



**IMPROVING STUDENTS' WRITING ABILITY
BY USING GENRE BASED APPROACH
AT GRADE XI SMKS PANCA DHARMA PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Graduate
of Islamic Education (S.Pd.I) in English*

Written By:

JAMILA HARAHAHAP
Reg. No. 11 340 0110

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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in -

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to Jamila Harahap, entitle "*Improving Students' Writing Ability by Using Genre Based Approach at Grade XI SMKS Panca Dharma Padangsidimpun*", we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I) in English Education, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpun.

Therefore, we hoped that the thesis will soon be examined in front of thesis examiner team of English Education of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpun. Thank you.

Wassalamu'alaikum Wr. Wb.

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidempuan article 14 verse 2.

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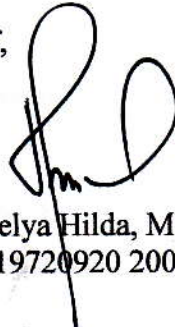


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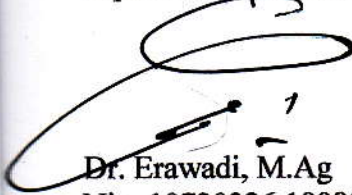
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USING GENRE BASED APPROACH AT GRADE XI
SMKS PANCA DHARMA PADANGSIDIMPUAN

ABSTRACT

This research is talking about improving students' writing ability by using genre based approach at grade XI SMKS PANCA DHARMA Padangsidimpuan. The objectives of the research is to describethe level ofachievement ofstudent and to identify the factors that influence the result ofstudents' writing ability to learning in class SMKS PANCA DHARMA Padangsidimpuan.

Researcher conducted classroom action research (CAR) to solve the students' problem in writing. The CAR was done based on Kemis and Robin design. The researcher conducted two test and two cycles in this research. The participants of this research is one class consists of 26 students from class XI B SMKS PANCA DHARMA Padangsidimpuan, academic year 2015. The technique of data collection are test, observation, and interview.

Based on the result of the research, researcher found that students' writing ability was improved. It is supported by the result of the testing in cycle 1 was 65 (34.61%) and cycle 2 was 73.84 (65.38%). Students' problem in grammar is solved by researcher givingmore explanation about auxiliary verb, to be "is" and simple present tense in the next meeting clearly. Then, students' problem in vocabulary is solved by researcher giving some vocabularies related to the learning material before starting learning process for the nextmeeting. Further, students' problem in mechanic is solved by researcher giving more explanation about the function of pull stop, coma and spelling. When it was used and gave some example for it. In addition, students' problem in fluency is solved by researcher giving more explanation about vocabulary items, structure and grammar. Finally, students' problem in form is solved by researcher with motivated students to memorize more vocabularies.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

First of all, I would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given her the health, time and chance for finishing this thesis: **Improving Students' Writing Ability by Using Genre Based Approach at Grade XI SMKS Panca Dharma Padangsidimpuan**. This thesis was written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken. Second, Peace and salutation be upon to the prophet Muhammad SAW, his families, his companies, and his followers.

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On this occasion, I would be happy to receive any continuative, criticism and suggestion from the readers. Hopefully, this thesis will be useful for the readers

especially to the learners of English and improvement of English learning in IAIN
Padangsidempuan.

Padangsidempuan, 24th November 2015



JAMILA HARAHAHAP

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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are diversity of language used by human in this world. One of them is English as an international language. That is why English is known around the world, including Indonesia.

English is taught in Senior High School in which the purpose is to enable students to use English in daily life communications. Besides, to help the students to be able to understand and to apply English many aspects of life easier. According to the curriculum of English in Senior High School, there are many subjects or materials taught in this level; such as, structure and Grammar, vocabulary, speaking, writing, reading, and listening. The researcher focused to search the students' writing.

Writing is very important not only in educational world but also in daily life demands. Writing is a process how to generate the letter, words and sentences. Therefore, students must be able to combine the word that easier to understand by human. Also, the students must know what for they want to write something. The following illustration will present some significance of writingfor our life.

First, writing used to drilled wits and students' motoric ability, that is the ability related to restraint and concentrated attention. Therefore students

will know the written which they wrote of the result thought them. Example the journal, article, thesis and another written.

Second, writing used to developing the knowledge and new thought that is with expression idea and opinion of their mind in written form. Which was expected to be comprehended by the readers. The students are expected to be able to express their thought in written form systematically. Then Students communicated not only oral, but also written. Example when the teacher orders them to work the journal and another task. With writing, we can know their personality and wits through their written.

Finally, writing used to sharpen students' brain in order serious in write the something. So that, students are able to make the letters, emails and magazine. Not only that, but also able to finish many assignments and exams require students to write short answer or longer essays as a way of assessing what they have learned.

Based on the illustration above, it is undeniably that writing is requirement to everyone in variety of purposes and needs. However, writing skill is problematic at Grade XI SMKS Panca Dharma Padangsidimpuan 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 SMKS Panca Dharma Padangsidimpuan asserts the average of students' writing ability achievement

of grade XI about 60-75. Moreover, the standard of value in this school is 75.¹

Second, it was also found that students do not have good method in writing ability. Based on the information from the English teacher Mrs. Lysma Yuni, she did not use various method which it is interest for the students.² So, it makes them lazy or boring to study.

Third, students is lack of motivation in writing. Researcher did interview about students' interest in English learning. In fact, about 80% of the 26 students in the classroom like English very much, only 20% of them who did not. But about 70% of them responded that they didn't like writing, because it is difficult and complicated for them. Noverawati Simanjunta said they didn't know how to write and organize their ideas well.³

from the students, they are lack of motivation in English learning especially in writing ability. Example: when the teacher explain material about writing the text, students just listened and repeated the teacher's explain but they did not understand what was conveyed by the teacher. In the condition, teacher did not build students' background knowledge what the reading text initially. After finishing reading the text, the teacher order the students write the text four page just a few students did the task.

There are many method used to English learning especially writing

¹Buku Kumpulan Nilai SMKS Panca Dharma Padangsidimpuan, *Privat Document*, (SMKS Panca Dharma Padangsidimpuan: August 20th, 2015 at 10.00 a.m).

² Lysma Yuni as English Teacher in class XI – 1, *Private Interview* (SMKS Panca Dharma Padangsidimpuan: August 20th, 2015 at 10.00 a.m).

³Noverawati Simanjuntak as a student in the XI - 1 class, *Private Interview*, (SMKS Panca Dharma Padangsidimpuan: August 20th, 2015 at 11.00 a.m).

ability, such as Genre Based Approach that is to develop the knowledge and skill to deal with spoken and written texts in social contexts.⁴ Then, contextual teaching and learning that is help students to understand the meaning of learning material with connect to context their daily life, in order they have knowledge is dynamic. Further, communicative language teaching that is an understanding that the focus of teaching is on the learner, while the teacher's role is that of an inquirer, observer, facilitator and creator of 'rich' learning environments.⁵ All of the method are good to use, but there must be adjustment to the students' situation. So that, the researcher uses genre based approach.

