IMPROVING STUDENTS' WRITING ABILITY BY USING GENRE BASED APPROACH AT GRADE XI MAS SYAHBUDDIN MUSTAFA NAULI, PADANG LAWAS UTARA

A THESIS

Submitted to the English Education Study Program of State Collage for Islamic Studies Padangsidimpuan in Partial Fullfilment of the Requirement for Degree of Islamic Education Scholar (S.Pd) in English Program

Written By:

ASMENI HANDAYANI SIREGAR
Reg. Number: 17 203 00098

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY
STATE ENGLISH EDUCATION FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022

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PADANGSIDIMPUAN
2022

LETTER OF AGREEMENT

Term   : Munaqasyah

Item   : 7 (seven) examplars

Padangsidimpuan, 17 Februari 2022

a.n. **Asmeni Handayani Siregar**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum wr.wb.

      After reading, studying and giving advice for necessary revision on the thesis belongs to **Asmeni Handayani Siregar**, entitled **"Improving Students' Writing Ability By Using Genre Based Approach at Grade XI MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

      Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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DECLARATION OF SELF THESIS COMPLETION

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Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3

The Tittle of Thesis : Improving Students' Writing Ability By Using Genre Based Approach at XI Grade MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan,14 Januari 2022

Declaration maker

ASMENI HANDAYANI SIREGAR
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FOR ACADEMY CIVITY

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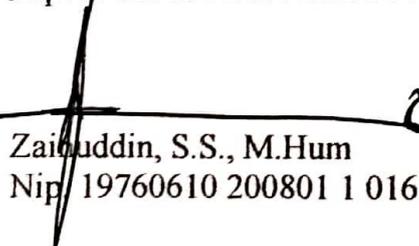Fitri Rayani Siregar, M.Hum
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Time : 08.00 WIB until finish
Result/Mark : 82 (A)
IPK : 3,61
Predicate : Pujian

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LEGALIZATION

Thesis : **Improving Students' Writing Ability By Using Genre Based Approach at Grade XI MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara**

Name : **Asmeni Handayani Siregar**

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, 17 Februari 2022.
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ABSTRACT

Name	: **Asmeni Handayani Siregar**
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Faculty	: **Tarbiyah and Teacher Training**
Department	: **English Education**
Title of Thesis	: **Improving Students` Writing Ability by Using Genre Based Approach at Grade XI MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara**

Writing ability is a person who has a good level in writing and good level to organize the idea into paragraph and the reader can catch the point from it without ambiguity. Genre based approach is a methodology which design to support language learning which in process the students and the teacher will work together like discussion through guidance giving. Not only collaborations occur among students but also students and teacher.

The research was about improving students` writing ability by using Genre Based Approach that focused on descriptive text and how the students` achievement in writing by using Genre Based Approach. The purpose of the research was to know is students ` writing ability improved by using Genre Based Approach at grade XI MAS Syanbuddin Mustafa Nauli.

This was a classroom action research which consisted of two cycles and each cycles divided into two meetings. The procedure of this research was planning, action, observation and reflecting. The subject was XI B students grade of MAS Syahbuddin Mustafa Nauli academic year 2020/2021. The class consisted of 27 students. The data were obtained by observing the teaching and learning process, interviewing the students and teacher and giving test to the students.

From the result of the data analysis of each cycle, researcher found that students writing ability was improved. It was supported by the result of the testing in cycle I was 40,74% and 88,88% in cycle II. Students problems in writing were students could not identify and describe the content clearly, students felt difficult to understand the topic details, students were difficult in building the sentences because less mastered to understand grammar and vocabulary, student were difficult in searching adequate words and students were difficult in using auxiliary verb, comma, pull stop, and capital letter. To solve the problems researcher gave some solutions by giving related vocabularies and motivated the students.

Key Words: Writing Ability and Genre Based Approach

ABSTRAK

Nama	**: Asmeni Handayan Siregar**
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Fakultas	**: Tarbiyah dan Ilmu Keguruan**
Jurusan	**: Tadris Bahasa Inggris**
Judul Skripsi	**:Meningkatkan Kemampuan Menulis Siswa Dengan Menggunakan Pedekatan Berbasis Genre Pada Kelas XI MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara**

Kemampuan menulis adalah seseorang yang memiliki tingkat yang baik dalam menulis dan tingkat yang baik untuk mengatur ide kedalam paragrap dan pembaca dapat menangkap inti dari itu tanpa ambiguitas. Pendekatan berbasis genre merupakan suatu metodelogi yang dirancang untuk mendukung pembelajaran yang dalam proses ini siswa dan guru akan bekerja sama seperti diskusi melalui pemberian bimbingan. Tidak hanya terjadi kolaborasi antara siswa tetapi juga kolaborasi antara siswa dan guru.

Penelitian ini membahas tentang kemampuan menulis siswa dengan menggunakan pendekatan berbasis genre yang difokuskan pada teks deskriptif dan bagaimana prestasi siswa dalam menulis dengan menggunakan pendekatan berbasis genre. Tujuan penelitian ini adalah untuk mengetahui bagaimana peningkatan kemampuan menulis siswa dengan menggunakan pendekatan berbasis genre pada siswa kelas XI MAS Syahbuddin Mustafa Nauli.

Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari dua siklus dan setiap siklus dibagi menjadi dua pertemuan. Prosedur penelitian ini adalah perencanaan, tindakan, observasi dan refleksi. Subyek penelitian ini adalahsiswakelas XIB MAS Syahbuddin Nauli tahun ajaran 2020/2021. Siswa di kelas XIB terdiri dari 27 siswa. Data diperoleh dengan mengamati proses belajar mengajar, mewawancarai siswa dan guru serta memberikan tes kepada siswa.

Dari hasil analisis data setiap siklus, peneliti menemukan bahwa kemampuan menulis siswa meningkat. Hal ini di dukung dengan hasil tes pada siklus I sebesar 40,74% menjadi 88,88% pada siklus II. Masalah yang dihadapi siswa dalam menulis teks deskriptif adalah siswa tidak dapat mengidentifikasi dan mendeskripsikan dengan jelas topic, siswa sulit dalam menjelaskan detail topic, siswa kesulitan dalam membangun kalimat karena kurang menguasai tata bahasa dan kosa kata, siswa sulit dalam menggunakan kata kerja bantu, koma, titik dan huruf capital. Untuk mengatasi masalah tersebut, peneliti memberikan beberapa kosa kata terkait dan memotivasi siswa.

Kata kunci: Kemampuan Menulis dan Pendekatan Berbasis Genre

ACKNOWLEDGEMENT

بسماللهالرحمنالرحيم

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled *"Improving Students` Writing Ability By Using Genre Based Approach at XI Grade MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara"*. The second, shalawat and salam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, help, inspiration, support and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan,16Fenruari 2022
Researcher

ASMENI HANDAYANI SIREGAR
Reg. No. 17 203 00098

TABLE OF CONTENTS

CHAPTER III RESEARCH METHOD

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF APPENDIXES

LIST OF FIGURES

LIST OF TABLE

LIST OF CHARTS

CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is a tool of communication that use in daily life and one of them is English. English is one of the common foreign language used by many students in learning education. English become an important subject that students must master because of their desire. That desire seems like intention of people in mastering English for some reason.[1] One way that people take to fulfill the desire is by learning English whether it is from the natives. All they do is to become qualified people.

Students in learning English should be known there are four skills in English, they are: listening, speaking, reading and writing. All of the students in senior high school know all of this skill but, many students still find difficulties in studying English. They have some problems in studying each skill in the classroom especially in writing skill.

Writing is very important not only in educational word but also in daily life demands. Writing is a process how to generate the letter, words and sentences. Writing is a language skill that uses communicate indirectly and does not face to face with others. This shows that writing is an activity to deliver idea, thoughts and meaning that is in writer`s mind. Therefore students must be able to combines

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[1] Fadel H M Al Othman and Khaled M Shuqair, "The Impact of Motivation on English Language Learning in the Gulf States" 2, no. 4 (2013): 123–30, https://doi.org/10.5430/ijhe.v2n4p123.

the words that easier to understand by human. The students also must know what for they want to write something.

Based on the illustration above, it is undeniably that writing skill is problematic at grade XI MAS Syahbuddin Musthafa Nauli Padang Lawas Utara one in the aspect of motivation. The actual fact is revealed in the following illustration.

First, students writing ability is low. It is proved with the achievement of them in writing based on the data found in Mas Syahbuddin Mustafa Nauli asserts the average of the students` writing ability achievement of grade XI about 68. Moreover, the standard value in this school is 75.[2] Most of the students do not achieve the standard value, this happen because the students are difficulties in mastery vocabulary and grammar. Based on information from the English teacher Mrs.M.P.S.[3] So, this makes students bored and lazy to learn English.

Second, students are lack motivation in writing, researcher did interview about students` interest in English learning. In fact, about 75 % of the 27 students in the classroom like English, just 25% of them who did like English. But about 50% of them responded that they did not like writing.[4] It is difficult for them. Riza Deliani said they do not know how to organize their ideas well and they directly wrote the meaning of the words found in the dictionary without paying attention whether those words are appropriate with the contexts.[5] This reason makes them difficult to catch the point from what they have written.

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[2] Private Document, "Buku Kumpulan Nilai Mas Syahbuddin Mustafa Nauli" (27 March 2021 At 11:00 A.m, 2021).

[3] Meilinda Puspita Sari, "English Teacher in Class XI Mas Syahbuddin Mustafa Nauli, Private Interview" (27 March 2021 At 10:45 A.m, 2021).

[4] Students at XI Grade Mas Syahbuddin Mustafa Nauli, *Interview in the Classroom* (27 March 2021 At 12:00 A.m, 2021).

[5] Riza Deliani, *Students in The Class XI, Private Interview MAS Syahbuddin Mutafa Nauli* (27 March 2021 At 11.20 A.m, 2021).

There are many ways used in English learning especially writing ability, one of them is Genre Based Approach, that is to devolep the knowledge and skill to deal with spoken and written texts in social context.[6] Then, contextual teaching and learning is a proven concept that incorporates much of the most recent researcher in cognitive science. It is also a reaction the essentially behaviorist theory that have dominated American education for many decades. Contextual teaching and learning is promoted as the alternative for the new learning strategy, it is emphasizes the learning process through constructing not memorizing and teaching is interpreted as an activity of inquiring process not only transfer knowledge to the students.[7] This method is good to use, but must be there adjustment for students` situation. So because this researcher use genre based approach.

Based on the Irawansyah that is the implementation of action research by using genre based approach also improved the students` writing skill aspect. The students` mean scores gradually increase from 56,56 in pre-test cycle 1 to 68,52 in

pre-test cycle 2.[8] From the explanation above we can conclude if the value is improved.

The first, genre based approach used to teach English especially in writing a text. With genre based approach the students is more interested in an active and innovating teaching. Further, to improve their writing ability when they wrote something such as a journal or the other written.

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[6] Taufik Nugroho and Hafrizon, *Introduction to Genre Based Approach* (Jakarta:Bermutu, 2010).p.4.

[7] Nurbaety Halik, "Contextual Teaching and Learning Method to Third Year Students of MTsN Balang-Balang Kabupaten Gowa," *ETERNAL (English, Teaching, Learning and Research Journal)* 2, no. 2 (2016): 147–66, https://doi.org/10.24252/eternal.v22.2016.a1.

[8] Irawansyah, "Genre Based Approach: A Way to Enhance Studentsâ Writing Ability," *English Education: Jurnal Tadris Bahasa Inggris IAIN Raden Intan* 9, no. 1 (2016): 74–88, https://doi.org/10.24042/ee-jtbi.v9i1.420.

The second, genre based approach can help students in English mastery, not only that, but also able to develop their knowledge and their skill to deal with spoken and written texts in social contexts. The teacher starts from the easy context and understandable for students like descriptive text.

The third, by applying genre based approach in senior high school students are easier to write the descriptive text by using the generic structure and language features.[9] In this case, the researcher focused to search the students` writing in descriptive text at XI grade MAS Syahbuddin Mustafa Nauli, because of that the researcher is very interesting in doing research entitle "Improving Students` Writing Ability By Using Genre Based Approach At XI Grade MAS Syahbuddin Mustafa Nauli".

B. Identification of The Problem

Based on the background of the problem above, there are some students` problems in writing a text at XI Grade MAS Syahbuddin Mustafa Nauli a following: students achievement are low, it can be seen from the average of the students` writing ability achievement of grade XI about 68. Moreover, the standard value in this school is 75.

C. Limitation of The Problem

There are many problems associated with writing subjects described in the identification of problem of issues and scope of the discussion stated in terms of place and time must be limited. For this study only express the learning outcomes of students` writing cycle to cycle, actions of teachers and students when implementation the genre based approach in writing descriptive text at XI Grade MAS Syahbuddin Mustafa Nauli.

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[9] H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (American: Prentice Hall Regents, 2000).p.167.

D. Formulation of The Problem

The formulation of the problem in this research, such following: How is students` writing ability improved by using genre based approach at XI Grade MAS Syahbuddin Mustafa Nauli?

E. Purpose of The Research

The purpose of this research is: To know how is students` writing ability improved by using genre based approach at XI Grade MAS Syahbuddin Mustafa Nauli?

F. Significances of The Study

The result of the study is expected to give some benefits to the following parties:

1. For teacher, it gives some information about the ways of teaching writing and students` difficulties in learning. These enable them to understand the core of teaching English writing. Knows the factors that cause the difficulties in learning writing and determine appropriate steps to overcome the problem.

2. For students, it gives some information about the ways of teaching writing and students` difficulties in learning. These enable them to understand the core of teaching English writing and arrange the sentences. Moreover, they can identify and anticipate their difficulties in learning writing.

3. For reader, it can be used increase the knowledge of genre based approach and writing and the result of this research can be used as a reference for other researcher who has the similar interest in the same field.

G. Definition of The Key Terms

a. Writing Ability

Writing is the process of how to express the ideas or opinion in written text and how to organize the sentences into paragraph that will be understandable to the

reader. Ability means physical or mental power to do or accomplish something. Writing ability is a person who has a good level in writing and good level to organize the idea into paragraph and the reader can catch the point from it without ambiguity.

b. Genre Based Approach

Genre based approach is a methodology which designed to support language learning which in this process the students and the teacher will works together like discussion through guidance giving. Not only collaborations occur among students but also students and teacher.

H. Outline of the Thesis

The outline of the thesis included into five chapters, such as:

In the first chapter discussed about introduction. It was explained about background of the problem, it was most of students` writing ability are low, it was about problems in this research. Focus of the problem was about the limitation of the problem, the formulation of the problem, the purpose of the research, significances of the research, definition of the key terms and outline of the thesis.

In the second chapter was theoretical description which it was explained about writing, writing ability, descriptive text and genre based approach. Then, review of the related findings, the conceptual framework and hypothesis.

In the third chapter discussed of the research method. It was explained of the place and schedule of the research, the research design, the participants, the instruments, the procedures for classroom action research, techniques of data collection and techniques of data analysis.

In the fourth chapter was about the result of the research. It was explained findings, likes; students` achievement and influencing factors. This chapter also discussed

about data discussion and threats of the research. In fifth chapter was closing that was explained about conclusion and suggestion from the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Students` Writing Ability

a. Definition of Writing Ability

Writing is an effective way to communicate and express through feeling and opinion to other. Writing is never a one-step action it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished your writing you read over what you have written and make changes and corrections.

