are common texts that students are supported to read, write and understand. In the secondary years, students are frequently introduced to explicit formats and expectations to record information

within procedural texts. The purpose of this text is used to explain how something can be done (Mark and Kathy: 1997:49).

Second, Descriptive is writing that tells us how something looks, sound, feels, testes, or smells. It is mostly used in a narration to providde setting and help establish characterization. There are two crucial elements for effective description; (1) explanatory description, which is purpose is to inform. Reader needs explicit, specific detail if they are to craete exactly mental image writers have in mind and (2) creative description is writing primarily to entertain. It uses detail carefully selected in order to conjure up a picture. The purpose of it is to create a picture or image thus, it needs a careful planning, selection and arrangement.

Third Narrative is the expression of seual action in words. narrative is a piece of text which tells a story in doing so, entertains or inform the reader or listener. It is a story telling and usually thought as a piece of writing that tells a complete story that will usually be chronological, either fictional or factual non-fictional. Non-fictional narration is used to relate historical events, biographical information, or personal data.

Fourth exposition: exposition writing, which is informative writing designed to explain or clarify facts and ideas. Exposition aims to make the reader understand the meaning or significance of the object as the writer understands this meaning or significance. A good exposition is interesting as well as informative; to create interset, and writing should be concrete and specific.

The last is recount, recount text is text that retell about a story, experience, and other. recount text use simple past tense or past perfect tense in its phrase. recount text retell about past event. recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. its very easy to different recount text from another text. you can make recount text from your story. in the recount text we will not get “is” or “are” in the phrase but it will change to “was” or “were”. usually inrecount text, the subject is I, or the name of human.

In final project I concentrate on teaching procedural text by using genre – based approach to analyze generic structure and language features of it.

1. Grammar

In the area of English as a foreign language learning, writing has been the most difficult and complex skill to acquire. That is why normal if the process of teaching and learning in the classroom reflects that written cycle should be given after the spoken cycle has been done. It is assumption that the students are ready to write after they are prepared with a certain amount of vocabulary or words and the way they arranged through which their communication purposes are represented. Besides, it is so with the reason that they have had it mind and they have practiced it when they are doing the spoken cycle. Thus, when they have to write, they can communicate and develop their ideas through their writing.

Meanwhile, this also implies that in order to master the four skills. I.e. listening, speaking, reading, and writing, mastering language components is a must. That is why the teaching of language components, namely grammar, vocabulary, and sound system (pronunciation, intonation, etc) should be target as much as possible to enhance the mastery of language skill.

Harmen explains that grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language (2001:12).

Hence, grammar, text, writing, however indirectly, is dependent to each other. Writing text is an appropriate way is unlikely without processing the means for constructing them.

D. General Concept of Procedural Text

According to Gerot and Wignell (1994:17), genre could be defined as a culturally specific text-type, which result from using language (written or spoken) to (help) accomplish something. Therefore, genre is culture specific. It has particular stages, and particular linguistic features.

Based on the explanation above, texts are constructed in order to achieve different purposes, that they are constructed in different. Consequently, there are many text types in English. There are three main text types in literary text and factual text. There are three main text types in the literary text, i.e. narrative, poetic as well as dramatic. Meanwhile, such as recount, explanation, discussion, report exposition,

procedural, as well as response belong to the factual texts. Procedural text as one of the factual text can be said as the simple text type because the contents is just instruction for doing something or how something can be done.

Mark and Kathy (1997: 48) argue that a procedural text is a piece of text that gives us instructions for doing something. The purpose of a procedure text type is to explain how something to be done. Meanwhile, While Derewianka (1990: 16) states:

Procedural text is a text that is designed to describe how something is achieved through a sequence of actions or steps. In addition the purpose of procedure text is to explain how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentence. It also uses the temporal conjunction such as : first, second, then, next, finally, etc.

Procedural is a process or series of acts especially of a practical or mechanical nature involved in a particular form of work, a particular course of action intended to achieve a result; "the procedure of obtaining a driver's license"; "it was a process of trial and error". Procedural text occurs in forms including magazine, TV, and in printed. Procedural are likely to occur in a food prescription, and in article.

From the explanation above, I conclude that procedural text is a piece of text that gives us instructions for doing something. The purpose of procedure text is to explain how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentence.