According to Asep Setiadi that the genre based approach was able to improve students' writing skill. Then, by applying the genre based approach can be diminished students' problem in writing. Further, the students' mean scores gradually increased from 55.53 in the pre-conditional test to 58.68 in cycle I and to 61.53 in cycle II.⁶

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 journal, article, and another written. Then, with

⁴Taufik Nugroho and Hafrizon, *Introduction To Genre Based Approach* (Jakarta: Bermutu, 2009), p. 4

⁵PLPG Sertifikasi Guru 2013 Rayon 133, Universitas HKBP Nommensen, Foreign Language Teaching Method.

⁶Asep Setiadi, "Improving Students' Writing Skill Through Genre Based Approach", *Unpublished Thesis* (Pleret: SMAN 1, 2012/2013).

the variety of genre based approach in teaching will add to the spirit of the students' in learning English, especially in writing ability.

The second, this genre based approach can be 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. Then, the teacher teach writing in start from easy, example: write descriptive text, the teacher make the simple sentence, such as his hair and his nose. After that, they use the expression in text which were made in English. With genre based approach students can be communicated English in spoken or written form. So, the teacher and the students' active in communiting.

The third, by applying the genre based approach in senoir high school, so students easier write the descriptive text with using the generic structure and the language features. Then, teacher teach English especially writing the text must be forfocused on the formula or generic structure and language feature. According to Douglas Brown⁷, that to teach English in senior high school is focused on the formula. Becausein advanced students have ability to convey meaning which diverse language strategies duet o a complication or an unforeseen turn of events.

Based on the above issues, the researcher is very interested in doing research to solven problems using method that are considered good and

⁷H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, (America: Prentice Hall Regents, 1994),p. 103.

effective. The researcher entitles this research by Improving Students' Writing Ability by Using Genre Based Approach at Grade XI SMKS Panca Dharma Padangsidimpuan.

B. The Identification of the Problem

Based on the background of the problem above, there are some students' problems in writing a text at Grade XI SMKS Panca Dharma Padangsidimpuan as following: students' writing achievement is low, students do not have a good method in writing, and students is lack of motivation in writing.

C. Limitation of the Problem.

Because of the many problems associated with writing subjects described in the identification of issues and the scope of the discussion as stated in the formulation of the problem in terms of place and time, in addition to the limited ability of the researcher in the aspect of knowledge, physical ability, the time and the scope of research funding this should be limited. For this study only explores: the learning outcomes of students' writing-cycle to cycle, behavior and actions of teachers and students, as well as other aspects that occur in the classroom that affect students learning outcomes were tested to enhanced the time, the place, and the scope by implementing the genre based approach in writing descriptive text at grade XI SMKS Panca Dharma Padangsidimpuan.

D. Formulation of the Problem

There are two formulation of the problem in this research, as following:

1. To what extent is using genre based approach can improve students' writing ability at Grade XI SMKS Panca Dharma Padangsidempuan?
2. What are the problems which influence students' writing ability at Grade XI SMKS Panca Dharma Padangsidempuan?

E. Purpose of the Research

The purpose of this research is:

1. To describe the level of achievement of student learning outcomes can be improved with the implementation of the genre based approach in class XI SMKS Panca Dharma!
2. To identify the problem that influence students' writing ability to learning in class SMKS Panca Dharma!

F. Significance of the Study

This research is expected to be useful at least in three domains, they are for the science of Education, for teachers and the for future researchers. The following illustration describes the significance for these parties. Firstly, this research will give contribution and enrich science of language Education in general and specifically to the field of teaching writing skill. This study completes the researcher fields and empower the same research conducted in the past.

Second, this research is useful for teachers as source of teaching. They can get learning materials to be presenter in the classrooms of teaching writing ability, specifically which concerns with genre based approach. Besides, they can use the guidance of genre based approach presenter in this research as reference in improving the process and the result of students' writing ability.

Finally, this research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching. By writing this research, they will be able to identify other subjects to investigate which are the continuity of this research.

G. Defenition of key Terms

- Improving : is a process of becoming or making something Bette⁸. So, improving is going through Better work to reach something.
- Ability : is a quality or being able, especially in physical, mental or legal power to perform.⁹
- writing : is one of the most important skills in language learning besides reading, speaking, and listening.¹⁰ It means that a process for giving information by using texts.

⁸Efnita, "Improving Students' Reading Comprehension Through The Power Of Two Strategy At Grade VIII MTs Muhammadiyah Siabu", *Unpublished Thesis* (Padangsidimpuan: IAIN, 2014),P. 6

⁹A. Mariam Webste, *Webster's Colegiate Thesaurus* (USA : Massa Chusettes 1976), p. 33.

¹⁰A.S.Hornby, *Oxford Learner's Pocket Dictionary*, (New York: University Press, 2000), p. 1561.

- Genre based approach: an approach language learning from the perspective of texts requires an accompanying methodology which can enable students to develop their knowledge and their skill to deal with spoken and written texts in social contexts.¹¹

H. Outline of the Thesis

The outline of the thesis included in to five chapters, there were:

In the chapter one discussed about introduction. It was explained about background of the problems, they were most of students' writing ability is low, students do not have good method in writing ability and students is lack of motivation in writing. Further, it was about problems in this research. Focus of the problems was about the limitation of the problem, the formulation of the problems, the purpose of the research, significances of the research, definition of key terms and outline of the thesis.

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

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

¹¹Taufik Nugroho and Hafrizon. *Loc. Cit.*

In the chapter four discussed about the result of the research. It was explained findings likes; students' achievement and influencing factors. The chapter four also discussed about data discussions and threats of the research.

In the chapter five was closing that it was explained about conclusion and suggestion from the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Writing.

a. Definition of Writing.

Writing is one of the elements of skill in language.¹ Writing is both a physical and mental act. It is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into computer. Writing is the mental work of inventing ideas, thinking how to express, and organizing into statements and paragraphs that will be clear to a reader. Its purpose is both to express and impress. Writer typically serve two masters: themselves, and their own desire to express an idea of feeling and readers, also called the audience, who need to have ideas expressed in certain ways.²

According to A.S Hornby that writing is one of the most important skills in language learning besides reading, speaking, and

¹Jhon M. Echols and Hassan Shadily, *an English-Indonesia Dictionary* (Jakarta: Gramedia Pustaka Utama, 1976), p. 656.

²David Nunan, *Practical English Language Teaching*, (New York Mc. Graw-Hill/ Contemporary, 2003), p. 88.

listening.³ It means that a process for giving information by using texts. It is also, producing the word and sentences then it expressing with the meaning of ideas of texts in one context to produce a new knowledge or to develop that has been discovered.

In additionally, Geoffrey Broughton stated that “writing is intended for an audience, often one which is extremely difficult to definite”.⁴ Writing is a productive skill; it is one of language skills that necessary to be mastered by students.⁵ It means that gives the ability to record their own correctly; they should be able to write a paragraph as good as possible. It is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience.