You write and revise and write and revise again until you are satisfied that your writing express exactly what you want to say.[10] Writing is the mental work of inventing of ideas, thinking about how to express them and organizing then into statement and paragraph that will be clear to the reader.[11] So, from the definition above can conclude if writing is ability of the students how to express their idea or opinion in written text that understandable to the reader.

Writing is the process of how to express the ideas or opinion in written text and how to organize the sentences into paragraph that will be understandable to the reader. Ability is capacity or power students to perform. Ability is potential capacity or power to do something physical or mental, it is

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[1] Alice Oshima Ann Hogue et al., *Introduction to Academic Writing THIRD EDITION*, *Pearson Education Limited* (London: Pearson Longman, 2007).P.15.

[2] David Nunan, *Practical English Language Teaching* (America: The Mc. Grow Hill Companies, 2003).P.88.

also define as special nature power to do something well or talent.[12] It means ability is quality or capacity of being able to do something well.

So, writing ability is a person who has a good level in writing and good level to organize the idea into paragraph and the reader can catch the point from it without ambiguity.

b. Process of Writing

Writing process is an approach to writing in which approach takes basic cognitive process as its central. Students` metacoognitive awareness of their process is to be improved. It sees writing as a thinking process in which there are stages that students have to go through to come to their final work.[13] It means that we need systematically teach students` problem solving skills connected with the writing process which enable them to realize specific goals at each stage of the composing process. There are some stages of writing process, namely:

1) Pre-writing, pre-writing is a way to get ideas, in this step writer choose a topic and collects the ideas to explain the topic.

2) Organizing, in this steps writer organize the ideas into simple outline. Writer wrote that named of the topic and told the main idea.

3) Writing, in this steps writer using the outline as a guide. Writers try to get their ideas down on paper without thinking about grammar, spelling or punctuation.

4) Polishing (revising and editing), in this step, writer polish what they have written. This step also called revising and editing, first attack the

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[3] Hornby, *Oxford Advance Learners Dictionary Of Current English* (london: Oxford University Press, 2000).

[4] Asep Setiadi, ''Improving Students` Writing Skill Through Genre Based Approach (Pleret, 2014).P.88. https://eprints.uny.ac.id/19163/.

big issues of content and organizing (revising). Then works on the smaller issues of grammar, punctuation and mechanics (editing).[14]

Process of writing is a way of breaking down the task of writing into its smaller component parts. Every stage in writing should be did, by following the process of writing it helps writers to write something good and text will be expressed what writers mean clearly, specific and understandable for the readers.

c. Assessments In Writing Ability

In writing assessments, the researcher needs to know the student ability by looking some indicators, they are:

1) Grammar, it is the part of the study of language which deals with forms and structure of word with their costmary arrangement in phrase and sentence and often with language sounds and word meanings.

2) Vocabulary, there are many such sets of the words which add greatly to our opportunity to express subtle shades of meaning at various level of style. Vocabulary is a list of word usually in alphabetical order with explanation of their meaningless complete than a dictionary.

3) Mechanics, it's the critical talk about punctuation and spelling of the writing in good writing is correct use of the English writing conventions, left and right margins, all needed capitals, paragraph intended, punctuation and spelling.

4) Fluency, in fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate.

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[5] Oshima Ann Hogue et al., *Introduction to Academic Writing Third dition.*P16.

5) Organization, in writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body and conclusion of writing task.[15]

Writing assessment is useful primarily as a means of improving teaching and learning. It is to provide students. We know that feedback from students in a written form. The written form of students will be rating by researcher by looking the indicators: grammar, vocabulary, mechanics, fluency and organization.

d. Principle In Teaching Writing

Principle is the important thing that teacher have when they are teaching in classroom. Every single subject of course have principle. There are some strategies in writing skill and teaching writing skill, David Nunan said there are four principles strategies in writing skill, they are:

1) Understand your student reason for writing.

The greatest dissatisfaction with writing instruction comes when the teacher`s goal do not match the student`s or when the teacher`s goal do not match those of the school or institution in which the students work.

2) Provide many opportunities for student to write.

Writing almost always improve with practice.

3) Make feedback helpful and meaningful.

Student crave feedback on their writing, it does not always have the intended effect.

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[6] H Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy.Second Edition*, Second Edi (New York: Longman, 2007).

4) Clarify for yourself and for your students, how their writing will be evaluated.[16]

From that we can know that the four principles of teaching can improve writing students, teacher must be mastered this well to avoid the mistakes in teaching writing.

e. Material of Teaching writing

The material of teaching writing descriptive text at XI grade MAS Syahbuddin Mustafa Nauli.

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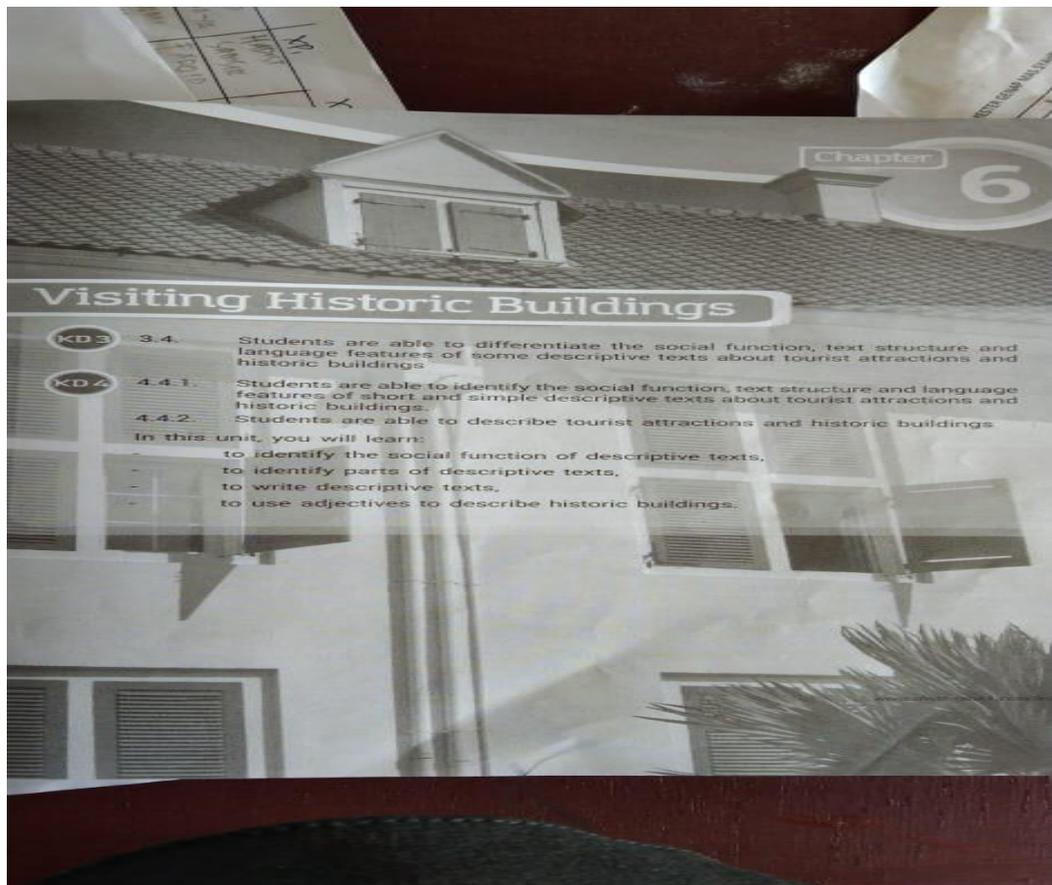
[7] David Nunan, *Practical English Language Teaching*.......,P.92-94.

Pre-activity

You write descriptive texts when you want your reader to picture what you're describin[g]

Historic buildings always attract many people to visit. To know more about the h[istoric]
buildings, people read articles in magazines, travel guides, or on the Internet. The artic[le]
in descriptive form.

When you want to describe a particular historic building, you tell the reader what it [looks]
like. It means that you infrom the readers about the appearance of the building.

Example

www.shutterstock.com/stefano ember

Yogyakarta Palace is the official palace of the Yogyakarta Sultanate, as well as
one of the tourist attractions in Yogyakarta. Parts of its complex are museums
that house the sultanate's collections. It is one of the best examples of Javanese
palace architecture, with its luxurious halls and vast pavillions.

Complete the table.

What I KNOW already about describing historic places in English	What I WANT to know about describing historic places in E[nglish]
How do you describe a historic place?	

KWLW

Source: Buku Bahasa Inggris Intuk SMA, MA, SMK Kelas XI.[17]

1) Descriptive Text

       Descriptive means describing something especially in detailed and interesting way. Descriptive text is a text trying to describe a place, a thing, and a

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[8] Kementerian Pendidikan dan Kebudayaan Republik Indonesia,*Buku Guru*, 2017, P.4.

person in specific way.[18] Descriptive text is among the text that students should be learned and understood. This text is specially used to describe person, animal, or other things by clarifying their physical characteristics.[19] So, we can conclude if descriptive text is a text that explains something in specific way so reader can catch what we want to describe clearly.

There are two generic structure of descriptive text, they are:

a) Identification, contains about the introduction of a person, place, animal or object will be described.

b) Description, contains a description of something such as, animal, things, place or person by describing its features, form, colors or anything related to what the writer describe.[20] The two steps must be contained when we write a descriptive text the two steps will cover all our written and give a clear description.

Language features in descriptive text are:

a) Specifics participant, has a certain object, is not common and unique (only one). For example: my classroom.

b) The use of the adjective, to clarify the noun. For example: a beautiful class.

c) The use of simple present tense, the sentence pattern used is simple present because it tells the fact of the object.

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[9] Sri Wulandari and Edi Trisno, "A Study On Witing Ability Differences Between Male And Female Students in Describing People," *Journal Of English Laguage Teaching* 9, no. 4 (2020),P. 5, https://ejournal.unp.ac.id/index.php/jelt/article/view/110598/104296.

[19] Sri Rahmadhani and Nursahara Dongoran, "Students Ability in Writing Descriptive Text," *English Journal For Teaching and Learning* 08, no. 01 (2020),P. 84, https://194.31.53.129/index.php/EEJ/Article/View/2683.

[20] Mark Andersons and Kathy Andersons, *Text Type in English* (Autralia: Mac Milan Education, 2003).P.25.

d) Action verb, verb that show an activity. For example. Run, write and others.[21]

language features use to know what kind of tenses that use in the text and to make the object specific by using the language features the readers will understand what the writer is saying in a text,

2. Genre Based Approach

a. Definition of Genre Based Approach

Genre based approach is an approach language learning from the perspective of the texts requires an accompanying methodology.[22] It means that with this based approach students are able to develop the knowledge and skill to deal with spoken and written texts in social contexts by using step by step. It is also purpose to prevent learner from gaining access to opportunities to develop their literacy skills in second language and from understanding and responding to the written texts.[23] We can conclude if genre based approach is a methodology which designed to support language learning which in this process the students and the teacher will work together like discussion.

b. Procedure of The Genre Based Approach

There are some steps in genre based approach to support the learning process in a built a text, according to Feez and Joyce, there are five stages that the teacher and students go through to arrive at the objectives of learning, they are:

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[21] Andersons and Andersons........,P.26.

[22] Nur Najibah Sukmawati and Sukma Septian Nasution, "Genre-Based Approach: Can It Improve the Informatics Engineering Students' Writing Skill?," *JEES (Journal of English Educators Society)* 5, no. 1 (2020): 95–102, https://doi.org/10.21070/jees.v5i1.395.

[23] Chistoper N Candling and Neil Mercer, *English Language Teaching In Its Social Context* (London: Macquarie University, 2001).P.201

1) Building the context
   Students are introduced to the social context, explore features of the general cultural context and explore the immediate context of situation.
2) Modeling and deconstructing the text
   Students investigate the structural pattern and language features of the model and compare the model with other examples of the text type.
3) Joint construction of the text
   Students begin to contribute the construction of whole example of the text type by using media or not and the teacher gradually reduces the contribution to next construction while students move closer to being able to control the text type independently.
4) Independent Construction
   Students work independently with the text in which their work will be used for assessment.
5) Linking to related text
   Students investigate what they have learned in this teaching /learning cycle can be related to other text in the same or similar contexts and to future or past cycle of teaching and learning.[24]

Based on Emilia there are four steps in genre based approach, they

are:

1) Building knowledge of the field
   Aiming at built students` knowledge about the genre being discussed generally
2) Modeling as deconstructing the model of genre for scrutinizing its communicative purpose, steps and language features by demonstrating them together through activities of semantics, grammar, lexicon and phonology which are all known with top down activities.
3) Joint construction of the text
   To reconstruct the communicative purpose, social norms, steps and language features or each text and starting to write the complete text in group.
4) Independent construction of the text
   To assigns the students to work individually.

There are some steps should be applied if we want to build a text,

those step will make the student easier without misunderstanding between

the teacher and students but, in this research researcher focused on Feez and

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[24] Feez Susan and H.Joyce, *Text-Based Syllabus Design* (Sydney: Macquarie University, 2002).P. 34.

Joyce step to apply in descriptive text at XI grade MAS Syahbuddin Mustafa

Nauli.

c. Advantages And Disadvantages of Genre Based Approach

There are some advantages of genre based approach, they are:

1) Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills.
2) Systematic. Provides a coherent framework for focusing on both language and creativity.
3) Needs-based. Ensures that course objectives and content are derived from student needs.
4) Supportive. Gives teacher a central role in scaffolding student learning and creativity.
5) Empowering. Provides access to the patterns and possibilities of variation in valued texts.
6) Critical. Provides the resources for students to understand and challenge valued discourses.
7) Consciousness rising. Increasing teacher awareness of texts and confidently advise students on their writing.[25]

There are some disadvantages of genre based approach, they are:

1) Writing tasks can be more demanding than other language skills.
2) It underestimates the skills required to produce content.
3) It neglects learners` self-sufficiency.
4) Places too much emphasis on conventions and genre features.
5) It is less helpful for students in discovering the texts` true messages due to the targeted aspects of the specified genre.
6) If teachers spend class time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive.
7) It interferes with the learners` creativity that students may end up writing genres as meaningless reproductions.[26]

Genre based approach has advantages and disadvantages, it does

not mean teacher must uses the same method in teaching-learning process

but, teacher need to know what the student need and improve in teaching

learning process especially in writing.

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[25] Candling and Mercer, *English Language Teaching In Its Social Context*...P.112.
[26] Candling and Mercer.......P.115.

3. Teaching Writing By Using Genre Based Approach

Teaching means teacher transfer knowledge to students by following some procedures. In teaching writing by using genre approach, there are some procedures that teacher will apply in classroom. The procedures like the table below.