E. General Concept of Genre – Based Approach

Since the mid-1980s, considerable attention has been paid to the genre – based approach to teaching writing. The Routledge Encyclopedia of Language Teaching and Learning has defined by the genre – based approach as a framework for language instruction. Byram (2004: 234) based on examples of a particular genre, the genre framework supports students writing with generalized, systematic guiding principles about how to produce meaningful passages.

Swales (1990: 58) identified a genre as a class of communicative events, the members of which share some set of communicative purposes. His definition offers the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose.

Looking at spoken genres, Byram (2004: 235), defined genre as a staged, goal-oriented, purposeful activity in which speakers engage as members of their culture. Martin (1984: 309) presented these circumstances as examples of genres: buying fruits, telling a story, writing a diary, applying for a job interview, writing an invitation letter, etc.

Each spoken genre has a specific goal that people should achieve through several steps. Thus, the specific social goals become main focuses when genre was discussed. It also implies that before writing, the context of a situation should be considered and analyzed in order to anticipate what language features are required.

Hammond (1992: 237-239) examined the characteristics of several genres and categorized them according to similarities in text types:

1. Recipes are known to have the text type of procedure;

2. Personal letters are used to tell private anecdotes;
3. Advertisements deal with description;
4. News articles have the text type of recounting;
5. Scientific papers prefer passive voice over active voice in presenting reports;
6. Academic papers are likely to have embedded clauses.

This means that different text types involve distinctive knowledge and different sets of skills, so teachers should introduce a variety of genres to have students understand and practice different sets of skills.

Swales (1990: 309) shared an essential view point that all genres control a set of communicative purposes within certain social situations and that each genre has its own structural quality according to those communicative purposes. Therefore, the communicative purposes (generic structure) and the structural features (language features) should be identified when genres are used in writing classes.

F. Overview on Genre – Based Approach

This section presents general concept of generic structure, rules of procedural text, using generic structure and language features in teaching writing procedural text.

1. General Concepts of Generic structure

Every text has some structures as an outline of writing. The structures of the text will be different if our purpose is to explain how something to be done. The structure of a text follows one particular stages, the beginning, and the middle and

ending parts of a text (i.e. the stages accomplishing a genre's social purpose); the stages may be obligatory (always present) or optional present only under certain conditions. The structure varied according to the purpose. Thus, it varies across genre. However there are certain similarities within the texts with the same purposes. The similarities create an expectation of the general schematic structure of the text. This is called generic structure of the text. Based on www.tiscali.co.uk/reference/encyclopedia/hutchinson/m0099720.html(02/11/2013) generic structure means the way in which a text is constructed to suit its purpose. In the http://www.mde.K12.ms.us/acad/id/curriculum/laer/LA_Framework-2006_revised/AppendixB.pdf (02/17/2011) states that generic structure resembles an outline. Each section open with main idea, then elaborate on it, sometimes dividing into subsection. Example: a book may tell about whales or describe what the geography is like in particular religion.

Text or generic structure refers to the semantic and syntactic organizational arrangements used to present written information.

From the definition above, I can conclude that generic structure resembles an outline in which a text is constructed to suit its purpose or the semantic and syntactic organizational arrangements used to present written information. Texts which have generic structure conventions are easier to read, understand, and remember.

2. Rules of Procedural Text

A procedural text is a piece of text that gives us instruction for doing something. There are some explanations about the rule of procedural text. Mark and Kathy (1998: 252) states several common grammatical patterns of a procedural text, they are; use of technical language, sentence that begin with the verbs and are stated as command, use of time words or numbers that tell the order for doing the procedural text, use of adverbs to verbs to tell how the action to be done.

Meanwhile, based on the Aditya D.N's blog procedural text is a text which is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc. There are several explanation about the rule of procedural text, they are the use of action verbs, the use of noun phrase, and the use of imperative sentences. (<http://blog.aditya/dn/procedure-text>) (2/11/2013).

From the statements above, I can concludes that the rules of procedural text consists of; use of technical language, sentence that begin with the verbs and are stated as command, use of time words or numbers that tell the order for doing the procedure text, use of adverbs to verbs to tell how the action to be done, use of action verbs, use of noun phrase and use of imperative sentences.

3. Using Generic Structure and Language Features in Teaching Writing Procedural Text

As an international language, English is also taught in Indonesia as a foreign language. Many students find writing is the most difficult lesson since they have to write in English to procedure an English text. They have to write down what they think of in their mind and state it on a paper by using a correct step.