Further, writing permits a society to record permanently.⁶ Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text.⁷ It means that any of the many visual system for representing language including handwriting, printing, and electronic displays of these written forms. The development of writing was one of the great human inventions. It is difficult to imagine language without writing.

³A.S.Hornby, *Op. Cit.*, p. 1561.

⁴Geoffrey Broughton, *Teaching English as a Foreign Language*, (University of London Institute of Education: USA and Canada, 1980). p. 116.

⁵A.S.Hornby, *Op. Cit.*, p. 2.

⁶Jufrizal, *Course Book Introduction to General Linguistics* (Padang State University, 1999), p. 121.

⁷A.S.Hornby, *Oxford Learner's...*, p. 357.

Based on the explanation above, the researcher concludes writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

b. Characteristics of Writing

Some characteristics of written language, from the perspective of a reader. Let's revisit those from a writer's review point.

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw.

2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can "read" their own writing from the perspective of the mind of the targeted audience

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur

in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.⁸

So, from explanation above can be known that there are seven characteristics of written language to improve your writing skill; first, permanence, second; production time, third; distance, forth; orthography, fifth; complexity, sixth; vocabulary and the last formality.

c. Process of Writing

Process writing in the classroom may be construed as a program of instruction which provides students with a series of planned learning experiences to help them understand the nature of writing at every point.⁹ It means that we need to systematically teach students' problem solving skills connected with the writing process which can enable them to realize specific goals at each stage of the composing process.

Then, there are three stages of writing process, they are:

- 1) Prewriting, in prewriting stage, students might use graphic organizers as an aid to clarify the concepts they will use in writing.
- 2) Writing, which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support.

⁸Doughlas Brown, *Teaching by Principles An Intractive Approach to Language Pedagogy second Edition*, (San Francisco University: Library of Congress Cataloging, 2001), p. 303.

⁹Harry Greene, *Develoving Language Skills in Elementary School* (Boston: London, 1990), p. 17.

- 3) Post writing, in which students share their writing with others read aloud what they have written, or exchange writing with other students.¹⁰

2. Writing Ability.

a. Definition of Writing Ability

Writing is the thinking how to express the ideas or opinion of our mind in written form. Not only that, but also how to organize into statements and paragraphs that will be clear to a reader. Therefore, we will know how far our knowledge and knowing how the important the new thought which we are giving to the readers in order they understand.

Ability is the mental physical capacity, power or skill required to do something.¹¹ Mariam says that “Ability is a quality or being able, especially in physical, mental or legal power to perform”.¹² Based on the explanations above the researcher was concluded that ability is capacity or power students to perform.

So, writing ability is a person who has a level of skill intelligence in written works that person is studying at a university or college.

¹⁰J. Michael O. Malley and friends, *Authentic Assessment for English Language Learner*, (USA: Addison-Wesley publishing company, 1996), p. 136.

¹¹A.S. Hornby, A P Cowie, et. al., *Oxford Advanced Learner's Dictionary of Current English* (New York : Oxford University Press, 1974), p. 29.

¹²A. Mariam Webster, *Op. Cit.*, p. 33.

b. Assessments in Writing Ability

In writing assessments, the researcher needs to know their ability. Therefore, the assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. Assessments of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. In assessing writing, there are some indicators:¹³

1) Grammar

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

2) Vocabulary

There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary is the easiest aspect of second language to learn and that it hardly required formal attention in the classroom.¹⁴

It is simply understood as all the words that writer uses in writing.

3) Mechanics

¹³Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1990), p. 91-93.

¹⁴David Nunan, *Language Teaching Methodology* (London: Longman, 2000), p. 117.

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of 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.

5) Form (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.

c. Principle in Teaching Writing

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principle; there are strategies in writing skill and teaching writing skill. David Nunan said that principle strategies in writing skill as follow:

1) Understand your students' reasons for writing.

The greatest dissatisfaction with writing instruction comes when the teachers' goals do not match the student's or when the teacher's goals do not match those of the school or institution in which the students works.

2) Provide many opportunities for students to write.

Writing almost always improves with practice.

3) Make feedback helpful and meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect.

- 4) Clarify for yourself, and for your students, how their writing will be evaluated.¹⁵

So, from explanation above can be known that there are four principles of written teaching to improve writing of students. The principle can be used by the teacher to avoid misunderstanding in teaching writing in the classroom. Therefore, the teacher should know principle in teaching, especially writing.

d. Problems which Influence Students' Writing Ability.

There were some problems that found in every meeting until to get the improvement of students' writing ability they were; students were difficult in building sentences because they less mastered grammar well. Theory were learned by them, they did not apply practice it in their life; students were difficult in using auxiliary verb with the subject, their grammatical patterns were wrong; students were difficult in searching adequate words and mastering the specific words; students were difficult in using coma, pull stop and capital letter; students were difficult in using vocabulary well and structure in writing text. Because they less mastered vocabulary and structure rolls; students were difficult in understanding to connect some ideas.

3. Genre Based Approach.

¹⁵David Nunan, *Practical English Language Teaching*, (New York Mc. Graw-Hill/ Contemporary, 2003), p. 92-94.

a. Definition of Genre Based Approach.

Genre based approach is an approach language learning from the perspective of texts requires an accompanying methodology.¹⁶ It means that with this genre based approach students are able to develop the knowledge and skill to deal with spoken and written texts in social contexts. 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.¹⁷

Then, another say that genre based approach is a methodology which is designed to support language learning as a social process. The process of learning with the approach includes join construction in which students and the teacher work together. Then, students are provided with opportunities to interact with other students through activities, like discussion, and with the teacher through guidance giving. Not only do collaborations occur among students, but also students and the teacher.

b. Procedure of the Genre Based Approach.

According to Taufik Nugroho and Hafrizon that are few teaching/learning cycle of genre based approach, they are:

- 1) Building the context.

¹⁶Taufik Nugroho and Hafrizon, *Loc. Cit.*

¹⁷Christopher N. Candlin and Neil Mercer, *English Language Teaching in its Social Context* (London: Macquarie University, 2001), p. 201.

- a. Students introduced to the social context of an authentic model of the text.
- b. Students explore feature of the general cultural context in which the text type is used.
- c. Students explore the immediate context of situation by investigating the register of a model text.

2) Modeling and deconstructing the text.

- d. Investigate the structural pattern and language feature of the model.
- e. Compare the model with other examples of the text – type.

3) Joint construction of the text.

- f. Students begin to contribute to the construction of whole examples of the text-type.
- g. The teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

4) Independent construction of the text

- h. Students work independently with the text.
- i. Students performances are used for achievement assessment.

5) Linking to related text.

- j. Students investigate what they have learnt in this learning cycle can be related to other texts in the similar contexts and to future or past cycles of learning.¹⁸

c. Characteristics of Genre Based Approach

There are some characteristics 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 contexts.
- 3) Needs-based. Ensures that course objectives and content are derived from students 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 raising. Increases teacher awareness of texts and confidently advise students on their writing.¹⁹

¹⁸ Taufik Nugroho and Hafrizon, *Introduction To...*, p. 23.