Table 1
Teaching Writing through Genre Based Approach

Teachers` Activities	Students` activities
Pre-Teaching 1. Teacher opens the class by greeting and praying before learning. 2. Teacher takes attendance list. 3. Teacher explains the purpose of the study. 4. Teacher asks the students about related matery. 5.	1. Pray before learning. 2. Students listen to the teacher while take attendance list. 3. Students listen of teachers` explanation. 4. Students give greeting and Students answer the teachers` question
While- Teaching Teacher apply the steps of genre based approach, they are: 1. Building the context. Teacher gives explanation in general about the context of matery (descriptive text) that will be discussed and asks the students to conclude in their own words.	Students pay attention and follow the genre based approach steps, they are: 1. Building the context. Students pay attention about the teachers` explanation and try to conclude by using their own words when the teacher asks them.
2. Modeling and deconstructing the text. Teachers explain the structural pattern and language features of the	2. Modeling and deconstructing the text. Students listen and try to

Teachers` Activities	Students` activities
text by giving examples.	understand teachers` explanation about the structural pattern and language features of the text by seeing the examples.
3. Joint constructing of the text. Teacher asks the students to contribute the construction example of the text and asks them about anything thy do not know. 4. Independent construction. After give the clear explanation of the matery. Teacher asks the students to work individually to write a text that appropriate with pattern. 5. Linking to related text. Teacher invites all the students to compare the text they written with another text and make it clear about matery.	3. Joint constructing of the text. Students contribute in the construction on examples and asks anything they do not know about the matery. 4. Independent construction. Students work individually to write a text that appropriate with pattern. 5. Linking to related text. students follow the teachers` instruction to compare their text to text in the book.
Post-Teaching 1. Teacher collects the students` task. 2. Teacher asks the students difficulties in learning descriptive text. 3. Teacher asks the students to conclude the materi and asks two or three of them to tell their conclusion loudly and teacher gives clear conclusion about the materi. 4. Teacher closes the meeting by praying together.	1. Students collect their task. 2. Students ask their difficulties in learning descriptive text. 3. Students conclude the materi and tell their conclusion loudly when teacher choses them and listen to teachers` conclusion. 4. Students do praying before close the class.

Teachers` Activities	Students` activities

B. Review of Related Finding

There are some researchers that the similarity with this researches, and the researcher take out three of them to become the related finding in this researcher.

The First script is classroom action research at the second grade (XI) of MIA a class of MAS AL-Washliyah 22 Tembung academic year 2019-2020.[27] The problem in this research is student did not have ideas to write narrative text also the generic structure. In other words, they had blank minds when they were asked to write a narrative text. The score from pre cycle was 52.35. Score in the first cycle was 69.75 and score from second cycle was 82.15. the conclusion is significant different of student`s ability between pre cycle until the last meeting.

The second is the classroom action research that applying in junior high school.[28] The research results demonstrate that the implementation of the genre based approach could improve students` writing skill. By applying the genre based approach in writing text the mean score of the students was increased from 65.5 become 80.5 and the hypothesis was accepted.

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[27] Dyafitri zukhrufy, *The Implementation of Genre Based Approach to Improve Students Writing Skillon Narrative Text at Second Grade of Senior High School* (Medan: University of North Sumatera, 2019),P.42. http://repository.uinsu.ac.id/view/creators/Zukhrufy=3ADyafitri=3A=3A.html.

[28] Haqiqotul Karimah, *Implementing Genre Based Approach To Promote Students`Recount Text WritingAchievement* (Jember: Univerversity of Jember, 2017), P. 84.https://repeository.unej.ac.id/bitstream/handle/123456789/84041/HAQIQOTUL KARIMAH - 1210401069%23.PDF?sequence=1.

The third a script is an experimental research script.[29] Problem in this research is the students cannot arrange the steps of the writing procedural text and the next problem sometimes teacher only taught in reading skill. She explained the generic structure but she did not apply in writing skill. Score between the experimental group and control group, the score of experimental group was bigger than control group (69,75>52,75). The conclusion of this research is a hypothesis was accepted.

The fourth script is the implementation of genre based approach to imptove the writing skill.[30] The research result is demonstrated that the implementation of the genre based approach was able to improve students` writing skill. Students` problem in writing can be diminished by implementing the stages in the genre based approach. Then, the score on students` writing skill for the students` mean score gradually increased it.

The last script is the use of genre based approach to improve writing skill in narrative text at the eleventh grade students.[31] The research result is the implementation of the genre based approach was able to improve students` writing skill. Students` problem in writing can be diminished by implementing the stages in the genre based approach. Then, the score on students` writing skill for the students` mean score gradually increased it from 66 become 84.

Based on the related finding above, the researcher tries to use the method of genre based approach at MAS Syahbuddin Mustafa Nauli Hulu Sihapas and

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[29] Kurniawaty, *The Use of Genre Based Approach in Teaching Procedural Texts to Improve The Students` Eriting Skill* (Makassar: State University of Makassar, 2018), P.37. https://jurnal.uma.ac.id/englishcommunity/article/view/1693.

[30] Mustika, *The Implementation of Genre Based Approach to Imptove The Writing Skill* (Yogyakarta: Yogyakarta State University, 2019), P.29. https://ejournal.metrouniv.ac.id/index.php/article/view/11293.

[31] Haryanti, *The Use of Genre Based Approach to Improve Writing Skill in Narrative Text at The Eleventh Grade Students* (Palembang: University of Sriwijaya, 2019),P.67 https://journal.um-palembang.ac.id/englishcommunity/article/view/1693.

hopefully this method can apply and contribute in teaching writing in the classroom.

C. Conceptual Framework

Based on the theoretical description and review of related findings, the researcher make conceptual framework of this research. In learning English there are four skills should be mastered by students and teachers. They are, reading, speaking, listening and writing. In teaching this skill there are some problems that faced by students especially in writing. Writing is an activity of using the language to express the writes` throughh or ideas in the written form

The writers are able to discovered ideas as well as way of expressing such as to express of feeling, arguments and through in the form of words and sentence. In learning process at MAS Syahbuddin Mustafa Nauli there are many problems that occurs on students` writing ability. Namely, the score of students` writing is low. The researcher try to find the students`problem and try to make the solution by applying the method of genre based approach to solve the problem and see the result or achievement from the students after researcher taking actions about it.

PROBLEM	→	Students` Writing is Ability Low

STRATEGY	→	Genre Based Approach

CYCLE I	→	1. Planning 2. Acting 3. Observing 4. Reflecting

CYCLE II	→	1. Planning 2. Acting 3. Observing 4. Reflecting

Students` achievement in writing is improve
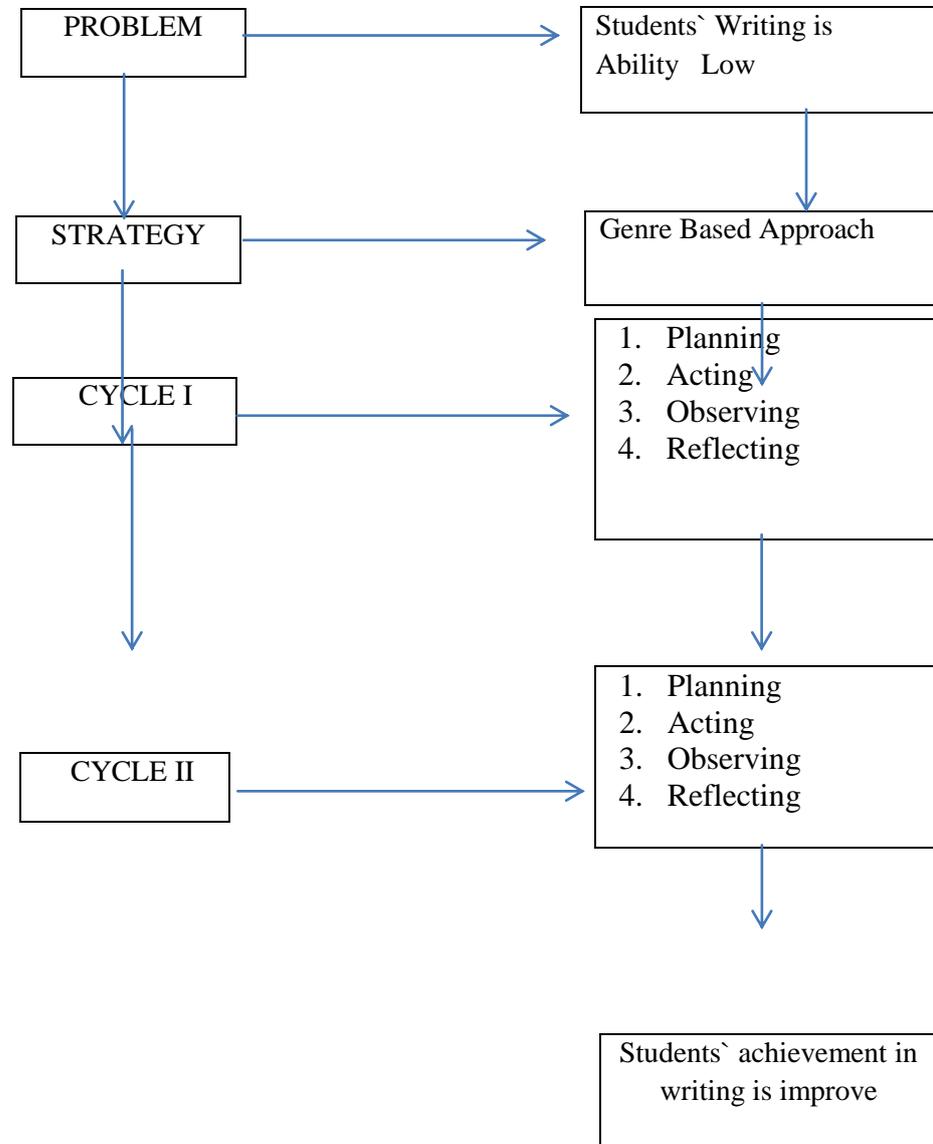
Figure 1: Conceptual Framework of Classroom Action Research

D. Hypothesis of Action

   In accordance with the formulation and limitation of the problem above and in order to provide guidance for this research, the hypothesis of this research is "the genre based approach can improve the students` writing ability at XI MAS Syahbuddin Mustafa Nauli, Hulu Sihapas" was accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Place And Time of The Researcher

The research conducted at MAS Syahbuddin Mustafa Nauli. It located at Jl. Lintas Padangsidimpuan - Gunung Tua, kecamatan Hulu Sihapas, kabupaten Padang Lawas Utara, North Sumatera. The schedule of the research started from February 2021 until it finished.

B. Research Design

Classroom action research concerned to four steps. They are, planning, action, observation and reflecting. Planning means the reflecting of the action had done, action means implementation about the content in the classroom. The actin and observation cannot be separated each other, because the teacher just do return observation while writing what was being done. Reflecting was to propose what have done.

This research applied classroom action research and researcher used two cycles that consisted of two meeting in each cycle and each cycle consisted of planning, action, observation and reflecting. Each meeting consisted of 90 minutes and materi was descriptive text.

This action research follows the model that is develoved by Kemis and Robin. It was a famous representation of the action research that contained four stages; planning, action, observing and reflection[32]. The model is described in the following figure below:

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[32] Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010).P.9.

Reflect → Plan

CYCLE II

Act and Observe

Revised Plan

Reflect →

CYCLE II

Act and Observe

Condition   Expected
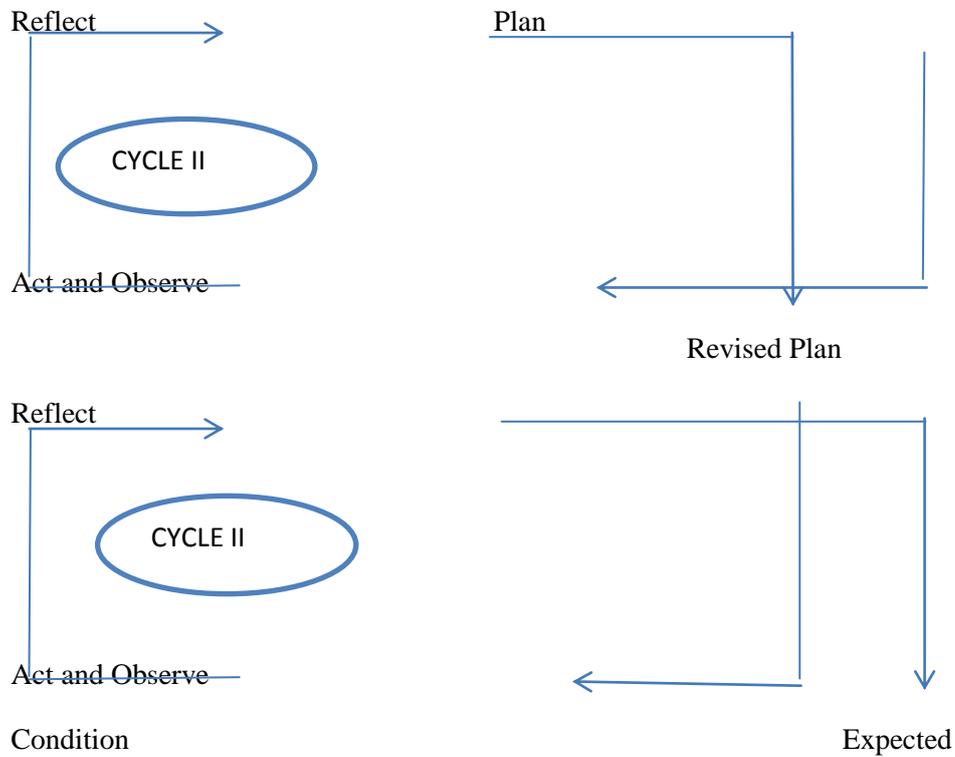
Figure 1: Action Research Spiral

C. Participants of The Research

The participant of this study was the students in MAS Syahbuddin Mustafa Nauli at grade XI. In this grade there were two classes. A class for girls that consisted of 27 students and a class for boys that consisted of 25 students. In this research, researcher choosed a girls class at grade XI MAS Syahbuddin Mustafa Nauli academic year 2020 because their achievement in writing text was lower more than boys` class, so they needed new ways how to improve their writing.

D. Instrument of The Research

This research, the researcher had three instruments. They are:

a. Test

Researcher gave test to measure the intelligence or knowledge of students. In this research, researcher gave the essay test to write descriptive text. First essay test was about describing place and second test was about describing person, this test was based on the text book of the students at XI grade MAS Syahbuddin Mustafa Nauli.

In giving score for the students` writing essay test in descriptive text, the researcher gave 100 score for every good text, in writing text the researcher assessed five components namely: grammar, vocabulary, mechanics, fluency and organization. The value will be like in the table below:

Table 2
Rubric Score of Writing Descriptive Text

Indicators	Score	Performance description	Weighting
Content 30% -topic -details	4	The topic is complete, clear and the details are relating to the topic.	3X
	3	The topic is complete and clear but the details are not relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic. Identification is completed and descriptions are arranged with proper connectives.	
Organization	4	Identification is almost complete and	

Indicators	Score	Performance description	Weighting
20% -Identification -description		descriptions are arranged with almost proper connectives.	2X
	3	Identification is almost complete and clear but the descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuses of connectives.	
	1	Identification is not complete and descriptions are arranged with few misuses of connectives.	
Grammar 20% -Use present tense - Adjective	4	Very few grammatical or adjective inaccuracies.	2X
	3	Few grammatical or adjective inaccuracies but not effect on meaning.	
	2	Numerous grammatical or adjective inaccuracies.	
	1	Frequent grammatical or adjective inaccuracies.	
Vocabulary 15%	4	Effective choice of words and forms.	1,5X
	3	Few misuses of vocabularies, word forms but not change the meaning.	
	2	Limited range confusing words and words forms.	
	1	Very poor knowledge of words, words forms and not understandable.	
Mechanics 15% -Spelling	4	It uses correct spelling, punctuation and capitalization.	1,5X
	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation	

Indicators	Score	Performance description	Weighting
-Punctuation		and capitalization	
-Capitalization	1	It is dominated by errors of spelling, punctuation and capitalization.	