Mark and Kathy (1998: 257) state several common generic structure of a procedural, they are an introductory statements that give the aim or goal of the text, a list materials that will be needed for completing procedure, a sequence of steps in the order they need to be done.

Writing by themselves can be the complicated because they have to create their idea. So, I choose the sequencing method that claims the production of a text is from two or more people's ideas. It hopes that this method can increase and motivate the students' ability in writing. By using generic structure, students can write down what they think of in their mind and state it on paper by using a correct step, beside of it by using language features we can produce a good writing.

G. Conceptual Framework

In this study, the researcher focus on teaching writing procedural text in Junior High School by using genre – based approach. Writing is a crucial part of global society. Writing is also as a means of communication. There are several definitions of writing. Harmer (2004: 86) states that writing is a process that what we write is often influenced by the constraints of genres, and then these elements have to be present in activities. Students who are writing within a certain genre consider

different factors; such as the knowledge of the topic, the conventions and style of genre, and the context in which their writing have been read by whom.

Writing is also important for our life and become prominent part in peoples' daily life. Teaching writing for Junior High School is not an easy job. The students have to master four language skills; they are listening, speaking, writing, and reading. Here the students will concentrate in writing procedural text by using genre – based approach (analyze the generic structure and language features). Text which has generic structure and language features conventions are easier to read and write the procedural text.

Mark and Kathy (1997: 48) argue that a procedural is a piece of text that gives us instructions for doing something. The purpose of a procedural text type is to explain how something to be done. The students can write procedural text easily by using generic structure and language features.

In this study, the researcher uses experimental research to improve teaching and learning process. Based on Harmer (2001: 344) action research is the name given to a series of procedure which teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedure. In short, the objective of this research is to give Junior High School students an effective writing ability by using genre – based approach.

Based on the theory of the research, the conceptual framework can be visualized in the following:

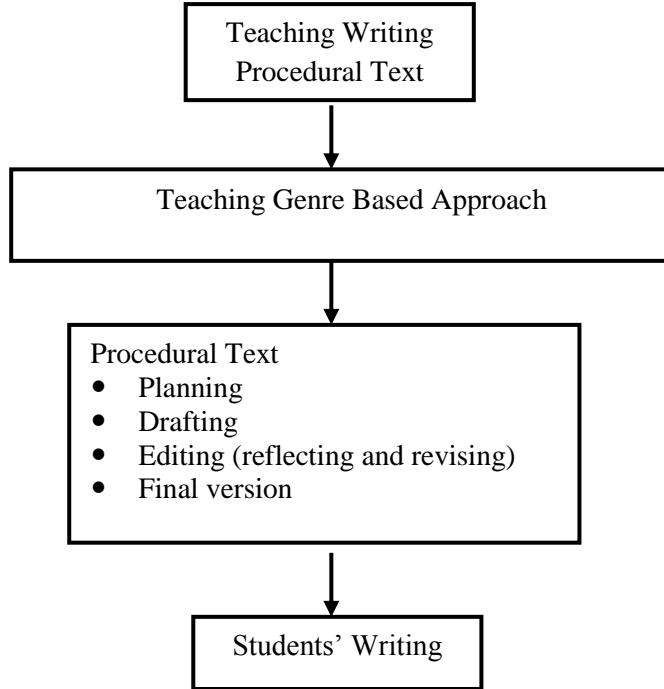


Figure 2.1 Conceptual Framework

The following are the procedure of conducting Genre Based Approach:

1. Writing material will be based on key words given.
2. The students will be asked to write procedural text through genre based approach.
3. Students' writing skill is the improvement of students' writing achievement.

H. Hypothesis

H1 : -The application of Genre Based Approach has significant effect to the students' writing procedural text.

H0 : -The application of Genre Based Approach does not have significant effect to
the students' writing procedural

CHAPTER III

METHODOLOGY OF THE RESEARCH

This part dealt with the description of research design, research variables, population and sample, research instrument, procedure of data collection and technique of data analysis.

A. Research Design

As Gay et al (2006: 257-258) stated that sometimes it is just not possible to randomly assign individual participant to groups. When random assignment is not possible, a researcher still may choose from a number of quasi experimental designs that provided adequate control of sources of invalidity.

From the explanation above, the researcher applied quasi experimental design that consisted of two groups, namely experimental group and control group. The experimental group received treatment using genre based approach, and the control group received the treatment but not using genre based approach, the teacher just ask the students directly answer the questions without using good method. Both groups are given pre-test and post-test. Control group in this research is needed for comparison purposes to see whether or not the treatment more effective than others (Gay et al, 2006: 254).