¹⁹ *Ibid.*, p. 35.

B. Review of Related Findings.

There are some researches that the similarity with this research: First, a script of Sahrul Ondak²⁰ with title “ The Effect of Group Work Strategy on Students’ Achievement in Writing Recount Text at Grade VIII in MTsN 1 Padangsidempuan”. The kind of the research is an experimental research. Problem of this research is students don’t have many vocabularies, students don’t understand about structure of sentence. Score between the experimental group and control group, that the score of experimental group was bigger than control group (47,77>43,21). The conclusion of this research is a hypothesis was accepted.

The second, a script of Rina Mayasari “Using Group Investigation Method to Improve Students’ Writing Ability in Analytical Exposition Text (a classroom action research with eleventh graders of MA Manahijul Huda Pati in the academic year of 2011/2012)”. The kind of the research is classroom action research (CAR). The problems in this research are students have a fear felling and little enthusiasm in writing class.²¹ Then, score of pre cycle was 57.71, score of the first cycle was 65.71, and score from the second cycle was 75. The conclusion is significant different of students’ ability between pre-cycle until the last meeting.

²⁰Sahrul Ondak, “The Effect of Group Work Strategy on Students’ Achievement in writing Recount Text”, *Unpublished Thesis* (Padangsidempuan: IAIN, 2014).

²¹Rina Mayasari, “Using Group Investigation Method to Improve Students’ Writing Ability in Analytical Exposition Text”, *Unpublished Thesis* (Semarang: Walisongo State Institute for Islamic Studies, 2012).

Third, from Asep Setiadi with title is “Improving Students’ Writing Skill Through Genre Based Approach at Grade XI/S3 SMAN 1 Pleret” in the academic year of 2012/2013. The result of the research demonstrate that the implementation of the genre based approach was able to improve students’ writing skills. Students’ problems in writing can be diminished by implementing the stages in the genre based approach. Then, the score of the students’ performance also indicate improvement in the students’ writing skill. The students’ mean scores gradually increased from 55.53 in the pre-conditional test to 58.68 in cycle I and to 61.53 in cycle II.²²

Based on related findings above, the researcher tries another method to improve students’ writing ability that is genre based approach at SMKS Panca Dharma Padangsidimpuan. Hopefully, this research will complete and contribute in teaching writing.

C. Conceptual Framework.

Based on the theoretical review and review of related findings, the researcher arrived at conceptual framework of this research. In teaching and learning process, especially in English, many problems and activities faced by the students and also the teachers. Therefore, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should study hard at home,

²²Asep Setiadi, “Improving Students’ Writing Skill Through Genre Based Approach”, *Unpublished Thesis* (Pleret: SMAN 1, 2012/2013).

that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Writing is an activity of using the language to express the writer's thought 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 thoughts in the form of words and sentences. Writing is one of the important skills in learning English because the ability to write in foreign languages is more complicated then the ability to speak, read or listen.

Hence, in teaching writing many problems that occur on students in writing ability at grade XI SMKS Panca Dharma Padangsidimpuan, such as students get writing score is low. Therefore, the strategy that can be used to solve the problem is genre based approach. The researcher describes the conceptual framework as follow:

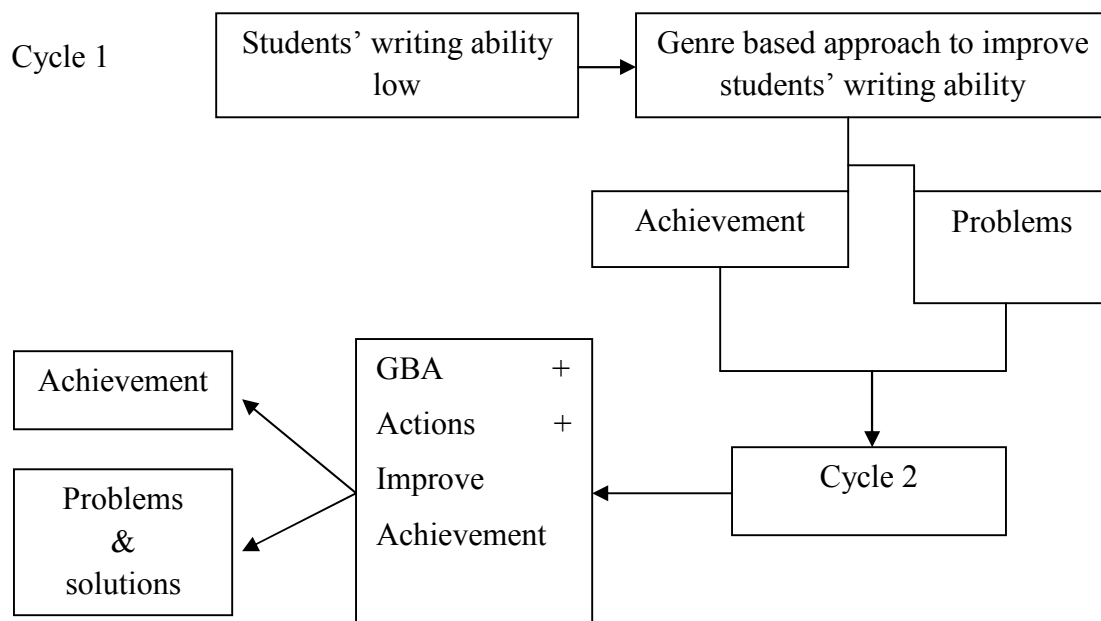


Figure 1: conceptual framework

D. Hypothesis of Action

The hypothesis is needs to show the researcher's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: “ the genre based approach could improve the students' writing ability at XI SMKS Panca Dharma Padangsidempuan” was accepted .

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule of Research.

This research will be done at SMKS Panca Dharma Padangsidimpuan. It is located on Jl. Tapian Nauli No. 35 Padangsidimpuan. The research will start from August 20th 2015 up to November 18th 2015. So that, the researcher will be done for four meetings for each class.

The reason in choosing at SMKS Panca Dharma Padangsidimpuan in as the location of research because the researcher found the problem that the students still has weakness in learning writing, and also the researcher interests to do research in SMKS Panca Dharma Padangsidimpuan in.

B. The Research Design.

Classroom action research is something that many language teachers seems to have heard about, but often they have only a hazy idea of what it actually is and what doing it involves.¹Based on Gay and Airasian “action research is a type of practitioner research that it used to improve the practitioner’s practice: action implies doing or changing something”.²

Practitioner research mean that the research is done by practitioners about

¹Anne Burns, *Doing Action Research In English Language Teaching*, (New York: Routledge, 2010), p. 1.

²L.R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Prentice Hall, Inc., 2000), p. 593.

their own practice. It is a process in which individual or several teachers collect evidence and make decision about their own knowledge , performance, beliefs and effects in order to understand and improve them.