Adopted from Brown,H. Douglas.[33] This is the rubric score used at MAS Syahbuddin Mustafa Nauli.

$$Score = \frac{3C+20+2G+1.5W+1,5M}{40} \; X \; 100$$

b. Observation

This research used observation and observation note sheet because it was a simple form to record data. The researcher observed students` activities in learning process and teachers` activities during the teaching-learning process in the classroom and the factors which influence the teaching-learning process.

c. Interview

Interview is an activity that talks with someone or ask his/her answer about question that have given them at a formal meeting. The answer became the information that useful for the researcher and the answer noted or recorded. Interview is needed to know the condition of the students and also to know student`s problem in writing ability by using Genre Based Approach.

E. **The Procedures For Classroom Action Research**

In this research the action research followed the model that is developed by Kemis. It was a famous representation of the action research spiral that contained four stages; planning, action, observing and reflecting. In this research, the researcher applieed two cycles. Every cycle consist of two meetings and the time allocation was 90

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[33] Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy.Second Edition............,*P.128.

minutes. The learning process in teaching writing by using genre based approach at grade XI MAS Syahbuddin Mustafa Nauli described below.

a. Cycle 1

 1) First meeting

  Planning

   a) Making lesson plan that consisted of the step of action.

   b) Making learning planning approach using genre based approach in teaching writing descriptive text.

   c) Preparing the topic to do genre based approach in writing descriptive text.

   d) Discussing how genre based approach to be done in teaching learning writing activity.

   e) Preparing all material needed in teaching-learning process.

  Action

   a) Greeting in the classroom.

   b) Praying before starting the teaching learning activity.

   c) Taking attendance list.

   d) Explaining the topic (descriptive text) to students.

   e) Explaining the purpose of descriptive text.

   f) Explaining the generic structure in descriptive text.

   g) Asking the students to understand the materi.

   h) Asking the students` difficulties in learning descriptive text and concluding the materi.

i)   Asking the students to take a note of descriptive text.

j)   Preparing the allocation with all activity was done in learning process.

Observation

a)   Observing the students` understanding in descriptive text.

b)   Making note activity when teaching learning process was done.

Reflection

a)   Analyzing the finding when the observation had been done.

b)   Reflecting the students learning activity.

c)   Analyzing the students understanding in descriptive text.

d)   Evaluating or interpreted the data gotten from the class and making the decisions for next meeting.

2)   Second meeting

Planning

a)   Analyzing the reflection result in the first cycle.

b)   Preparing all material that needed in the teaching learning process .It likes lesson plan and value criteria.

c)   Encoding the problem and progress in the learning process.

Action

a)   Greeting in the classroom.

b)   Praying before starting the teaching learning process.

c)   Taking attendance list.

d)   Reviewing the last materi and made it clear.

e) Giving the examples of descriptive text.

f) Explaining the examples.

g) Explaining the language features in descriptive text.

h) Asking about the students` difficulties in descriptive text and made it understandable for everyone.

i) Giving a test to students.

j) Letting the students to see the dictionary.

k) Collecting the students test.

l) Monitoring time allocation with the all activities was done in learning process.

Observation

a) Monitoring the teaching-learning by using genre based approach in teaching-learning process, especially in teaching writing ability.

b) Understanding the problem in learning process and giving the solution.

c) Genre based approach was done.

d) Making note activity when genre based approach using in teaching learning was done.

Reflection

a) Analyzing the weakness and progress when genre based approach was done to determine the next activity planning.

b) Reflecting of genre based approach that used in learning process.

    c) Reflecting of teaching activity and students learning result using genre based approach.

    d) Evaluating or interpreting the data got from the class, students result and make any decision for the next meeting.

b. Cycle II

    1) Third Meeting

      Planning

      a) Making lesson plan that is consist of the step of action.

      b) Making learning planning approach that using genre based approach in teaching writing descriptive text.

      c) Preparing the topic to do genre based approach in writing descriptive text.

      d) Preparing the media (pictures) will use in learning process.

      e) Discussing how genre based approach to be done in teaching learning writing activity.

      f) Preparing all material that will be needed in teaching-learning process.

      Action

      a) Greeting in the classroom.

      b) Praying before starting the teaching learning activity.

      c) Taking attendance list.

      d) Explaining the topic (descriptive text) to students.

      e) Explaining the purpose of descriptive text.

f) Explaining the generic structure in descriptive text.

g) Asking the students to understand the materi.

h) Asking the students` difficulties in learning descriptive text.

i) Conclude the materi.

j) Asking the students to take a note of materi.

k) Preparing the allocation with all activity is done.

Observation

a) Observing the students` understanding in descriptive text.

b) Making note activity when teaching learning process was done.

Reflection

a) Analyzing the finding during the observation was done.

b) Reflecting the students learning activity.

c) Analyzing the students understanding in descriptive text.

d) Evaluating or interpreted the data gotten from the class and make the decisions for next meeting.

d. Fourth meeting

Planning

a) Analyzing the reflection result in the third cycle.

b) Preparing the media (pictures).

c) Preparing all material that will be needed in the teaching-learning process .It like, lesson plan and value criteria.

d) Encoding the problem and progress in the learning process.

Action

a) Greeting in the classroom.

b) Praying before starting the teaching learning process.

c) Taking attendance list.

d) Reviewing the last materi and make it clear.

e) Dividing the students into pairs.

f) Showing them a picture and letting them to make a descriptive text about it.

g) Letting them to see the dictionary.

h) Asking three or more pairs to tell their text in front of the class and make it clear.

i) Giving a test to students.

j) Collecting the students test.

k) Monitoring time allocation with the all activities is done.

Observation

a) Observing the fourth learning process.

b) Calculating the test of the students.

Reflection

a) Evaluating learning process in fourth meeting.

b) Analyzing the results, if the result have been achieved the cycle is stopped

c) Make a report.

F. Techniques Data Analysis

In analyzing the data researcher used quantitative and qualitative. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text.[34] It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data and making an interpretation of the large meaning of the data. The qualitative data is analyzed from observation sheet.

Quantitative data was used to analyze the score of students. The qualitative data was collected and analyzed by computing the score of writing test to know means of student score for each cycle. The researcher applyed the formula:

$$M = \frac{\sum Fx}{N} \times 100\%$$

Where:

M   : The mean of the students

$\sum$Fx : The total score

 N   : The number of the students

Moreover, to count the percentage of students, the researcher used the formula as follow:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P: The percentage of students who get the score 75

R: The number of students who get the score up 70

T: total numbers of students do test

After calculating and scoring students` answer sheets then, their score consulted the classification quality on the below:

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[34] John.W. Cresswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, Third Edition (Thousand Oaks: Sage, 2009).P.192

Table 3

The Classification Quality of Students Score

No	Percentage	Criteria
1	0 % - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5.	81 %-100%	Very Good

After the researcher found the mean score of all the students, it consulted to the criteria as follows:

a. If the value mean score $81 - 100\%$, it can categorized into very high.

b. If the value mean score $61 - 80\%$, it can categorized into high.

c. If the value mean score $41 - 61\%$, it can categorized into enough.

d. If the value mean score $21 - 40\%$, it can categorized into low.

e. If the value mean score $0 - 20\%$, it can categorized into very low.

The last, researcher summarized qualitative data by steps as following suggested by Creswell, they are:

a. Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes or sorting and arranging the data into different type spending on the source of information.
b. Steps 2: reading all the data. This is down by obtaining a general sense of the information and reflecting on its overall meaning
c. Steps 3: beginning detail analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking text data into categories and labeling those with a term (a term based in the actual language of the participant).
d. Steps 4: using the coding process to description involved a detailed rendering of information about the notes. Then, researcher used this to

generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

e. Steps 5: advancing hoe the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or interconnecting themes. Researcher used visual of figure to covey description information about participants in a table.

f. Steps 6: making interpretation or meaning of the data. It was researchers` personal interpretation, meaning derived from comparison of findings with information gleaned from the literature.[35]

All steps was done by researcher when analysis the data, this helped and made the researcher easy to analyze the data and by followed this step it will help researcher to avoid the misunderstanding.

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[35] John.W. Cresswell, *Research Desingned: Qualitative, Quantitative And Mix Methods Approaches* (United State: Sage Pubkication, 2016).P.187.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research findings and discussion based on the analysis of the data collected from the implementation of genre based approach to improving students` writing ability in two cycles. Related to the research findings, the data was attained from the teaching process and evaluation. Then, one of the aims of giving and evaluation was to know how far the students` ability in writing descriptive text given in this action research.

A. Findings/Data presentation

The data description in this research describe about all of the things that have been found in the class when the teacher did the research with collaborative teacher. The data could be from learning process in every meeting in the two cycles. It was based on the instrument test, observation and interview. Researcher described that in cycle 1 (first and second meeting) and cycle 2 (third and fourth meeting).

1. Students` Achievement in Writing Descriptive Text

Researcher divided this action research into two cycles. Each cycle consisted of two meetings and four stages, namely plan, action, observation and reflection. Researcher would describe learning process of cycle 1 (first and second meeting) and cycle 2 (third and fourth meeting) and cycle 1 and cycle 2students` score in cycle 1 and cycle 2.

a. Cycle 1

The first cycle was done at 06th of October until 13th October 2021. The meeting was divided into two meetings (first and second meeting) and every meeting in cycle 1 consisted 90 minutes. The researcher made the activities in first cycle as follow:

1) Learning process of cycle 1 in first meeting

First meeting in cycle I was done at 06th of October 2021. Teaching activities had some stages from opening the learning until closing the class. Every activities of teaching learning run chronologically, researcher would describe the learning processes and learning activities of teacher in cycle 1.

a) Planning

Planning is the first stages of Classroom action research, this stages was prepared before the action was given to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that consist of stages of action, made the learning planning approach as a guidance by using genre based approach in teaching writing descriptive text, researcher prepared the topic to do genre based approach in writing descriptive text, the topic is about describe the animals, discussing how genre based approach done in teaching learning process and prepared all material related to descriptive text that needed in teaching-learning process.

b) Action

Action was the implementation of planning stages. 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 XB.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of study and teacher asked the students about the related matery.

While teaching, in this process teacher applied the genre based approach stages they are:

(1) Building the context, teacher gave explanation about descriptive text in and asked the students to conclude in by using their own sentences.

(2) Modeling and deconstructing the text, teacher explained the structural pattern, the generic structure and the language features of descriptive text.

(3) Joint constructing of the text, teacher asked the students to contribute in examples of the text and asked anything they did not know.

(4) Independent construction, after giving the clear explanation of matery teacher asked the students tried to write a descriptive text on blackboard and the topic was about animal by using their own sentence.

(5) Linking to related text, teacher invited all students to compare the text on the blackboard with the text have been wrote before.

Post-teaching, teacher asked the students difficulties in learning descriptive text, teacher gave the clear explanation, asked the students to took a note about the matery and asked two or three students to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

c) Observation

The observation was conducted during the implementation of the action in classroom. In observation, researcher observed the students` understanding in descriptive text and researcher made note activity when teaching-learning process was done. The result was:

a. There were 4 students did not pay attention to teachers` explanation.

b. There were 12 students did not active and in joining the learning process.

c. There were 6 students could not answer the teacher` questions.

d. There were 3 students did not enthusiast in teaching learning process.

e. There were 3 students made noisy in the class.

d) Reflection

Reflecting was the last stages of classroom action research, in reflecting researcher analyzed the finding during the observation was done. Reflected the subject learning-activity. Analyzed the students understanding in descriptive text and researcher evaluated or interpreted the data gotten from the class and make the decision for the next meeting. The result was researcher need to improve students understanding in simple present tense.

Table 4
Students Problem in First Meeting

Students` problems	Solutions
a. Students are difficult in understanding simple present tense	a. Teacher gave more explanation about simple present tense.

2) Learning Process of Cycle I in Second Meeting

The meeting of cycle I in second meeting was done on 13th October 2021. Teaching activities had some stages from opening the learning until closing the class. Every activities of teaching learning run chronologically, researcher would describe the learning processes and learning activities of teacher of cycle 1 in Second meeting.

b) Planning

Planning is the first stages of Classroom action research, this stages was prepared before the action was given to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that consist of stages of action, researcher analyzed the reflection result in the first cycle. Prepared all material of descriptive text that needed in the teaching-learning process, it likes lesson plan and value criteria. The last researcher, encoded the problem and progress in the learning process.

c) Action

Action was the implementation of planning stages. 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 XB.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of study and teacher asked the students about the related matery of descriptive text.

While teaching, in this process teacher applied the genre based approach stages they are:

(1) Building the context, teacher reviewed the last matery and gave explanation about descriptive text and asked the students to conclude in by using their own sentences.

(2) Modeling and deconstructing the text, teacher explained the structural pattern and the language features of descriptive text by giving examples, the examples was about describe the animals (cat, elephant and giraffe).

(3) Joint constructing of the text, teacher asked the students to contribute in examples of the text and asked anything they did not know.

(4) Independent construction, after giving the clear explanation of matery teacher asked the students tried to make a descriptive text based on the topic by using their own sentence.

(5) Linking to related text, teacher invited all students to compare the text with the text have been did before

Post-teaching, teacher asked the students difficulties in learning descriptive text, teacher gave the clear explanation, asked the students to took a note about the matery and teacher made it clear, last teacher give a test to students before closing the meeting by praying together.

d) Observation

The observation was conducted during the implementation of the action in classroom. In observation, researcher monitored the teaching-learning process by using genre based approach in teaching-learning process especially in teaching writing ability. Researcher observed the problem in learning process and giving solution. Students` problem in learning process was:

a. There were a student came late.

b. There were 2 students did not pay attention to teachers` explanation.

c. There were 4 students did not active and in joining the learning process.

d. There were 5 students could not answer the teacher` questions.

e. There were 2 students did not enthusiast in teaching learning process.

f. There were 8 students did not collect their task on time.

g. There were 2 students made noisy in the class.

e) Reflection

Reflecting was the last stages of classroom action research, in reflecting researcher analyzed the weakness and progress when genre based approach was done to determine the next activity planning. Reflected of genre based approach that used in learning process. Reflected of teaching activity and students learning result

that used genre based approach and the last, evaluated or interpreted the data that got from the class, students result and make any decision for the next meeting. Researcher found some problems and tried to give solutions.

Table 5
Students Problem in First Meeting

Students` Problem	Solutions
a. Students were difficult in explaining the topic.	a. Teacher Gave more explanation related to the text.
b. Students could not describe the identification well.	b. Teacher asked the students to identify the generic structure together.

3) Students` writing score in cycle I

After doing the test at cycle I in second meeting the researcher had analyzed students` ability based on their writing activity. The researcher had found the students` writing ability in the first cycle as the following below.

Table 6
Students Score in Cycle I

No.	Score	Total Students
1.	50	1
2.	52,50	1
3.	57,50	1
4.	58,75	2
5.	62,50	2
6.	63,75	1
7.	65,00	4

No.	Score	Total Students
8.	67,50	1
9.	68,75	1
10.	70	1
11.	70,25	1
12.	76,25	1
13.	77,50	2
14.	78,75	3
15.	80,00	1
16.	86,25	2
17.	87,50	2
Mean score: 70,32		
Percentage: 40,74%.		

Based on the table above, it can conclude from 27 students in XI B MAS Syahbuddin Mustafa Nauli, in table number 6 there were 11 students passed the minimum mastery criterion (KKM) and 16 students did not pass the minimum mastery criterion (KKM). Based on the calculation, the mean score of the first test was 70,32 and the percentage of students score was about 40,74%. It showed that students` writing ability by using genre based approach still into low categories.