The researcher gave pre-test and post-test to both of the two groups. The pre-test carried out to find out the prior knowledge of students while post-test was to find out the effect of the treatment on the students' achievement in writing.

The scores of both the pre-test and post-test compared to determine the students' improvement on English writing ability. The design was formulated as the following formula :

| | | | |
|-------|-------|-------|-------|
| EG | O_1 | X_1 | O_2 |
| <hr/> | | | |
| CG | O_1 | X_1 | O_2 |

(Adapted from Gay et al, 2006)

Figure 2. Research design

Notation:

EG = Experimental group

CG = Control group

O_1 = Pretest

O_2 = Posttest

X_1 = the treatment by Genre Based Approach

X_2 = the treatment without using Genre Based Approach

B. Research Variables

There are two variables in this research, namely independent variable and dependent variable. The independent variable was the use of Genre based approach to improve students' ability in writing. The dependent variable was the students' ability in writing procedural English text.

C. Population and Sample

1. Population

Population was the ninth grade students of SMPN 5 Pallangga, Kabupaten Gowa, in the academic year of 2014/2015. There were two classes which consisted of 20 students for each class. So, the total numbers of population were 40 students.

2. Sample

Sample was taken from one class that consisted of 20 students as experimental group. In taking the sample, the researcher used the cluster random sampling technique. The researcher took two classes as the sample that become experimental group and control group. The number of the sample for each class were 20 students, thus the total number of the sample were 40 students.

D. Research Instruments

In collecting the data, the researcher used one kind of instrument, namely test. The test consisted of pre-test and post-test. The instruments of the research was two composition tests. The first composition, the students wrote procedural text by

using genre based approach and the second composition, the students wrote procedural text without using Genre Based Approach.

E. Procedure of Data Collection

The data was collected through the following procedures: Test, the procedure of data collection from both experimental and control groups were presented in chronological order as follows:

1. Pre-test-post test

Both experimental and control groups was given pre-test and post test. This test delivered by writing in procedural form. It intended to identify the students' result score.

2. Treatment

The researcher gave treatment that using Genre Based Approach for experimental group and use conventional teaching for control group. Writing that use in every single meeting the same for both groups. The researcher gave treatment to experimental and control group students for five meetings in which each meeting is 90 minutes.

a. Experimental group was presented as follow :

Stage 1: 5 minutes

1. Teacher told the students what they should do at the meeting.

2. Teacher gave the students sample of procedural english text

Stage 2 : 20 minutes

3. The teacher explained briefly about genre based approach in writing procedural text like how to make special food or drink
4. The next step is that the researcher gave students some practices, especially dealing with relevant generic structure as well the vocabulary and grammar and to write a text procedure with regard to particular and the use of generic structure, grammatical features (the imperative sentences and sequenced word), and the mechanics of writing.

Stage 3 20 minutes

5. The researcher reviewed (procedural text) again and introduced writing's technique by using generic structure and language features (genre – based approach). The students could ask to the teacher if they find any trouble.

Stage 4 30 minutes

6. The researcher asked the students to write a paragraph/sentences with the same topic by developing the key words given. Those key words based on the topics in the writing activity.
7. The students collected their writing task.

Stage 5 closing 15 minutes

8. The teacher discussed the students' writing and gave practical advice in a good writing composition.
- b. Control Group

The control group was taught with non Genre Based Approach for five meetings. This group was learned the same kind of writing material with the same writing level as experimental group. The process of non Genre Based Approach in this control group was conducted in chronological order as follows:

1. The teacher explained the objectives of the teaching and learning process to the students.
2. Teacher introduced the topic that will be written by the students.
3. Teacher explained to the students, how about write using descriptive writing
4. Teacher told the students to find the difficult words and find their meaning by using dictionary.
5. Teacher monitor the students' activities.
6. Teacher will check the students' writing
7. Teacher closed the class with giving assignment for homework.

E. Technique of Data Analysis

Before analyzing the data, the researcher collected and analyzed the data from the test by using the following procedures:

This research used descriptive statistic and inferential statistic in analyzing the data. Descriptive statistic data analysis that used in this research consisted of the sum number, mean, standard deviation number, frequencies table and histogram of the data. To analyze data the researcher used SPSS 18.0 program for windows. The collection of the data analyzed through scoring the result of the students' test result. The students' achievement classification gained by dividing their total correct answer by the total score. The result, then, multiplied with one hundred, the maximum achievement classification.