So, it can be concluded that classroom action research that is known by CAR is done to improve aspect of teaching or to decide appropriates of certain Activities or procedures or it is undertaken in a class or school setting and absolutely done by practitioners. Therefore, this research is conducted which is used to improve the teacher's practice in the classroom for teaching writing, teaching applies genre based approach.

Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning Environment to gather information about the ways that their particular schools operated how they thought, and how well their students learnt".³

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

³Geoffrey E. Mills, *Action Research a Guide for the Teacher Researcher*, (New Jersey:Prentice Hall,2000), p. 6.

This action research follows the model that is developed by Kemis and Robin. It was a famous representation of the action research ‘spiral’ that contained four stages; planning, action, observing, and reflecting. The model is described in the following figure:

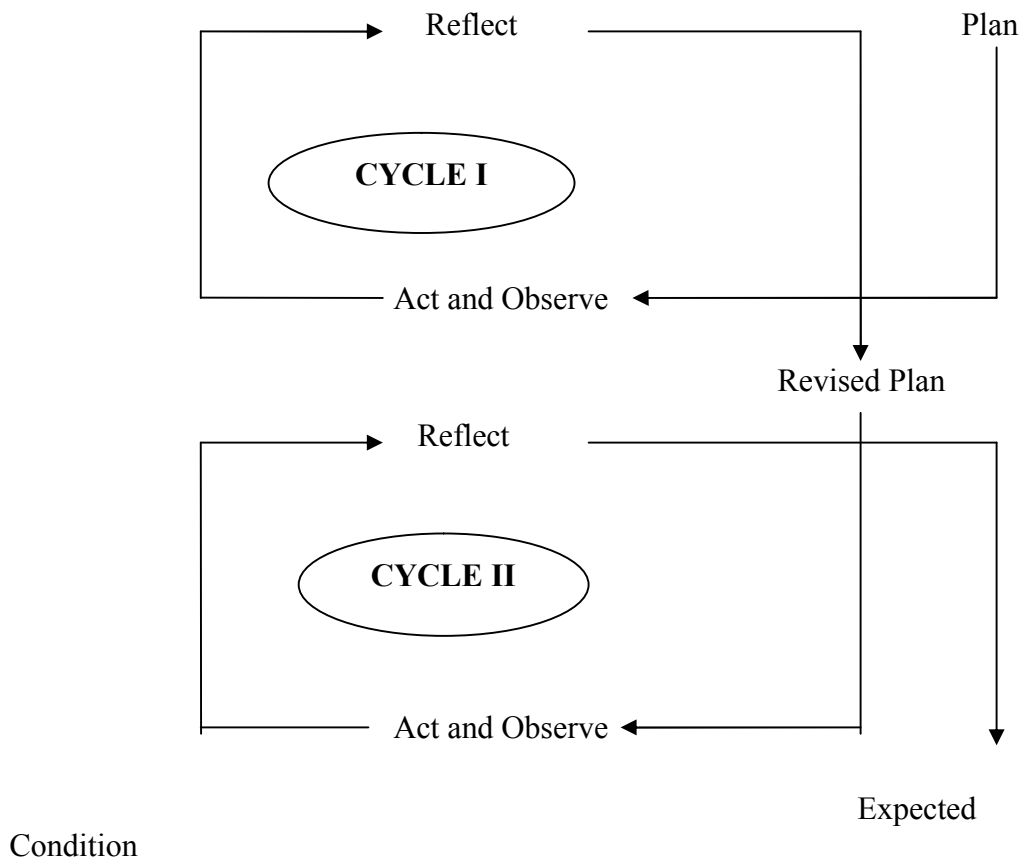


Figure 2: Action Research Spiral⁴

C. The Participants.

The participants are the students at Grade XI SMKS Panca Dharma Padangsidempuan in academic year 2014/2015 where totally one class. Researcher chooses it because the researcher found the problems of writing in

⁴Anne Burns, *Op. Cit.*, p. 9.

the class. Another participants is an English teacher of SMKS Panca Dharma Padangsidempuan. The researcher observes the execution while the teacher is doing an action in the class. Then, teacher also helps the researcher analyzes the data from the observation and makes plans for each cycle.

D. The Instrumentation.

The instrumentation in this research is:

1. Test.

Brown defines test is a method of measure a person's ability; knowledge or performance in a given domain.⁵ Further, test is sequence of question or practice that would be used for measure the intelligence, skill, knowledge, ability to trail that is owned be used for surverying by individual or group. The form of the test is writing test to measure students' ability in writing text, the researcher gave a writing test. Test is some tittle to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher wants to know the students' ability in writing text.

In giving score for the students' writing test, the researcher gave 100 score for very good text, in writing text, the researcher gave five value namely: grammar, vocabulary, mechanics, fluency and form (organization). Researcher gave 20 for every very good value. So the high score was 100.

⁵H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

Table 1:
Rubric Score of writing

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanics	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

The criteria of scoring were as determined by ranges of the scores as following:

a. Grammar

No	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	20
2	Some error of grammar or word order which do not however, interfere with comprehension	15
3	Errors grammar of word order frequent: efforts of interpretation sometimes required an reader's part	10
4	Errors of grammar of word order so severe as to make comprehension virtually impossible	5

b. Vocabulary

No	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
2	Use writing or inappropriate word fairly frequently expression of ideas maybe limited because of in	15

	adequate vocabulary	
3	Limited vocabulary so frequent errors clearly hinder expression of ideas	10
4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

c. Mechanics

No	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Frequent error in spelling or punctuation sometimes to obscurity	10
4	Error in spelling or punctuation so severe as to make comprehension virtually impossible	5

d. Fluency (Style and ease of communication)

No	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Patchy, with some structures or vocabulary items noticeably inappropriate to general style	15
3	Structures of vocabulary items sometime not only in appropriate but also misused little sense of ease of communication	10
4	Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5

e. Form (Organization)

No	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Some lack of organization re-reading required for clarification of ideas	15
3	Individual ideas maybe clear, but very difficult to deduce connection between them	10
4	Lack of organization so severe that communication is	5

	seriously impaired ⁶	
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2. Observation

Then, researcher used observation type observation note sheet. Whereit needs to get information about phenomenon that occurs in learning – teaching process, by doing observation and recording toward visible phenomenon systematically. There are some kinds of observation; they are behaviour checklist, observation notes, reflective observation, analytical observation, and narrative observation.⁷ However, the researcher used observation notes because it is a simple form and the data wererecounted. The researcher observed students' activities and teachers' activities during the teaching-learning process and the factors which influence the teaching-learning process.

3. Interview

Interviewwas technique of data collection by asking question to the respondents and the answer will be noted or recorded.⁸ According to Horby stated that interview was to talk somebody and ask his/her questions at a formal meeting for getting out information that suitable for

⁶ Arthur Hughes, *Op. Cit.*, p. 91-93.