From the tables above, researcher gave chart mean score for every indicators look like below:

Chart 1
Mean Score in Cycle 1
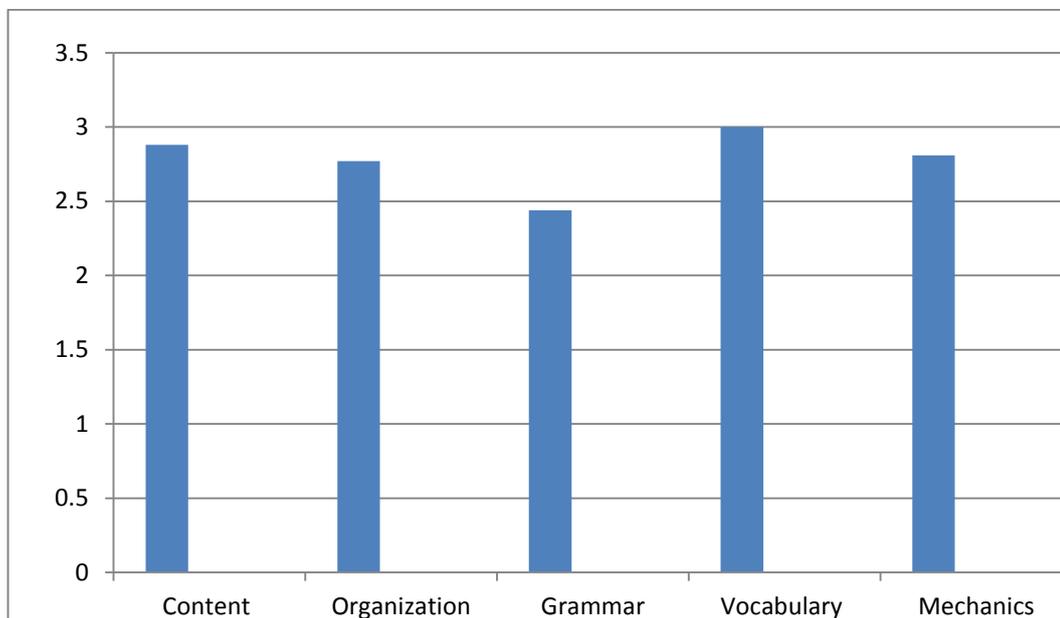
From the chart above, it could be concluded that mean score of content was 2,88, mean score of organization was 2,77, mean score of grammar was 2,44, mean score of vocabulary was 3 and mean score of mechanics was2,81.

b. Cycle II

The second cycle was done at 20th of October until 27th October 2021. The meeting was divided into two meetings (third and fourth meeting) and every meeting in cycle II consisted 90 minutes. The researcher made the activities in first cycle as follow:

1) Learning process of cycle II in third meeting

The third meeting was done at 20th of October 2021. Learning process in third meeting also had some stages from opening the class until closing the class. Every activity of teaching learning also runs chronologically. Researcher would describe the learning process and the activity of teacher in third meeting of cycle II.

a) Planning

Planning is the first stages of Classroom action research, this stages was prepared before the action was given to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that was consist of steps of action. Made learning planning approach that used genre based approach in teaching writing descriptive text. Prepared the topic was done genre based approach in writing descriptive text and the topic in this cycle was about famous person. Prepared media (pictures) used in learning process. Discussed how genre based approach used in teaching-learning writing activity and the last, prepared all the material of descriptive text that needed in teaching-learning activity.

b) Action

Action was the implementation of planning stages. 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 XB.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of study and

teacher asked the students about the related matery of descriptive text.

While teaching, in this process teacher applied the genre based approach stages they are:

(1)   Building the context, teacher reviewed the last matery and gave explanation about descriptive text and asked the students to conclude in by using their own sentences.

(2)   Modeling and deconstructing the text, teacher explained the structural pattern and the language features of descriptive text by giving examples used pictures, the examples was about describe the famous person.

(3)   Joint constructing of the text, teacher asked the students to contribute in examples of the text by divided the into pairs and showed them the picture.

(4)   Independent construction, after giving the clear explanation of matery then teacher gave instruction to students to write a descriptive text about it by using their own sentence.

(5)   Linking to related text, teacher invited all students to compare the text with the other pair text and checked it together.

Post-teaching, teacher asked the students difficulties in learning descriptive text, teacher gave the clear explanation, asked the students to take a note about the matery and teacher made it clear, last teacher closed the meeting by praying together.

c) Observation

The observation was conducted during the implementation of the action in classroom. In observation, researcher observed the students understanding in descriptive text and researcher made a note activity when teaching learning process done. The result observation was:

a. There were a students came late.

b. There were a students did not pay attention to teachers` explanation.

c. There were 6 students did not active in joining the classs.

d. There were a student were absent.

e. There were 6 students could not answer the teachers` question.

f. There were 2 students were not enthusiast in teaching learning process.

d) Reflecting

Reflecting was the last stages of classroom action research, researcher analyzed the finding during the observation was done. Reflected the students learning activity. Analyzed the students understand in descriptive text. The last, evaluated or interpreted the data gotten from the class and made the decision for the next meeting. The researcher found some problems and gave the solution.

Table7
Students Score in Cycle II

Students` Problems	Solutions
a. Students have limited vocabulary. b. Students did mistakes inn using capital letter.	a. Teacher gave related vocabulary asked the students to wrote and memorized it. b. Teacher explain how to used capital letter.

2) Learning process of cycle II in fourth meeting

Learning process of cycle II in fourth meeting was done at 27th October 2021. The fourth meeting in cycle II runs chronological and had some stages such the first, the second and the third meeting also.

a) Planning

Planning is the first stages of Classroom action research, this stages was prepared before the action was given to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that was consist of steps of action. Analyzed the reflection result in the third cycle. Prepared the media (pictures). Prepared all material of descriptive text that needed in the teaching –learning process, it likes lesson plan and value criteria and encoding the problem and progress in the learning process.

b) Action

Action was the implementation of planning stages. The implementation of action in this research was conducted by the researcher based on the lesson plan which was prepared previously.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of study and teacher asked the students about the related matery of descriptive text.

While teaching, in this process teacher applied the genre based approach stages they are:

(1) Building the context, teacher reviewed the last matery and gave explanation about descriptive text and asked the students to conclude in by using their own sentences.

(2) Modeling and deconstructing the text, teacher explained the structural pattern and the language features of descriptive text by giving examples used pictures, the examples was about describe the famous person.

(3) Joint constructing of the text, teacher asked the students to contribute in examples of the text by divided the into pairs and showed them the picture and asked them to make a descriptive text of it and check it together clearly.

(4) Independent construction, after giving the clear explanation

Teacher asked the students to wirte a describtive text that told about person.

(5) Linking to related text, teacher invited all students to compare the text with the other text on the book.

Post-teaching, teacher asked the students difficulties in learning descriptive text, teacher gave the clear explanation, asked the students to took a note about the matery and teacher made it clear, last teacher gave the test to students before closing the meeting by praying together.

c) Observation

The observation was conducted during the implementation of the action in classroom. In observation, researcher observed the fourth learning process that was in cycle I and Cycle II and researcher calculated the test of students.

a. There were a student did not pay attention to teachers` explanation.

b. There were a students did not active in joining the classs

c. There were a students could not answer the teachers` question.

d. There were a students did not collect the task on time.

d) Reflection

Reflecting was the last stages of classroom action research, researcher analyzed the finding during the observation was done. Researcher evaluated learning process in fourth meeting. Analyzed

the result and the result was achieved and the cycle was stopped and make a report.

3)   Students` Writing Score Of Cycle II

After doing the test, the researcher had analyzed students` ability based on writing activity. The researcher had found the students` writing ability scores in cycle II as the following below:

From the test above, it could be conclude that there were a students got 66,25   score, a student got 70 score, a student got 71,25 score, 2 students got 75,00 score, 3 students got 77,50 score, 6 students got 78,75 score, 6 students got 80,00 score, 2 students got 82,50 score, 1 students got 83,75 score, 2 students got 86,25 score and 2 students got 87,50 score . Therefore, from 27 students in XI B MAS Syahbuddin Mustafa Nauli, 20 students passed the minimum mastery criterion (KKM) and 7 students did not pass the minimum mastery criterion (KKM). Based on the calculation, the mean score of the first test was 79,87 and the percentage of students score was about 88,88%. It showed that students` writing ability by using genre based approach was improved from cycle I and it is good categories.

Chart 2

Mean Score in Cycle 2
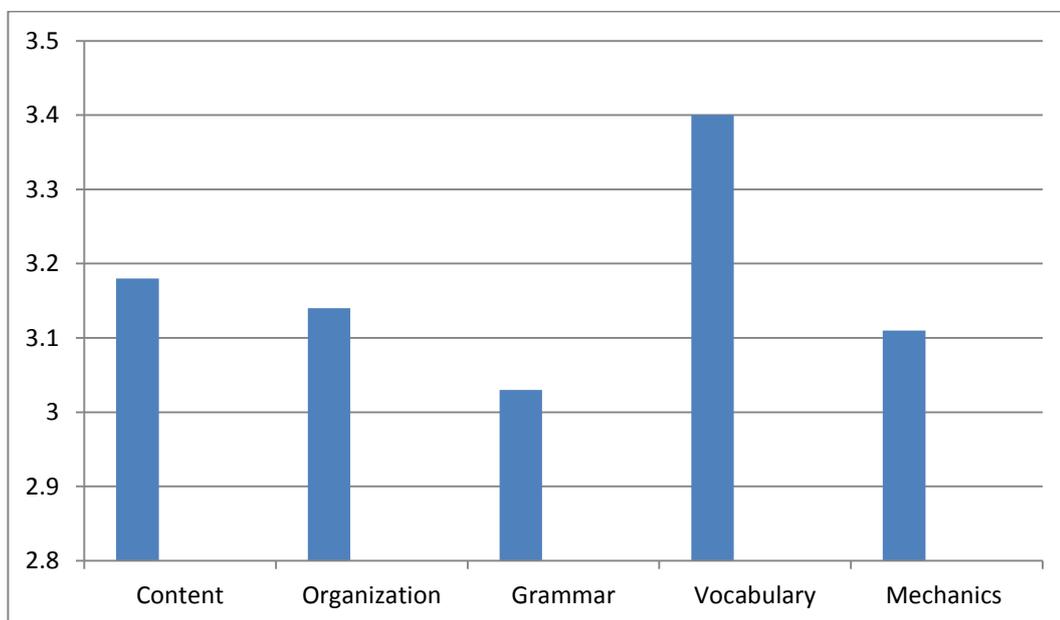
From the chart above, it can be concluded that mean score of content in cycle 2 was 3,18, the mean score of organization was 3,14, the mean score of grammar was 3,03, the mean score of vocabulary was 3,40 and the mean score of mechanics in cycle 2 was 3,11.

c. **Comparison of students` achievement in cycle I and cycle II**

This research was done in two cycles. Every cycle was done two meetings. In the cycle I researcher just explained the materi by following the steps of genre based approach without using media and without group discussion. In cycle I research gave test to students to make a descriptive text about place. in cycle II researcher explained the materi and using media picture and made them into pairs. At the last, researcher gave test to students to make the descriptive text about the person.

After knowing the students` score of students` achievement in writing descriptive text in cycle I and cycle II, researcher would compare the students` achievement of writing descriptive text below.

Based on the test above, students got improvement on their score. From the students` mean score; in the first cycle the students` mean score was 70,32 and in the second cycle students` mean score was 79,87.

From the students percentage; mean score; in the first cycle, there was 11 students got score Minimum Mastery Criterion (KKM) and the percentage was 40,74%. In the second cycle, there was 24 students got score Mastery Criterion (KKM) and the percentage was 88,88%.

From the achievement above, it could be conclude that students writing ability by using genre based approach could be improved, from mean score 70,32 to 79,87 by using genre based approach.

Chart 3
comparison of students` achievement in writing descriptive text
In   Cycle I and Cycle II
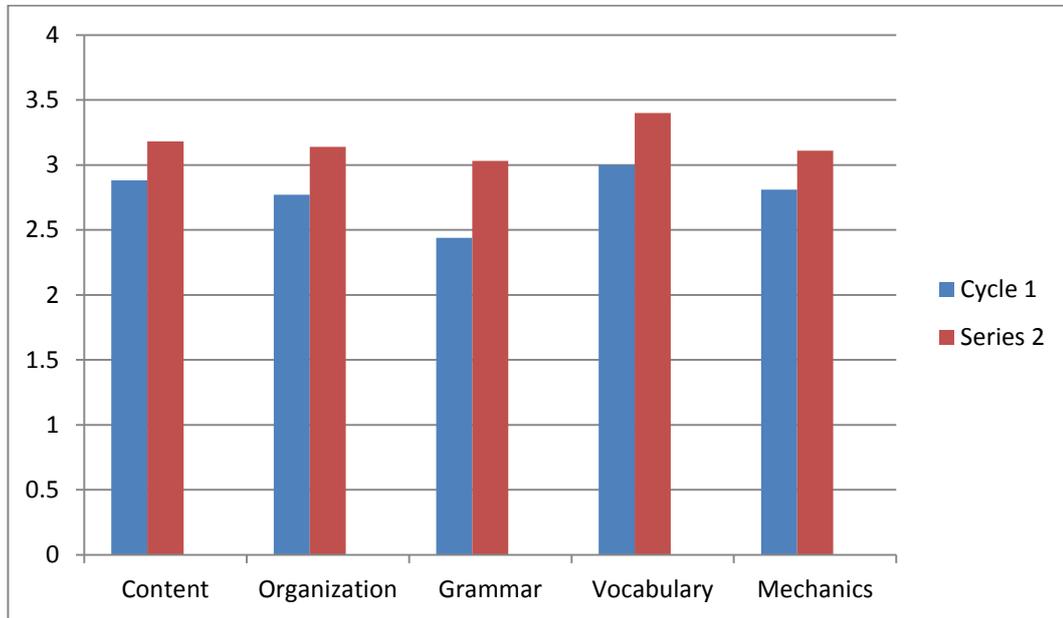
The chart showed if the students` mean score in writing descriptive text was gradually improved from cycle 1 to cycle 2 and the students the students` achievement also increase, it could be seen from the chart below:

Chart 4

Comparison the Students` mean score in writing Descriptive Text in Cycle 1 and Cycle 2
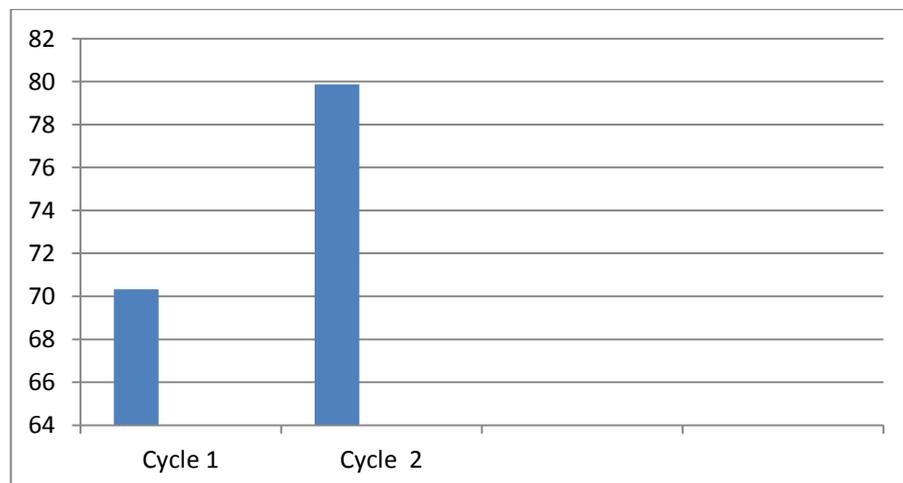
From the chart above, it can be seen if students` achievement was gradually increased. In cycle 1 students` achievement mean score was 70,32 become 79,87 in cycle 2. From this result it can be conclude if students` achievement means score by using genre based approach can be categorized into good categorized.

d. Students Problem in Writing Descriptive Text

This research was done two cycles. There were some problems that found in every cycle until get the improvement of students` writing ability in descriptive text. The problems were appeared because some factors that influenced students. Researcher would explain some problems was appeared in every indicator of writing as below.