1. The formula for indicating the students' score as follows:

Obtained scores

$$\text{Score} = \frac{\text{Obtained scores}}{\text{Maximum scores}} \times 100 \text{ (interval of the score level)}$$

Maximum scores

Figure 3. (Depdiknas, 2006)

Scoring writing English composition used the following scoring system in Table 3.1.

Table 3.1 Classification levels of the students' writing productivity
(Heaton 1998:145).

| Score | Classification | Category |
|-------|----------------|----------|
|-------|----------------|----------|

| | | |
|-------|-----------|---|
| 18-20 | excellent | Natural English minimal errors complete realization of the task set |
| 16-17 | Very Good | Good vocabulary and structure, above the simple sentence level. Errors non-basic. |
| 12-15 | Good | Simple but accurate realization of task. Sufficient naturalness not many errors. |
| 8-11 | Pass | Reasonably correct if awkward or natural treatment of subject with some serious errors. |
| 5-7 | Weak | Vocabulary and grammar inadequate for the task set. |
| 0-4 | Very Poor | Incoherent. Errors showing lack of basic knowledge of English |

2. Classifying the student's score

Classifying the scores of the students' answer. The scores classified into seven level classifications which was adapted to the scoring system from Depdiknas (2006:38) as follows:

Table 3.2. Scoring Classification of Students' Writing Ability

| No | Score | Classification |
|----|-------------|----------------|
| 1 | 86 – 100 | Excellent |
| 2 | 71 – 85 | Very Good |
| 3 | 56 – 70 | Good |
| 4 | 41 – 55 | Average |
| 5 | 26 – 40 | Poor |
| 6 | $\leq - 25$ | Very Poor |

3. Calculating the mean score.

To find out the mean score, standard deviation and the t-test value between the pre-test and the post-test of both experimental and control group by using *Statistical Package for Social Sciences* (SPSS) program version 18.0. (Gay et al, 2006:378).

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the finding of the research and the discussion of the research findings. The discussion deals with the description and interpretation of the finding.

A. Finding

Before the treatment both experimental and control group was given a pre-test to know the students achievement in writing procedural English text. Furthermore, the purpose of the test was to find out whether both experimental and control group were at the same level or not.

a. The Students' writing Achievement

The frequency and the percentage of the students' writing achievement in pretest and posttest for Experimental and Control Group can be seen in the following tables:

Table 4.1 The Frequency and Percentage of the Students' writing Achievement in Pretest

| | | | Experimental Group | | Control Group | |
|----------------|------------------|---|--------------------|---|---------------|--|
| Range of score | Classification | F | % | F | % | |
| 86-100 | 6 Excellent | 0 | 0 | 0 | 0 | |
| 71-85 | 5 Very good | 0 | 0 | 0 | 0 | |

| | | | | | | |
|-------------|---|-----------|----|-----|----|-----|
| 56-70 | 4 | Good | 0 | 0 | 0 | 0 |
| 41-55 | 3 | average | 6 | 30 | 19 | 95 |
| 26-40 | 2 | poor | 14 | 70 | 1 | 5 |
| $\leq - 25$ | 1 | Very poor | 0 | 0 | 0 | 0 |
| Total | | | 20 | 100 | 20 | 100 |

The Table 4.1 shows that almost all the students in experimental and control group were in low achiever category. The frequency of experimental group categorized as low achiever was 14 students (70 percent) in poor level and 4 students (30 percent) was in average skor, while in control group, the sum of frequency categorized as low achiever were 19 students (95 percent) in average and there was 1 student (5 percent) in poor level, based on the frequency of both the experimental and control group showed that low achievers were bigger and none even in high achievers. It signifies that both of the groups still need to be improved.