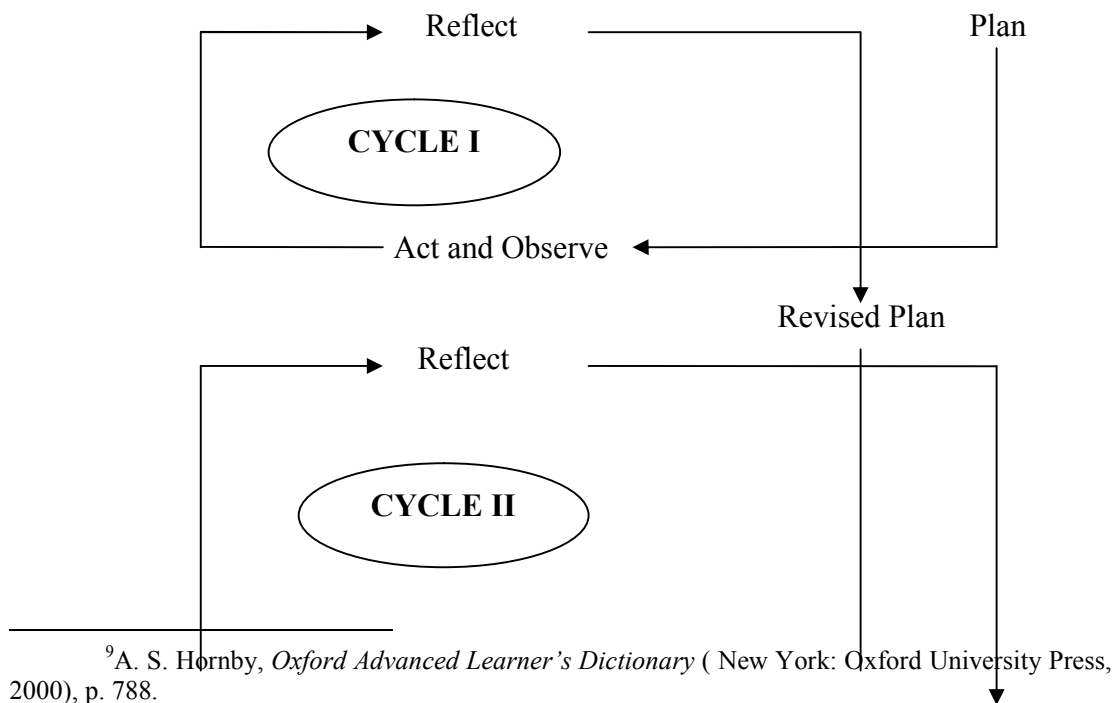
⁷ Anne Burns, *Op. Cit.*, p. 67.

⁸ M. Iqbal Hasan,, *Pokok-Pokok Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), P. 85.

job and study.⁹ Interview will do to obtain further intruotional information about the the students' ability and difficulty in writing text. The interview will concern with the findings of the observation notesto get more information and clarification of the findings from the students. The researcher will use the interview to know the condition of the students and also to know students' problem in writing ability by usinggenre based approach in the classroom.

E. The Procedures for Classroom Action Research.

The action research follows the model that is developer by Kemis. It was a famous representation of the action research 'spiral' that contained four stages; planning, action, observing, and reflecting. The model is described in the following figure:



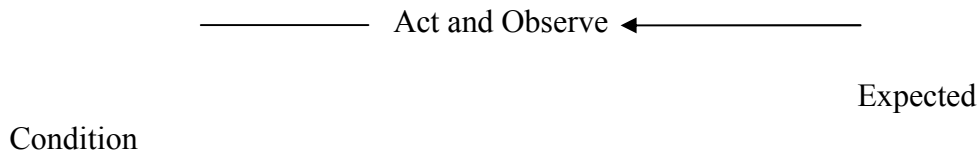


Figure 3: Action Research Spiral¹⁰

In this research the researcher applies two cycles. Every cycle consist of two meetings and the time allocation is 120 minutes. First meeting in cycle 1 was done 80 minutes and second meeting in cycle 1 was done 40 minutes. Moreover, in first meeting of cycle 1 and cycle 2 consists of four steps of classroom action research (CAR) such as planning, action, observation and reflecting. Hence, the explanation of activities in teaching writing ability by using genre based approach at grade XI SMKS Panca Dharma Padangsidempuan.

1. First Cycle.

a. Planning.

- 1) Making lesson plan that is consist of the step of action.
- 2) Making learning planning approach that using genre based approach.

¹⁰Ortrun Zuber Skerit, *New Direction in Action Research* (London: The Falmer Press, 1996), p. 14.

- 3) Preparing the topic to do genre based approach along with first test writing to be given to the students and make an instrument as a tool to see the students' writing ability achievement improvement.
- 4) Discussing how genre based approach to be done in teaching-learning activity.
- 5) Preparing all material that will be needed in teaching-learning process, such as lesson plan and value criteria.

b. Action.

- 1) Explaining the purpose of the research of genre based approach to the students.
- 2) Giving learning material to the students.
- 3) Using genre based approach to students in learning process.
- 4) Monitoring every step that has been planned.
- 5) Monitoring time allocation with all activity is done
- 6) Preparing the solution if have problem when the action is done.
- 7) Collecting the students discussion result.

c. Observation.

- 1) Discussion with the English teacher to observe planning
- 2) Monitoring genre based approach is done

- 3) Making note activity and different when genre based approach using in teaching-learning was done.
- 4) Discussing with the English teacher about the weakness or finding activity during observation was done.

d. Reflection.

- 1) Analyzing the finding during the observation was done.
- 2) Analyzing the weakness and the teacher progress that using genre based approach to determine the follow up of activity.
- 3) Reflecting genre based approach is used.
- 4) Reflecting the teacher learning activity.
- 5) Reflecting the students learning activity.
- 6) Evaluating or interpreted the data gotten from the class and make nay decisions for the next meeting.

2. Second Cycle.

In the second cycle, the researcher evaluated all the activities in the first cycle and repairing the problem. The researcher also conducted two meetings in cycle 2. First meeting in cycle 2 was done for 80 minutes and second meeting was done for 40 minutes.

a. Planning

- 1) Analyzing the reflection result in the first cycle.

- 2) Preparing all materials that will be needed in the teaching-learning process, as lesson plan. And value criteria.
- 3) Encoding the problem and progress in the learning process.

b. Action

- 1) Giving motivation to students.
- 2) Giving the more explanation about the material
- 3) Let them for looking dictionary to get the information about the difficult word that will be applied.
- 4) Using genre based approach to students in learning process.
- 5) Monitoring time allocation with the all activity is done
- 6) Collecting the students result.

c. Observation

- 1) Monitoring the teaching-learning by using genre based approach in teaching-learning process, especially in teaching writing ability.
- 2) Discussing the problem in process learning and giving the solution.
- 3) Monitoring genre based approach was done
- 4) Making note activity and different when genre based approach using in teaching-learning is done.

d. Reflection

- 1) Analyzing the weakness and progress when genre based approach was done to determine the next activity planning.
- 2) Reflecting of genre based approach that using in learning process.
- 3) Reflecting of teaching activity and students learning result that using genre based approach.
- 4) Evaluating or interpreted the data that getting from the class and make any decisions for the next meeting.