1. Content

There were two indicators in content, they are topic and details. In cycle I every single student choose a topic that researcher gave and it was complete but there were 8 students cannot explain the topic, it means the details not relating to topic that they have choose.

Problems faced based on the interview one of the students in the class said that she difficult to explain the topic and cannot arrange the sentence that fits on the topic.[36] So the students are difficult to build the sentence and they just write what they wanted to say without paying attention to the topic.

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[36] Students at XI Grade Mas Syahbuddin Mustafa Nauli, *Interview in the Classroom* (20 October 2021 At 12:00 A.m, 2021).

In cycle II, there were a student still cannot explain the topic complete, they still cannot choose the relating sentence to the topic that can give clear explanation but it was improve from 8 students in cycle I become a students in cycle II.

2. Organization

In organization, there are two indicators also they are identification and description. In cycle I there were 11 students and in cycle II there are 3 students cannot give the clear identification and the description was not complete to explain the topic.

3. Grammar

Present tense and adjective becomes the indicator in grammar. In cycle I there are 12 students and in cycle II there are 2 students had frequent errors in using present tense and inaccuracy in using adjective. One of the students in the classroom said that he was difficult how to combine the words.[37] The students were difficulty in building words and their grammatical pattern was inaccurate because they have not mastery grammar well especially about auxiliary verb with subject.

Students` difficulties in using grammar were in using auxiliary verb. Such as:

1) Students` mistake in using auxiliary verb 'has'. For example: she have black skin (she has black skin)

2) Students` mistake in using 'personal pronoun'. FOR example: every day me see my mother (every day I see my mother)

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[37] Students at XI Grade Mas Syahbuddin Mustafa Nauli, *Interview in the Classroom* (20 October 2021 At 12:00 A.m, 2021).

3) Students` mistake in using to be 'is' to show adjective. For example: its hungry (it is hungry)

In conclusion, students` problem was difficulties in building sentence because they less mastered grammar well. Theory was learned by them, they did not apply or practice in their life and difficult in using auxiliary verb.

For solving the concerning problems, there are some actions conducted by the researcher in cycle II, some action; researcher gave more explanation about simple present tense, the auxiliary verb and sentence pattern clearly and the result students` achievement in this indicator was improved in cycle II.

4. Vocabulary

In cycle I from 27 students, there are 6 students who cannot explain their written well, they had limited vocabulary when explain their writing and the choice of the words sometimes inaccurate and in the cycle II most of the students can explain their writing well and the choice of the words is appropriate with the context.

Problems faced one of students said that she was difficult how to translate Indonesian words to English words.[38] The students were difficulty in searching adequate words and they used necessary words to express the simple words.

Students` difficulties in vocabulary were:

1) I have a badroom (I have a bedroom)

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[38] Students at XI Grade Mas Syahbuddin Mustafa Nauli, *Interview in the Classroom* (20 October 2021 At 12:00 A.m, 2021).

2) skin black sweet (black sweet skin)

Students` problems were difficult in searching adequate words and mastering the specific word. These problems occur because they were lazy to bring dictionary when English class and they are also lazy to memorize the vocabulary.

For solving the problems, there are some actions conducted by researcher in cycle II, such as; researcher gave tips in memorizing vocabularies by using note book and often to practice the words that used in daily activities and researcher gave some words that related to the learning material before starting the process for the next meeting.

The result, students` achievement in this indicator was improved from 6 students in cycle I become most of students can choose the appropriate vocabulary in cycle II from the total of students are 27. It means the students` achievement was improved.

5. **Mechanics**

In mechanics there are three indicators the used, they are spelling, punctuation and capitalization. In this indicator there are some students did mistake in using capital letter, did mistakes in using comma and full stop. Problem faced by one of the students said she never focus of learning how to write well.[39] It meant that students were difficulty comma, full stop because they have not understood punctuation well and did not mastery spelling in English language.

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[39] Students at XI Grade Mas Syahbuddin Mustafa Nauli, *Interview in the Classroom* (20 October 2021 At 12:00 A.m, 2021).

Students` difficulties in mechanics:

1) In using capital letter. For example: "my bedroom is beautiful. it is…, it should be " It". After full stop it was capital letter.

2) Students make mistake in using comma. For example: "she is diligent. Smart and friendly". It should be: she is diligent, smart and friendly".

3) Students` mistakes in spelling. For example: "she has with skin", it should be "she has white skin".

In conclusion, students` problem mechanics were difficult in using comma, pull stop and capital letter because they less mastered punctuation and spelling. Theory learned by them but they did not practice in their writing. As a result students` achievement in this indicator was improved.

B. Observation

The observation was conducted during the implementation of the action in the classroom. It was done in each meeting to collect the data about the contribution of the genre based approach that assist students to write a well-organized descriptive text. The observation was done during the implementation of the action by researcher in the classroom. The researcher used checklist observation to collect the data during observation.

The observation used to observe the students and teacher activities in learning descriptive text. there are some criteria in observed they are; students come on time, students pay attention to the teachers` explanation, students active

in joining the learning process, students were absent, students can answer the question from teacher, students are enthusiast in teaching-learning process, students are noisy, condition of the class and notes for every meeting. Criteria In observed the teacher are;teacher comes on time, teacher give greeting, teacher checks student` attendance list, teacher delivers learning process, teacher explain the materi, teacher gives opportunities for students to ask question if they do not understand the learning material, teacher manages the learning sources and teacher concludes the materi. The result of observation will be showed on appendix VII and VIII.

C. Data Discussion

Based on the related findings of this research in chapter II, the researcher could like to explain it. The first of related findings by Dyafitri Zukhrufy, he found out problems of the students in writing ability were; students did not have ideas to write narrative text also the generic structure. In other words, they have blank minds when they were asked to write a narrative text.

The second related findings by Haqiqotul Karimah, she found out the problems in students writing ability was; some of students do not have many vocabularies and students do not understand about the structure of the sentence. The third related findings by Kurniawaty, she found out the problem in writing ability was; students cannot arrange the steps of writing procedural text and the next problem sometimes teacher only taught in reading skill. The fourth

related findings by Mustika, she found out the problems in writing ability were; the students have a fear felling and little enthusiasm in writing skill.

The last related findings by Haryanti, she found out the problem in writing ability was; students` problem can be diminished by implementing the stages in the genre based approach.

In this research, researcher also had found some problems in students writing ability, such as; students were difficult in explaining the topic details. Student cannot explanation the identification and description clearly. Students were difficult in building sentences because they less mastered grammar. Theory learned by them but they did not apply in their writing; students were difficult in using auxiliary verb; students were difficult in searching adequate words and mastering the specific words; students were difficult in using comma, pull stop and capital letter because some of students less in mastering punctuation and spelling.

Based on the problems above, there was some comparatives solution of the problems. Dyafitri Zukhrufy gave opportunities to focus on their own learning process and developing of appropriate techniques for learning, gave more topics, giving students time to think and active in writing activities and after making students feel comfortable and understand in writing text description the students` writing ability could improve. Haqiqotul Karimah gave the related vocabularies about the topic and gave more explanation about the structure of the sentence. Kurniawaty gave more details and written about procedural text. Mustika gave the stimulation and gave the motivation to

students to write analytical exposition text. Haryanti said that by implementing the stages in the genre based approach can be reduce students` problem in writing text.

The last, researcher gave solutions based on her indicator. problem in content was students cannot explain the topic details. It solved by giving more explanation about the examples and let them to give their ideas. Problem in organization was students difficult to explain the identification and description clearly. It solve by explain more about the generic structure of descriptive text, giving more examples and suggesting them to read some book about descriptive text. Problem in content were students cannot Problem in grammar were difficulties in building sentence and using auxiliary verb. They were solved by giving mere explanation about auxiliary verb and simple present in the next clearly. Problems in vocabulary were difficult in searching adequate words and mastering the specific words. It was solved by using pictures, using note book and gave some vocabularies related to the learning material before starting the learning process for next meeting. Problem in mechanic were difficult in using comma, pull stop and did not use capital letter because they less mastered punctuation and spelling. They are solved by giving more explanation about the punctuation of pull stop, comma and spelling. When it was used and gave some example for it and motivating them to practice their writing in their boarding. The comparison of result in related findings will be seen in the table below:

Table 8
Comparison of Result in Relative Findings

No.	The Title of Research	Mean Score
1.	Dyafitri Zukhrufy "The Implementation of Genre Based Approach to Improve Students Writing Skill On Narrative Text at Second Grade Of Senior High School."	69,75 – 82.15
2.	Haqiqotul Karimah "Implementation Genre Based Approach to Promote Students` Recount Text Writing Achievement."	65,05 – 80.05
3.	Kurniawaty "The Use of Genre Based Approach in Teaching Procedural Texts to Improve The Students` Writing Skill."	52,75 -69,75
4.	Mustika "The Implementation of Genre Based Approach to Improve The Writing Skill."	56,70 – 74,08
5.	Haryanti "The Use of Genre Based Approach to Improve Writing Skill in Narrative Text at Eleventh Grade Students."	66,00 – 84,00
6.	Asmeni Hnadayani "Improving Students` Writing Ability by Using Genre Based Approach at Grede XI MAS Syahbuddin Mustafa Nauli padang lawas Utara."	70,32 – 79,87

Based on the students` achievement in the table, researcher could be concluded that the first research had done by Dyafitri Zukhrufy, it was good category, the mean score was 69,75 – 82.15. The second research was done by Haqiqotul Karimah, it was good category, the mean score was 65,05 – 80.05. The third research was done by Kurniawaty, it was good category, the mean score was 56,70 – 74,08. Next research was done by Haryanti, it was good category and mean score of this research was 66,00 – 84,00 and the last research by researcher itself Asmeni Handayani, the score of this research was 70,32 become 78,87. It showed that Implementation of the genre based approach could improve students` achievement in writing ability.

D. Threats of The Research

In doing the research, the researcher found some threats in this research. The researcher found the problem in data collection, first, researcher confused because it was the first time for researcher to do the research and longtime not go to the school. The researcher did not know the situation of the learning process because everything has changed because corona virus especially in education department. Second, the teacher was a little solid. After I teach in the classroom, she did not give many comment about my performance in the classroom, she just said "you need to wise in the classroom". I hope she gave many comments about my performance when I doing mistakes to improve in the next meeting. In fact, after researcher pass through step by step for doing this classroom action research and doing my best finally it was just finished.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Having analyzed and presented the data in the previous chapter, conclusion of this research was the using of Genre Based Approach in teaching writing especially on descriptive text can give positive effect on students ` achievement. Genre Based Approach attracts or motivates the students to improve their writing. Based on the result of the classroom action research, it was concluded that Genre Based Approach improved students writing abilityat grade XI MAS Syahbuddin Mustafa Nauli. It based on the students` writing mean sore on descriptive text in cycle I was 70,32 and cycle II was 79,87.

B. Suggestions

Based on the conclusion above the researcher gave some suggestions as below:

1. To the principle of MAS Syahbuddin Mustafa Nauli always to motivate the English teacher to increase her ability in teaching English, especially in writing.

2. To the English teacher to apply this genre based approach in teaching writing. Further, the English teacher also motivates students in English learning especially writing skill.

3. To the students most follow the procedure of learning approach that is genre based approach.

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SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

School   : MAS Syahbuddin Mustafa Nauli
Class   : XI (Sebelas)
Aspect/skiil   : Writing
Time Allocation : 2 X 45 Menit (2X Pertemuan)

A. Kompetensi Inti

11. mengungkapkan makna dari fungsi teks dan tulisan pendek dalam bentuk teks descriptive.

B. Kompetensi Dasar

11.1. mengungkapkan makna dari fungsi teks dan dalam tulisan pendek sederhana secara akurat, lancar dan dapat diterima untuk membuat interaksi disekitar siswa dalam teks berbentuk descriptive.

C. Tujuan Pembelajaran

Pada akhir pembelejaran siswa mampu mengungkapkan makna dalam menulis teks sesuai dengan grammar, vocabulary, mechanics, flency and form (organization) dalam bentuk descriptive.

D. Materi Pembelajaran

Menulis Descriptive text

E. Metode Pembelajaran

Genre based approach.

Langkah-langkah pembelajaran dari genre based approach:

1. Building the context.

   a. Teacher order students to introduced the social context

and building the knowledge of the social activity.

2. Modeling and deconstructing the text.

   a. Teacher order students to investigate the structural

   pattern and the language feature of the materi.

3. Joint construction of the text.

   a. Teacher Educated students to contribute the

   construction example of the text.

4. Independent construction of the text.

   a. Teacher order students` to write a descriptive text that

   appropriate with the pattern individually.

5. Linking to related text.

   a. Teacher and students invite another student to compare

   the text which they made with another text.

F. Langkah-Langkah Kegiatan

Pertemuan pertama dan kedua.

No	Aktivitas guru	Aktivitas siswa
1	Kegiatan awal a. Guru membuka kelas dan mempersilahkan siswa untuk membaca doa. b. Guru mengabsen siswa. c. Guru menjelaskan tujuan pembelajaran yang akan dicapai. d. Guru bertanya mengenai materi yang berhubungan dengan topic.	a. Siswa memberikan salam dan berdoa. b. Siswa mendengarkan guru mengabsen. c. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru. d. Siswa menjawab pertanyaan guru.
2	**Kegiatan Inti**	

No	Aktivitas guru	Aktivitas siswa
	a. Guru mengaplikasikan langkah-langkah pembelajaran dari metode genre based approach kepada siswa, yaitu: 1) Building the context Guru memberikan penjelasan secara umum mengenai descriptive text dan menyuruh siswa untuk menyimpulakan 2) Modeling and deconstructing the text Guru menjelaskan ciri-ciri kebahasaan dari descriptive text. 3) Joint constructing of the text Guru mengarahkan siswa untuk terlibat dalam pembuatan contoh descriptive text. 4) Independent cinstruction Guru mengarahkan siswa untuk menulis sebuah descriptive text secara individu. 5) Linking to related text Guru dan siswa mengajak siswa yang lain untuk membandingkan teks yang mereka buat dengan teks-teks yang lain.	a. Siswa mengaplikasikan metode genre based approach, yaitu: 1) Building the context Siswa mendengarkan penjelasan dari guru mengenai descriptive text dan membuat kesimpulan. 2) Modeling deconstructing of the text. Siswa mengamati struktur dan ciri-ciri kebahasaan dari descriptive text. 3) Joint construction of the text Siswa terlibat aktif dalam pembuatan contoh descriptive text. 4) Independent construction Siswa menulis sebuah descriptive text secara individu. 5) Linking to related text Siswa dan guru bersama-sama membandingkan teks dengan teks yang lain.
3	**Kegiatan Penutup** a. Guru mengumpulkan soal yang telah dikerjakan siswa. b. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan metode genre based approach. c. Guru dan siswa bersama-sama menyimpulkan pelajaran. d. Membaca doa dan siswa memberi salam kepada guru.	

G. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
1	Grammar			
2	Vocabulary			
3	Mechanics	Tes tulis	Writing test (essay test)	Write the text
4	Fluency			
5	Form			

H. Question (Essay Test)

Writing descriptive text.