Table 4.2 The Frequency and Percentage of the Students' writing Achievement in Posttest

| | | | Experimental Group | | Control Group | |
|----------------|----------------|-----------|--------------------|----|---------------|----|
| Range of score | Classification | F | % | F | % | |
| 86-100 | 6 | Excellent | 1 | 5 | 0 | 0 |
| 71-85 | 5 | Very good | 9 | 45 | 0 | 0 |
| 56-70 | 4 | Good | 7 | 35 | 6 | 30 |
| 41-55 | 3 | Average | 2 | 10 | 14 | 70 |
| 26-40 | 2 | Poor | 1 | 5 | 0 | 0 |

| | | | | | | |
|------|-------|-----------|----|-----|----|-----|
| < 25 | 1 | Very poor | 0 | 0 | 0 | 0 |
| | Total | | 20 | 100 | 20 | 100 |

The table 4.2 shows that the students' writing achievement in Experimental and Control Group got improvement after the treatment. The percentage of the students' writing achievement in experimental group tend to spread in high achiever category but in control group just a little improvment. The frequency of Experimental Group categorized as high achiever there were 17 students (85 percent) and low achiever were only 3 students (15 percent), while in Control Group, the sum of frequency categorized as high achiever were 6 students (30 percent) and low achiever were 14 students (70 percent).

The distribution of the score of the students' writing achievement for Experimental group and control group in posttest shows the difference from the pretest. After conducting the treatment, both of the groups showed an improvement but in experimental group was higher achievement than control group.

Before the writer conducted the treatment, both Experimental Group and Control Group were given pretest to know the prior knowledge of writing skills of the students. Furthermore, the purpose of the test was also to find out whether both experimental and control group were at the same level or not and posttest was given after the treatment to find out whether the writing skills of the students improve or not.

The writer presented the mean score and standard deviation of the students' writing achievement in pretest and posttest for Experimental and Control Group as in the following table:

Table 4.3 The Mean Score and Standard Deviation of the Students' writing achievement in Pretest and Posttest

| | Group | Mean | Standard deviation |
|----------|--------------------|-------|--------------------|
| Pretest | Experimental Group | 41.50 | 7.45160 |
| | Control Group | 48.50 | 4.89360 |
| posttest | Experimental Group | 69.75 | 12.3964 |
| | Control Group | 52.75 | 6.91965 |

The table 4.3 shows the difference of mean score and standard deviation in pretest and posttest to the both of the groups. The data was based on the computation by using SPSS 18.0.

The data from the table above shows that the mean score of Experimental Group and Control Group was mostly in the same score before the treatment. After conducting the treatment, the score of the posttest of Experimental and Control Group showed the different score of mean score. It means that there was an improvement after conducting the treatment. The table above shows that the mean score of the students' pretest of experimental group was 41.50 and the standard deviation was 7.45160 while the control group, the mean score of the students' pretest was 48.50 and the standard deviation was 4.89360. The mean score of both groups were different after the treatment was conducted. The mean score of the students' posttest

of the experimental group after the treatment was 69.75 with the standard deviation was 12.3964 and the mean score of the students' posttest of the control group was 52.75 with the standard deviation was 6.91965, it means that the mean score of experimental group is higher than control group (c).

The data of the students' improvement in experimental and control groups can be described in the following figure:

b. Test of Significance (T-Test)

The hypotheses were tested by using inferential analysis. In this case, the writer used t-test (testing of significance) for independent sample test, that is, a test to know the significance difference between the result of students' mean scores in pretest and posttest for Experimental and Control Group.

Assuming that the level of significance (α) = 0.00, the only thing which is needed; the degree of freedom (df) = 60, where $N1 + N2 - 2 = 58$; than the result of the t-test is presented in the following table:

Table 4.4 The Probability Value of T-Test of the Students' Writing Achievement in Experimental and Control Group

| Variables | P-Value | (α) | Remarks |
|--|---------|--------------|-----------------------------|
| Pretest of experimental and control group | 0.30 | 0.05 | Not Significantly Different |
| Posttest of experimental and control group | 0.00 | 0.05 | Significantly Different |

Based on the result of data analysis as summarized in the table 4.4 on pretest of Experimental and Control Group, the writer found that the Probability value (0.30)

is higher than the level of significance at t-table (0.05) and the degree of freedom 58. It means that H_0 was accepted and H_1 was rejected. In the other words, there was no significant difference between the students writing ability both groups, experimental and control group before the treatment. It is supported by Gay (2006:124) states that when variables have equal interval, it is assumed that the difference between close score is essentially the same.

While the data on posttest of control and experimental group showed that the probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that the application of Genre Based Approach improve the students' writing skills.

This means that the data of posttest as the final result gave significant improvement. It was concluded that the use of Genre Based Approach was able to give greater contribution in teaching English especially in teaching writing skills.