F. Techniques of Data Collection.

In collecting data, the researcher as the key instrument used writing test, observation, and interview as following:

1. Test.

Brown defines test is a method of measure a person's ability; knowledge or performance in a given domain.¹¹ Further, test is sequence of question or practice that would be used for measure the intelligence, skill, knowledge, ability to trail tat is owned be used for surverying by individual or group. The form of the test is writing test to measure students' ability in writing text, the researcher gave a writing test. Test is some tittle to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher wants to know the students' ability in writing text.

2. Observation.

¹¹H. Douglas Brown. *Loc. Cit.*

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3. Interview

Interview was technique of data collection by asking question to the respondents and the answer will be noted or recorded.¹³ According to Horby stated that interview was to talk somebody and ask his/her questions at a formal meeting for getting out information that suitable for job and study.¹⁴ Interview will do to obtain further instructional information about the the students' ability and difficulty in writing text. The interview will concern with the findings of the observation notes to get more information and clarification of the findings from the students. The researcher will use the interview to know the condition of the

¹² Anne Burns, *Doing Action...*, p. 67.

¹³ M. Iqbal Hasan, *Loc. Cit.*

¹⁴ A. S. Hornby, *Loc. Cit.*

students and also to know students' problem in writing ability by using genre based approach in the classroom

G. The Techniques of Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text.¹⁵ It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. The qualitative data is analyzed from observation sheet.

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of writing test. To know the means of students' score for each cycle, the writer will apply the following formula:

$$x = \frac{\sum x}{N} \times 100 \%$$

Where:

x: The mean of the students

$\sum x$: The total score

N: The number of the students

¹⁵Alison Wray, et al, *Project in Linguistics: A Practical Guide to Researching Language* (London: Arnold, 1998), p. 187.

Moreover, to count the percentage of students, the researcher used the formula as follow:¹⁶

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

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 are consulted the classification quality on the table below:

Table. 4
The Classification Quality of Students Score¹⁷

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

Finally, researchers will summarize qualitative data by six steps as suggested Creswell as in the following.¹⁸

¹⁶Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

¹⁷*Ibid.*

¹⁸John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Pubkication, 2003), p. 190.

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 depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

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).¹⁹ Steps 4: using the coding process to generate a description of the setting or people as well as categories or analysis. 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.

Steps 5: advancing how 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 or figure to convey descriptive information about participants in a table.

Steps 6: making interpretation or meaning of the data. It was researcher's

¹⁹*Ibid.*

personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.²⁰

²⁰*Ibid.*

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 learning 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 things that have been found in the class when the teacher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: test, observation and interview. Researcher described that in cycle 1 and cycle 2.

1. Students' achievement

Researcher divided this action research into two cycles. Each cycle consisted of four stages; namely plan, action, observation, and reflection. Researcher would describe learning process of cycle 1 and cycle two and students' score in cycle 1 and cycle 2.

a. Cycle 1 (one)

The first cycle was done at 03rd of November until 05th November 2015. The meeting was done for 120 minutes. First

meeting in cycle 1 was done 80 minutes and second meeting in cycle 1 was done 40 minutes. So, two meetings were done for 120 minutes. There are some differences each cycle. Therefore, the researcher made the activities for the first cycle as follow:

1) Learning Process of Cycle 1.

Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning run chronologically. Researcher would describe the learning process and the activity of teacher in cycle 1. There were four criterias of teaching learning process every cycle especially in cycle 1. They were the teacher's physical performance, teacher's whiteboard writing, teacher's explanation process, teacher's procedure, teacher's reinforcement, teacher's classroom interaction and classroom management in teaching learning processed.

Teacher's physical performance when the first time came to the class. *The first*, teacher wore green shirt, black skirt, green veil, silver socks, black shoes high heels and makeup, but not over makeup. *The second*, teacher stood in front the class and showed some pictures to elicit what is the topic about. *The third*, teacher gave a smile to students, friendly, good manners, smart, beautiful, and neat in the classroom. Finally, teacher used the humorous if they vacuum.

Teacher's whiteboard writing when write something or some words on the whiteboard. *The first*, teacher stood and wrote sideways. *The second*, teacher divided the whiteboard into two parts if it was needed. *The third*, teacher wrote definition of descriptive text while explain that descriptive text is to describe the person, animal, things and place. Then, it wrote the functional of descriptive text and while explain it, and write the generic structure of descriptive text while explain about it. *The last*, teachers' written not too small and not too big in the whiteboard and hard to read from the backside of the classroom.

Teacher's explanation process. *The first*, teacher showed some pictures of animal, person, and place. *The second*, teacher mention the meaning of the genre based approach. *The third*, teacher gave the learning material and the topic about animal, person, and place to the students . *The last*, teacher gave an example of descriptive text about animal, person, and place based on picture was showed by teacher before.

Teacher's teaching procedure in teaching learning process. *The first*, the teacher asked students' condition. *The second*, the teacher checked students' presents lists. *The third*, teacher gave learning material to the students and implemented 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.
 - b. Teacher order the students to investigate the structural pattern and the language feature of the model.
3. Joint construction of the text.
 - c. Teacher educate students in order stand alone so students can writes the text agree with system who taught.
4. Independent construction of the text
 - d. Teacher order students' to show the text which they write in joint constructing.
5. Linking to related text.
 - e. Teacher and student invite another student to comparative the text which they made with another text.

Teacher's reinforcement in the classroom. The teacher gave reward to students such as; said good!, very good!, right!, smart!, ok! And one hundred to you! Then, teacher says to Haris Sanjaya that you are very good! Because you have been wrote well and agree with generic structure of descriptive text. Then, teacher invites other students to give applause to Haris Sanjaya group. In addition, the teacher gives applause, motivation, impression and comment in their paper such as; you must more active in English

learning especially writing learning, because the English is very important to your life, to our life and to our child life later. So, you must study hard to your next time later. With like that, students always enthusiasm in writing learning.

Teachers' classroom interaction in the classroom. *The first*, teacher gave the feedback on each person's progress such as; openly soliciting students' idea and feelings. *The second*, valuing and respecting what students think and say. *The third*, laughing with them and not at them. *The last*, working with them as a team and not against them.

Teacher's classroom management in teaching learning processed. Accidental in sideroom is very noise, so the teacher did not use the different intonation in the classroom. Then, the teacher saw their chair was untidy, so teacher gave them one minute to cleared up their chair. Further, if they noise, the teacher gave the motivation to them like this; you arevery lucky people in compare with them which not have occasion to school. However you don't thank God.Next, the teacher madegroup discuss and divided students into ten groups, every group three students.

2) Students' Writing Score of Cycle 1.