Instruction: choose one of the title below then write into descriptive text.

    a. My friend

    b. My village

    c. My classroom

    d. My bedroom

I. Pedoman penilaian

    a. Kategori skor

        1) Tepat sekali = 4   3) Kurang tepat = 2

        2) Mendekati = 3   4) Tidak tepat = 1

    b. Jumlah skor maksimal = 100

    c. Nilai maksimal= 100

    d. Nilai siswa= $\frac{\text{skor perolehan}}{\text{Skor maksimal}}$ x 100

    e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum Fx}{N} \times 100\%$$

Explanation:

    M   : The mean score of students

    $\sum Fx$: The total score

    N   : The number of the students

Mengetahui, Guru Bahasa inggris	Aek Nauli, 06 October 2021 Peneliti
Meilinda Puspita Sari,S.Pd. NIP.	Asmeni Handayani Siregar NIM: 1720300098

Learning Material: descriptive text

Descriptive Text

   a. Social function

     To inform the reader about the illustration of certain person, animals, places or something that real.

   b. Generic structure

     1. Orientarion, an introduction to the object/ things described which includes who or what, when and where

     2. Description, a description of an object, Such as color,size and the others. For person: what they look like, what they do, how they act and what makes them special

   c. Language features

1. Certain noun, such as my classroom and my cat

2. Simple present tense

3. Detailed noun phrase to give information about a subject

4. Various adjectives which are describing, numbering classifying. Such as two strong legs, her curly hair, ect.

5. Relating verbs to give information about a subject. Such as it has very thick fur.

6. Thinking verbs and feeling verbs to reveal the writers` view, such as I think it is cleaver animal

7. Action verbs

8. Adverds to give additional information about manner, such as gradually, at the three house.

9. Figurative language, such as simili, methaphor.

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

School   : MAS Syahbuddin Mustafa Nauli
Class   : XI (Sebelas)
Aspect/skiil   : Writing
Time Allocation   : 2 X 45 Menit (2X Pertemuan)

A. Kompetensi Inti

11. mengungkapkan makna dari fungsi teks dan tulisan pendek dalam

bentuk teks descriptive.

B. Kompetensi Dasar

11.1. mengungkapkan makna dari fungsi teks dan dalam tulisan pendek

sederhana secara akurat, lancar dan dapat diterima untuk membuat

interaksi disekitar siswa dalam teks berbentuk descriptive.

C. Tujuan Pembelajaran

Pada akhir pembelejaran siswa mampu mengungkapkan makna

dalam menulis teks sesuai dengan grammar, vocabulary, mechanics, flency

and form (organization) dalam bentuk descriptive.

D. Materi Pembelajaran

Menulis Descriptive text

E. Metode Pembelajaran

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Langkah-langkah pembelajaran dari genre based approach:

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3. Joint construction of the text.

a. Teacher aducated students to contribute the construction example of the text.

4. Independent construction of the text.

a. Teacher order students` to write a descriptive text that appropriate with the pattern individually.

5. Linking to related text.

a. Teacher and students invite another student to compare the text which they made with another text.

F. Langkah-Langkah Kegiatan

Pertemuan Ketiga dan Keempat.

No	Aktivitas guru	Aktivitas siswa
1	**Pre-Teaching** a. Guru membuka kelas dan mempersilahkan siswa untuk membaca doa. b. Guru mengabsen siswa. c. Guru menjelaskan tujuan pembelajaran yang akan dicapai. d. Guru bertanya mengenai materi yang berhubungan dengan topik.	a. Siswa memberikan salam dan berdoa. b. Siswa mendengarkan guru mengabsen. c. Siswa mendengarkan dan memahami tujuan pembelajarn yang dijrlaskan oleh guru. d. Siswa menjawab pertanyaan

		dari guru mengenai materi yang berkaitan.

2	**While-Teaching**
	a. Guru mengaplikasikan langkah-langkah pembelajaran dari metode genre based approach kepada siswa, yaitu:
	
	  1) Building the context
	    Guru memberikan penjelasan secara umum mengenai descriptive text dan menyuruh siswa untuk menyimpulakan
	  2) Modeling and deconstructing the text
	    Guru menjelaskan struktur dan ciri-ciri kebahasaan dari descriptive text dengan menggunakan gambar.
	  3) Joint constructing of the text
	    Guru membagi siswa menjadi berpasang-pasangan lalu guru menunjukkan gambar kepada siswa dan mengarahkan mereka untuk membuat descriptive text mengenai gambar dan meminta beberapa dari mereka untuk membacakannya didepan kelas.
	  4) Independent cinstruction
	    Guru mengarahkan siswa untuk menulis sebuah descriptive text secara individu.
	  5) Linking to related text
	    Guru dan siswa mengajak siswa yang lain untuk membandingkan teks yang mereka buat dengan teks-teks yang lain.
		a. Siswa mengaplikasikan metode genre based approach, yaitu:
		
		  1) Building the context
		    Siswa mendengarkan penjelasan dari guru mengenai descriptive text dan membuat kesimpulan.
		  2) Modeling deconstructing of the text.
		    Siswa mengamati struktur dan ciri-ciri kebahasaan dari descriptive textdari gambar.
		  3) Joint construction of the text
		    Siswa mengikuti instruksi dari guru dan terlibat aktif dalam pembuatan contoh descriptive text dengan pasangannya. Beberapa dari mereka akan meceritakan hasilnya di depan kelas.
		  4) Independent construction
		    Siswa menulis sebuah descriptive text secara individu.
		  5) Linking to related text
		    Siswa dan guru bersama-sama membandingkan teks dengan teks yang lain.

3	**Post-Teaching** e. Guru mengumpulkan soal yang telah dikerjakan siswa.	

	f. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan metode genre based approach.
	g. Guru dan siswa bersama-sama menyimpulkan pelajaran.
	h. Membaca doa dan siswa memberi salam kepada guru.

G. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument soal
1	Grammar			
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555	Form			

H. Question (Essay Test)

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Instruction: choose one of the tittle below then write into descriptive text.

a. My friend   c. My classroom

b. My village   d. My bedroom

I. Pedoman Penilaian

a. Kategori skor

1) Tepat sekali = 4   3) Kurang tepat = 2

2) Mendekati = 3   4) Tidak tepat = 1

b. Jumlah skor maksimal = 100

c. Nilai maksimal= 100

d. Nilai siswa= $\underline{skor\ perolehan}$ x 100

   Skor maksimal

e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum Fx}{N} \times 100\%$$

Explanation:

M : The mean score of students

$\sum Fx$: The total score

N : The number of the students

Mengetahui,   Aek Nauli, 20 October 2021
Guru Bahasa inggris   Peneliti

Meilinda Puspita Sari,S.Pd.   Asmeni Handayani Siregar
NIP.   NIM: 1720300098

Learrning Material: descriptive text

Descriptive Text

   a. Social function

   To inform the reader about the illustration of certain person, animals,

   places or something that real.

   b. Generic structure

   a. Orientarion, an introduction to the object/ things described which

   includes who or what, when and where

   b. Description, a description of an object, Such as color,size and the

   others. For person: what they look like, what they do, how they act and

what makes them special

c.   Language features

10. Certain noun, such as my classroom and my cat

11. Simple present tense

12. Detailed noun phrase to give information about a subject

13. Various adjectives which are describing, numbering classifying. Such as two strong legs, her curly hair, ect.

14. Relating verbs to give information about a subject. Such as it has very thick fur.

15. Thinking verbs and feeling verbs to reveal the writers` view, such as I think it is cleaver animal

16. Action verds

17. Adverds to give additional information about manner, such as gradually, at the three house.

18. Figurative language, such as simili, methaphor.

Instrument Test

MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara

ESSAY TEST

Subject   : Bahasa Inggris

Class   : XI B

Time Allocation   : 45 Menit

Cycle   : I

 Note: Jawaban dari test ini tidak akan berpengaruh pada nilai siswa dari guru.

1. Choose one topic and write a descriptive text!

    a. My House

    b. My Village

    c. My Classroom

    d. My Bedroom

        Good Luck

Instrument Test

MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara

ESSAY TEST

Subject : Bahasa Inggris

Class : XI B

Time Allocation : 45 Menit

Cycle : II

Note: Jawaban dari test ini tidak akan berpengaruh pada nilai siswa dari guru.

1. Choose one topic and write a descriptive text!

    a. My Mother/ Father

    b. My Sister/Brother

    c. My Friend

    d. My Teacher

Good Luck

APPENDIX V

Interview Sheet

Interview with the Teacher

1. Bagaimana hasil pencapaian siswa dalam descriptive text buk?

2. Bagaimana menurut ibu kemampuan writing kelas XI B?

3. Bagaimana metode ibu dalam mengajar writing khususnya dalam descriptive text?

4. Apa sajakah masalah yang kelas XI B hadapai dalam menulis descriptive text buk?

5. Apakah solusi yang ibu berikan untuk meningkatkan pencapaian siswa kelas XI B dalam menulis writing?

Answer of Interview

1. Bagaimana hasil pencapaian siswa dalam descriptive text buk?

   Answer: Pencapaian siswa khususnya dalam descriptive text bisa dikatakan masih rendah karena rata-rata siswa belum mampu melewati KKM yang telah ditentukan, jika dirata-ratakan nilai pencapaian siswa dikelas XI B dalam descriptive text adalah 65 dan hasilnya belum memuaskan.

2. Bagaimana menurut ibu kemampuan writing kelas XI B?

   Answer: Kemampuan menulis siswa belum sepenuhnya baik, cara penyusunan kalimat dan penempatan kata masih banyak yang belum sesuai dengan pokok bahasan.

3. Bagaimana metode ibu dalam mengajar writing khususnya dalam descriptive text?

Answer: Dalam mengajar metode yang saya gunakan metode ceramah, dimana saya menjelaskan semua materi dan sedikit melibatkan siswa dalam proses penjelasan dan menyuruh mereka mencacat apa yang saya jelaskan.

4. Apa sajakah masalah yang kelas XI B hadapai dalam menulis descriptive text buk?

Answer: Ada beberapa masalah yang siswa hadapi dalam menulis descriptive teaxt diantaranya siswa tidak memahami generic structure dari descriptive text, siswa tidak mampu menysun kalimat dengan baik, siswa tidak mampu menjelaskan objek dengan jelas dan terbatasnya jumlah vocabulary siswa.

5. Apakah solusi yang ibu berikan untuk meningkatkan pencapaian siswa kelas XI B dalam menulis writing?

Answer: Biasanya saya hanya menyuruh mereka untuk menghapal vocabulary dan memperbanyak membaca text descriptive serta memberi tugas agar mereka lebih memahaminya.

APPENDIX VI

Interview Sheet

Interview with the Students

1. Kenapa nilai writing descriptive text anda rendah?

2. Apakah anda sudah memahami simple present tense dengan baik?

3. Bagaimana cara guru dalam mengajarkan writing descriptive text?

4. Apa kesulitan anda dalam memahami makna kalimat atau kata dalam descriptive text? Kenapa?

5. Apakah solusi yang diberikan guru ketika kalian sulit untuk memahami materi descriptive text?

6. Apa kesulitan anda dalam mengembangkan sebuah teks?

7. Apa kesulitan anda dalam menulis descriptive text?

Answer of Interview

1. Kenapa nilai writing descriptive text anda rendah?

   Answer: Saya tidak suka bahasa inggris buk, saya tidak mengerti arti katanya dan itu membosankan.

2. Apakah anda sudah memahami simple present tense dengan baik?

   Answer: Saya belum sepenuhnya memahami bagaimana penyusunan kalimat dalam simple present tense khususnya yang nominal buk.

   3. Bagaimana cara guru dalam mengajarkan writing descriptive text?

Answer: Gurunya hanya menjelaskan materi dan hanya sedikit merespon yang diberikan ketika bertanya, kami disuruh mengerjakan tugas sedangkan materi belum dipahami secara jelas.

4. Apa kesulitan anda dalam memahami makna kalimat atau kata dalam descriptive text? Kenapa?

Answer: kesulitan saya yaitu saya menuliskan makna atau arti kata kata yang saya dapatkan langsung dari kamus tanpa memperhatikan apakah artinya sesuai dengan apa yang dibahas .

5. Apakah solusi yang diberikan guru ketika kalian sulit untuk memahami materi descriptive text?

Answer: guru memberikan tugas dan menyruh kai membaca materi yang berkiatan dengan descriptive text.

6. Apa kesulitan anda dalam mengembangkan sebuah teks?

Answer: Saya tidak memahami bagaimana cara menjelaskan teks dan bagaimana cara mengungkapkannnya dalam kalimat.

7. Apa kesulitan anda dalam menulis descriptive text?

Answer: Saya kurang memahami apa itu descriptive text dan apa saja generic structurenya

APPENDIX XI

Table 6
comparison of students` achievement in writing descriptive text In   Cycle I and Cycle II

No	Code	Cycle I							Cycle II							State
		C	O	G	V	M	Score	Final Score	C	O	G	V	M	Score	Final Score	
1	AD	3	4	2	4	3	31,5	78,75	3	4	3	4	3	33,5	83,75	Improved
2	AA	3	2	3	3	3	28	70,00	3	3	3	3	3	30	75,00	Improved
3	AH	3	2	3	4	3	31,5	78,75	3	3	3	4	3	31,5	78,75	constant
4	DP	2	3	3	4	2	27	67,50	3	3	3	4	3	31,5	78,75	Improved
5	FA	3	4	3	3	2	30,5	76,25	3	4	3	3	3	32	80,00	Improved
6	FP	2	3	2	3	2	23,5	58,75	4	3	2	3	3	31	77,50	Improved
7	HD	2	3	3	3	2	25,5	63,75	3	3	3	4	2	30	75,00	Improved
8	IP	4	3	3	3	4	34,5	86,25	4	3	3	3	4	34,5	86,25	Constant
9	JK	2	2	2	2	2	20	50,00	3	4	3	3	3	32	80,00	Improved
10	KK	3	1	2	2	2	21	52,50	3	3	2	3	2	26,5	66,25	Improved
11	LF	3	3	3	4	3	31,5	78,75	3	3	3	4	3	31,5	78,75	Constant
12	MN	4	2	2	2	3	27,5	68,75	4	2	3	3	3	31	77,50	Improved

No	Code	Cycle I							Cycle II							State
		C	O	G	V	M	Score	Final Score	C	O	G	V	M	Score	Final Score	
13	MI	2	3	2	3	3	25	62,50	3	4	3	3	3	32	80,00	Improved
14	MJ	3	3	1	3	3	26	65,00	3	3	4	3	3	35	87,50	Improved
15	NL	2	2	2	3	3	25	62,50	3	2	3	3	3	28	70,00	Improved
16	NS	4	4	3	3	3	35	87,50	4	4	3	3	3	35	87,50	Constant
17	NS	3	4	3	3	3	32	80,00	3	4	3	3	3	32	80,00	Constant
18	RA	3	2	3	4	4	31	77,50	3	3	3	4	4	33	82,50	Improved
19	RM	3	3	1	3	3	26	65,00	3	3	4	3	3	32	80,00	Improved
20	RI	3	3	3	2	3	28,5	71,25	3	3	3	4	3	31,5	78,75	Improved
21	SR	4	3	3	3	4	34,5	86,25	4	3	3	3	4	34,5	86,25	Constant
22	SJ	4	4	3	3	3	35	87,50	4	4	3	3	3	35	87,50	Constant
23	TA	2	3	2	2	3	23,5	58,75	2	3	3	4	3	28,5	71,25	Improved
24	YK	3	2	2	3	3	26	65,00	3	3	4	3	3	32	80,00	Improved
25	PN	3	2	3	4	4	31	77,50	3	3	3	4	4	33	82,50	Improved
26	AM	2	2	2	2	4	23	57,50	3	2	3	4	4	31	77,50	Improved
27	RD	3	2	2	3	3	26	65,00	3	3	3	4	3	31,5	78,75	Improved
Total Score		78	75	66	81	2,96	760,5	1898,75	86	85	82	92	84	859	2156,6	Improved