B. Discussion

This section discusses the interpretation of the findings based on the result of statistical analysis of the students' writing achievement Based on the findings above, the comparison of the improvement of students' achievement of experimental and control group can be proved by analyzing the posttest result. The result shows that the mean score of the students' posttest both the groups increased after giving the treatment. It can be seen through the mean score of the students' pretest was 41.50

becoming 69.75 for the experimental group, while the students' pretest for control group was 48.50 becoming 52.75 in this case, both of the groups improved after giving a treatment, but in experiment group was higher than the control group ($69.75 > 52.75$). The result of posttest indicated that the use of Genre Based Approach give significant progress toward students' achievement.

Comparing with the students pretest and posttest, the result of the pretest for both of the groups, experimental and control group were almost the same level. The differences between the two groups can be seen from the mean score of pretest and posttest. The mean score of pretest and posttest which was obtained from experimental group were 7.45160 and 12.3964. While, the mean scores of pretest and posttest for the control group were 4.89360 and 6.91965. It means that students' pretest and posttest scores for both groups are statistically different, where the mean score of pretest for both groups were almost in the same level before being given a treatment. However, after treatment, there was a significant difference. The posttest result of experimental was higher than control group ($69.75 > 52.75$).

In addition, the score between pretest and posttest of experimental group was $41.50 < 69.75$. The students' achievement increased about 28.25 It indicates that there is a significant progress before and after treatment by using Genre Based Approach. While, the pretest and posttest score of control group is $48.50 < 52.75$ It means that the students' achievement increased about 4.25 It could be stated that the score of the two groups got progress, but the experimental class was higher than the control class.

By seeing the result of students' pretest, the writer assumed that the prior knowledge of the students seem lack because the students did not have any knowledge about the test or they are not given the treatment yet by using Genre Based Approach, as Ur (1996: 121) stated that there some problems in writing activities such as: (1) inhabitation, (2) nothing to say, (3) low or uneven participant, and (4) mother tongue use. In line with slamento in Syuhida (2011: 27) stated that there are some factors that can influence students' achievement. The factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influences students' achievement in pretest that is teaching media and students' interest. Therefore, pretest was given to find out prior knowledge of students, so the writer should treat the students by using GBA as one technique to overcome the low achievement of the students.

After seeing the result of the data analysis, the writer found that the p-value was lower than α ($0.00 < 0.05$), where the p-value (0.00) at the level of significance (0.05) and the degree of freedom 46. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of GBA significantly affects students' achievement. It was concluded that the use of GBA was able to give greater contribution in teaching and learning process. The

significant improvement can be seen from the posttest data as the final result of this research.

The result of this research after applying GBA in teaching writing procedural text is proven that it can improve students' writing skill.

Other research findings showed that the average final exam scores of students receiving GBA were higher than those of students receiving traditional teaching, Jong Jang (2006:177). Carpenter et al in Little et al (2007) Also found that GBA results in significant gains in student attitude and modes of thinking, Melissa at al (2006:3) States that the benefits of GBA extend to students as well, improving learning outcomes by offering increased student-teacher interaction, as well as a multi-dimensional approach to subject matter.

Based on the result of this research and also other researches found the researcher concluded that the use of GBA was able to give greater contribution in teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and implication of the research findings, some suggestions regarding to the findings for the improvement of teaching writing by applying Genre Based Approach

A. Conclusion

In relation to the research finding and discussion in the previous chapter, the conclusion is presented in the following statements:

1. The data show that the students writing skill before and after the treatments are significantly difference, it was found in students post-test higher than the pre-test, which proved that the use of Genre Based Approach in writing procedural text improved the students' writing skill in English.
2. The use of Genre Based Approach through writing procedural text activity can improve the students skill in writing especially in English writing. This led to conclusion that the use of Genre Based Approach to write procedural text would keep the students' to improve their writing ability in English writing.

B. Suggestion

In relation to the subject (writing ability) discussed in this thesis and in order to improve teaching writing of the students, the researcher presents some suggestion as follows:

1. Teachers should be creative to manage the materials for teaching writing such as by using educating Genre Based Approach to write procedural text that can influence to the students knowledge morality.
2. Teachers should give opportunity to the students to practice their writing ability, such as write procedural text by using Genre Based Approach, because it is easy to be presented and it is also enjoyable for the students in learning.
3. Since the students' writing skill in English writing is taught by using Genre Based Approach to write procedural text the result is rising significantly, the researcher expects the teachers to apply the technique in teaching writing.
4. It is recommended that the readers of this thesis uses this technique (using Genre Based Approach to write procedural text) in order to improve the students writing skill.

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APPENDICES