No	Code	Cycle I							Cycle II							State
		C	O	G	V	M	Score	Final Score	C	O	G	V	M	Score	Final Score	
Mean		2,88	2,77	2,44	3	2,81	28,16	70,32	3,18	3,14	3,03	3,40	3,11	31,81	79,87	Improved
Percentage		40,74%							88,88%			Improved				

Observation Sheet of Students` Activities

Subject   : English (Descriptive Text)

Class   : XI MAS Syahbuddin Mustafa Nauli

Hari/ Tanggal   : Wednesday, 06th October 2021

No.	Activities	Students																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	14	16	17	18	19	20	21	22	23	24	25	26	27
1.	Students come on time.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Students pay attention to teachers` explanation.	√	√	√	√	√	√	√	√	√		√	√	√	√			√	√	√	√	√	√		√	√	√	√
3.	Students active in joining the learning process.	√	√		√			√	√			√	√		√		√	√			√	√		√	√			
4.	Students are absent																											
5.	Students can answer the question from teacher.	√	√		√	√	√		√	√	√	√	√	√	√		√		√	√		√	√	√		√	√	√
6.	Students are enthusiast in teaching learning process.	√	√	√	√	√	√	√	√		√	√		√	√	√	√	√	√	√		√	√	√	√	√	√	√
7.	Students are noisy									√									√					√				

Cycle/ Pertemuan   : I / Fists Meeting

9.	Condition of class	Condition of the class in the first cycle in cycle I. The class in not very noise but still there are some students that disturb the learning process, so far researcher still can handle it by giving advice for students. In fists meeting the students is not very active in joining the class but some of them who active in first cycle. Every single student sits down into pairs. There is a blackboard and a pot of flower on the table.
10.	Notes	In the first meeting in cycle I, all of the students come on time, there are 4 students did not Students pay attention to teachers` explanation, there are 14 Students active in joining the learning process, no one students absent in first meeting, there are 4 Students is enthusiast in teaching learning process and there are 3 Students are noisy.

(Adopted From: Noor Eka Chandra)

Observation Sheet of Students` Activities

Subject   : English (Descriptive Text)

Class   : XI MAS Syahbuddin Mu stafa Nauli

Hari/ Tanggal   : Wednesday, 13th October 2021

Cycle/ Pertemuan : I / Second Meeting

No	Activities	Students																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	14	16	17	18	19	20	21	22	23	24	25	26	27
1.	Students come on time.	√	√	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Students pay attention to teachers` explanation.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√
3.	Students active in joining the learning process.	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√		√	√	√	√	
4.	Students are absent																											
5.	Students can answer the question from teacher.		√		√	√	√		√	√		√	√	√	√	√	√	√	√	√	√	√	√	√			√	√
6.	Students are enthusiast in teaching learning process.	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√		√	√	√	√	√	√
7.	Students collect their																											

No.																										
	task on time.					√	√	√	√	√	√	√		√		√	√		√	√	√		√	√		√	√
8.	Students are noisy			√									√														

9.	Condition of the class	In the second meeting in cycle I, all of the students come on time, there are 2 students did not Students pay attention to teachers` explanation, there are 3 Students did not active in joining the learning process, no one students absent in second meeting, there are 2 did not enthusiast in teaching learning process. 13 students collect the task on time and there are 2 Students are noisy.
10.	Notes	There was the improvement from the first meeting to second meeting in cycle I and it can be seen from the students` observation.

(Adopted From: Noor Eka Chandra)

(Adopted From: Noor Eka Chandra)

No.	Activities	Checklist		Notes
No.	Activities	Checklist		Notes
		Yes	No	
1.	Teacher comes on time.	√		Teacher comes to class on time, it is 07.45.a.m.
2.	Teacher gives greeting.	√		Teacher gives greeting and introduce of herself in 5 minutes
3.	Teacher checks students` attendance list.	√		Teacher checks students` attendance list before starting the learning process.
4.	Teacher delivers learning process.	√		Teacher delivers learning process clearly to students.
5.	Teacher explains the materi.	√		Teacher explain the materi, it is about the definition, the generic structure and the language feature of descriptive text.
6.	Teacher gives opportunities for students to ask question if they do not understand the learning material.	√		Teacher give opportunities for students to ask question if the explanation not understandable.
7.	Teacher manages the learning sources.	√		Teacher manages the learning sources well and needed for students.
8.	Teacher concludes the lesson.	√		Teacher concludes the lesson in the end of the learning process.

		Yes	No	
1.	Teacher comes on time.	√		Teacher comes to class on time, it is 07.45.a.m.
2.	Teacher gives greeting.	√		Teacher gives greeting before starting the lesson
3.	Teacher checks students` attendance list.	√		Teacher checks students` attendance list in the end of learning process.
4.	Teacher delivers learning process.	√		Teacher delivers learning process clearly to students.
5.	Teacher explains the materi.	√		Teacher review the last materi and explain the examples of descriptive text.
6.	Teacher gives opportunities for students to ask question if they do not understand the learning material.	√		Teacher give opportunities for students to ask question if the explanation not understandable.
7.	Teacher manages the learning sources.	√		Teacher manages the learning sources well and needed for students.
8.	Teacher concludes the lesson.	√		Teacher concludes the lesson in the end of the learning process.

Observation Sheet of Teacher Activities

Class   : XI MAS Syahbuddin Mustafa Nauli

Day/Date   : Wednesday, 13th October 2021

Cycle   : I/ Second Metting

(Adopted From: Noor Eka Chandra)

Observation Sheet of Teacher Activities

Class : XI MAS Syahbuddin Mustafa Nauli

Day/Date : Wednesday, 20th October 2021

Cycle/Meeting : II / Third Meeting

No.	Activities	Checklist		Notes
		Yes	No	
1.	Teacher comes on time.	√		Teacher comes to class on time, it is 07.45.a.m.
2.	Teacher gives greeting.	√		Teacher gives greeting before starting the lesson
3.	Teacher checks students` attendance list.	√		Teacher checks students` attendance list in the end of learning process.
4.	Teacher delivers learning process.	√		Teacher delivers learning process clearly to students.
5.	Teacher explains the materi.	√		Teacher review the last materi and explain the examples of descriptive text.
6.	Teacher gives opportunities for students to ask question if they do not understand the learning material.	√		Teacher give opportunities for students to ask question if the explanation not understandable.
7.	Teacher manages the learning sources.	√		Teacher manages the learning sources well and needed for students.
8.	Teacher concludes the lesson.	√		Teacher concludes the lesson in the end of the learning process.

(Adopted From: Noor Eka Chandra)

Observation Sheet of Teacher Activities

Class : XI MAS Syahbuddin Mustafa Nauli

Day/Date : Wednesday, 27th October 2021

Cycle/Meeting : II / Fourth Meeting

No.	Activities	Checklist		Notes
		Yes	No	
1.	Teacher comes on time.	√		Teacher comes to class on time, it is 07.45.a.m.
2.	Teacher gives greeting.	√		Teacher gives greeting before starting the lesson
3.	Teacher checks students` attendance list.	√		Teacher checks students` attendance list in the end of learning process.
4.	Teacher delivers learning process.	√		Teacher delivers learning process clearly to students.
5.	Teacher explains the materi.	√		Teacher review the last materi and explain the examples of descriptive text.
6.	Teacher gives opportunities for students to ask question if they do not understand the learning material.	√		Teacher give opportunities for students to ask question if the explanation not understandable.
7.	Teacher manages the learning sources.	√		Teacher manages the learning sources well and needed for students.
8.	Teacher concludes the lesson.	√		Teacher concludes the lesson in the end of the learning process.

(Adopted From: Noor Eka Chandra)

Table 4
Students` Writing Score in Cycle I

No	Code	Writing Score					Total Score	Final score
		Content	Organization	Grammar	Vocabulary	Mechanics		
1	AD	3	4	2	4	3	31,5	78,75
2	AA	3	2	3	3	3	28	70,00
3	AH	3	2	3	4	3	31,5	78,75
4	DP	2	3	3	4	2	27	67,50
5	FA	3	4	3	3	2	30,5	76,25
6	FP	2	3	2	3	2	23,5	58,75
7	HD	2	3	3	3	2	25,5	63,75
8	IP	4	3	3	3	4	34,5	86,25
9	JK	2	2	2	2	2	20	50,00
10	KK	3	1	2	2	2	21	52,50
11	LF	3	3	3	4	3	31,5	78,75
12	MN	4	2	2	2	3	27,5	68,75
13	MI	2	3	2	3	3	25	62,50
14	MJ	3	3	1	3	3	26	65,00
15	NL	2	2	2	3	3	25	62,50
16	NS	4	4	3	3	3	35	87,50
17	NS	3	4	3	3	3	32	
18	RA	3	2	3	4	4	31	
19	RM	3	3	1	3	3	26	
20	RI	3	3	3	2	3	28,5	71,25
21	SR	4	3	3	3	4	34,5	86,25
22	SJ	4	4	3	3	3	35	87,50
23	TA	2	3	2	2	3	23,5	58,75

No	Code	Writing Score					Total Score	Final score
		Content	Organization	Grammar	Vocabulary	Mechanics		
24	YK	3	2	2	3	3	26	65,00
25	PN	3	2	3	4	4	31	77,50
26	AM	2	2	2	2	4	23	57,50
27	RD	3	2	2	3	3	26	65,00
Total Score		78	75	66	81	2,96	760,5	1898,75
Mean		2,88	2,77	2,44	3	2,81	28,16	70,32
Percentage		40,74%[41]						

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[41] Approved by Co-teacher (Melinda Puspita Sari)

APPENDIX X

Table 5
Students` Writing Score in Cycle II

No	Code	Writing Score					Total Score	Final score
		Content	Organization	Grammar	Vocabulary	Mechanics		
1	AD	3	4	3	4	3	33,5	83,75
2	AA	3	3	3	3	3	30	75,00
3	AH	3	3	3	4	3	31,5	78,75
4	DP	3	3	3	4	3	31,5	78,75
5	FA	3	4	3	3	3	32	80,00
6	FP	4	3	2	3	3	31	77,50
7	HD	3	3	3	4	2	30	75,00
8	IP	4	3	3	3	4	34,5	86,25
9	JK	3	4	3	3	3	32	80,00
10	KK	3	3	2	3	2	26,5	66,25
11	LF	3	3	3	4	3	31,5	78,75
12	MN	4	2	3	3	3	31	77,50
13	MI	3	4	3	3	3	32	80,00
14	MJ	3	3	4	3	3	35	87,50
15	NL	3	2	3	3	3	28	70,00
16	NS	4	4	3	3	3	35	87,50
17	NS	3	4	3	3	3	32	80,00
18	RA	3	3	3	4	4	33	82,50
19	RM	3	3	4	3	3	32	80,00
20	RI	3	3	3	4	3	31,5	78,75
21	SR	4	3	3	3	4	34,5	86,25
22	SJ	4	4	3	3	3	35	87,50
23	TA	2	3	3	4	3	28,5	71,25

No	Code	Writing Score					Total Score	Final score
		Content	Organization	Grammar	Vocabulary	Mechanics		
24	YK	3	3	4	3	3	32	80,00
25	PN	3	3	3	4	4	33	82,50
26	AM	3	2	3	4	4	31	77,50
27	RD	3	3	3	4	3	31,5	78,75
Total Score		86	85	82	92	84	859	2156,6
Mean		3,18	3,14	3,03	3,40	3,11	31,81	79,87
Percentage		88,88%[42]						

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[42] Approved by Co-teacher (Melinda Puspita Sari)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telephone (0634) 22080 Faximile (0634) 24022

Nomor   : AC/In.14/E.6a/PP.00.9/10/2020   15 November 2020

Lamp   : -

Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Zainuddin, S.S., M.Hum.**   (Pembimbing I)
2. **Sri Rahmadhani Siregar, S.S., M.Pd.**   (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : Asmeni Handayani Siregar
NIM   : 17 203 00098
Fak/Prodi   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi   : **Improving Students' Writing Ability by Using Genre Based Approach at Grade XI MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara**
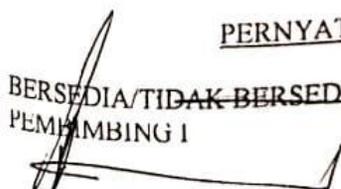
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
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Sri Rahmadhani Siregar, S.S., M.Pd.
NIDN. 2006058602

Nomor: B -1516   /In.14/E.1/TL.00/09/2021   2 7 September 2021
Hal   : Izin Penelitian
         Penyelesaian Skripsi.

Yth. Kepala MAS Syahbuddin Mustafa Nauli Padang Lawas Utara
Kabupaten Padang Lawas Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Asmeni Handayani Siregar

NIM   : 1720300098

Program Studi   : Tadris/Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan
yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Writing
Ability by Using Genre Based Approach at XI Grade MAS Syahbuddin Mustafa
Nauli Padang Lawas Utara".

Sehubungan dengan itu kami mohon bantuan Bapak/Ibu untuk memberikan izin
penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd
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MADRASAH ALIYAH SWASTA
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SURAT KETERANGAN
Nomor : 001/MAs.SMN/X/2021

Sehubungan dengan surat Direktur Institut Agama Islam Negeri (IAIN) Padangsidimpuan Program Sarjana Nomor : B-1516 /In.14/E.1/TL.00/09/2021 tanggal 27 September 2021 sejak tanggal 27 September s/d 28 Oktober 2021 perihal Penelitian Penyelesaian Skiripsi, maka dengan ini Kepala MAs.S Syahbuddin Mustafa Nauli menerangkan bahwa :

Atas Nama　　　　: ASMENI HANDAYANI SIREGAR
NIM　　　　　　　: 1720300098
Program Studi　　: Tadris/Pendidikan Bahasa Inggris
Fakultas　　　　　: Tarbiyah dan Ilmu Keguruan

Telah melaksanakan penelitian di MAs.S Syahbuddin Mustafa Nauli untuk penyelesaian Skripsi yang berjudul : *Improving Students' Writing Ability By Using Genre Based Approach at XI Grade MAS Syahbuddin Mustafa Nauli Padang Lawas Utara.*

Aek Nauli, 31 Oktober 2021
Kepala Madrasah Aliyah

FATIMAH ABDIYATANSYAH SIREGAR,S.Pd.I,M.Pd

CURRICULUM VITAE

A. Identity

Name	: Asmeni Handayani Siregar
Reg. Number	: 17 203 00098
Place/ Birth	: Batang Onang Baru, May 05th 1999
Sex	: Female
Religion	: Islam
Address	: Batang Onang Baru, Padang Lawas Utara

B. Parents

Father's Name	: Alm. Kasanuddin Siregar
Mother's Name	: Doris Hasibuan

C. Educational Background

1. Elementary School : MIS Batang Onang , 2011.
2. Junior High School : SMP N.2 Satu Atap Batang Onang, 2014.
3. Senior High School : SMA N.1 Batang Onang, 2017.
4. University : IAIN Padangsidimpuan, 2017 until now.