After doing the test, the researcher had analyzed students' ability based on their writing activity. The researcher had found

the students' writing ability scores in the first cycle as the following table below:

Table 2:
Students' Writing Score in Cycle 1¹

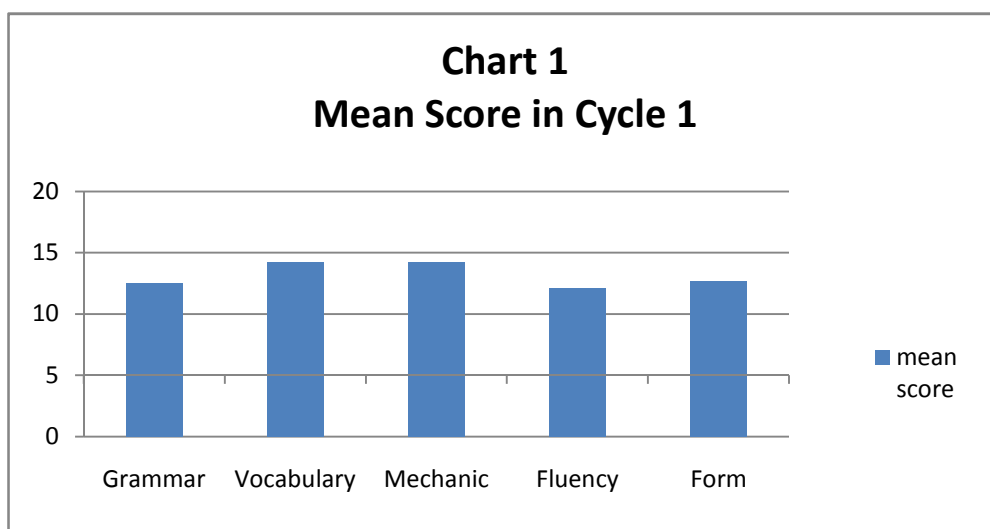
No	Code	Writing Score					Total Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AA	10	15	10	10	15	60
2	AL	10	10	15	15	10	60
3	BY	10	10	10	15	15	60
4	DY	10	10	10	10	10	50
5	DP	15	20	15	15	15	80
6	E	10	10	10	10	10	50
7	HS	15	15	20	15	15	80
8	IN	10	10	10	10	10	50
9	LR	10	10	10	10	10	50
10	MA	10	20	10	10	10	60
11	MLK	15	15	20	10	15	75
12	MM	15	15	20	15	15	80
13	ND	15	20	10	10	10	65
14	NS	10	10	15	10	10	55
15	NMS	10	15	10	10	15	60
16	NS	15	20	15	15	15	80
17	NIN	15	20	15	10	10	70
18	PS	10	15	15	15	15	70
19	SNA	15	20	15	10	15	75
20	SJ	15	10	15	10	10	60
21	SD	15	15	20	15	15	80
22	YH	15	15	20	15	15	80
23	YA	10	10	15	10	15	60
24	Y	15	10	10	10	10	55
25	ZA	10	15	15	15	10	65
26	IPS	15	15	20	15	15	80
Total score		325	370	370	315	330	1690
Mean		12.5	14.23	14.23	12.11	12.69	65
Percentage		34.61%					

¹Approved by Co-teacher (LysmaYuni)

* Students who passed the KKM (75) in cycle 1.

From the above tables, it could be concluded that there were 4 students got 50 score, 2 students got 55 score, 7 students got 60 score, 2 student got 65 score, 2 students got 70 score, 2 students got 75 score, and 7 student got 80 score. Therefore, from 26 students in class XI, but it just 9 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 17 students did not pass the Minimum Mastery Criterion (KKM) 75 score. Based on the calculation, the mean score of the class in first test was 65 and the percentage of students' score was about 34.61%. It showed that the students' writing ability by using genre based approach still into low categories.

So, from the above tables reseacher gave chart look like below:



From the above chart, it could be concluded that mean score of grammar was 12.5, mean score of vocabulary was 14.23, mean score of mechanic was 14.23, mean score of fluency was 12.11, and mean score of form (organization) was 12.69.

b. Cycle 2

The second cycle was conducted for two meetings. The action of the second cycle was done November 10th and 12th 2015. First meeting in cycle 2 was done 80 minutes and second meeting in cycle 2 was done 40 minutes. So, two meetings were done for 120 minutes. The researcher made the activities for the second cycle as follow:

1) Learning Process of Cycle 2.

In cycle 2, teaching activity had also some stages from opening the learning until closing the class. Every activity of teaching learning also run chronologically. Researcher would describe the learning process and the activity of teacher of cycle 2. There were four criterias or stages of teaching learning process in cycle 2. They were the teacher's physical performance, teacher's whiteboard writing, teacher's explanation process, teacher's procedure, teacher's reinforcement, classroom interaction and classroom management in teaching learning processed.

Teacher's physical performance when came to the class. *The first*, teacher wore same shirt, same veil, black skirt, brown socks, red shoes high heels and using makeup, but not over

makeup. *The second*, teacher stood in front the class and showed some pictures to elicit what is the topic about. *The third*, teacher gave a smile to students, friendly, good manners, smart, beautiful, and neat in the classroom. Finally, teacher used the humorous if they vacuum. In this session the teacher did some actions for adding and improving from the first cycle. They were: *The first*, teacher gave time to the students for discussing with table mate for a moment. *The last*, gave limit time to discuss what is the topic about.

Teacher's whiteboard writing when write something or some words on the whiteboard. *The first*, teacher stood and wrote sideways. *The second*, teacher divided the whiteboard into teacher divided the whiteboard into three parts. *The third*, teacher writes definition of descriptive text while explain that descriptive text is to describe the person, animal, things and place. Then, it writes the functional of descriptive text and while explain it, and write the generic structure of descriptive text while explain about it. *The last*, teacher's writing was right, nice and readable from the backside of the classroom. That is not too small and not too big.

Teacher's explanation process. *The first*, teacher showed some pictures of animal, person, and place. *The second*, teacher mention the meaning of the genre based approach. *The third*, teacher gave the learning material and the topic about animal,

person, and place to the students . *The last*, teacher gave an example of descriptive text about animal, person, and place based on picture was showed by teacher before. For this, the teacher did some actions for adding and improving from the first cycle. They were: *The first*, the teacher has related the explanation with the students' experience. *The second*, the teacher guided students in writing text that was given explanation and hint about the topic (animal, person and place).

Teacher's teaching procedure in teaching learning process. *The first*, the teacher asked students' condition. *The second*, teacher checked students' present list. *The third*, teacher gave learning material to the students and implemented 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.
 - b. Teacher order the students to investigate the structural pattern and the language feature of the model.
3. Joint construction of the text.
 - c. Teacher educate students in order stand alone so students can writes the text agree with system who taught.
4. Independent construction of the text

- d. Teacher order students' to show the text which they write in joint constructing.

5. Linking to related text.

- e. Teacher and student invite another student to comparative the text which they made with another text.

In this case the teacher add improving action from cycle 1. It was motivated the students by saying English language very important it was not just in the school but also in your future.

Teacher's reinforcement in the classroom. *The first*, the teacher gives reward to studentssuch as; said good!, very good!, right!, smart!, ok! And one hundred to you!.Teachersaid to them that you are very good! You are smart and right. However, you don't bore for study, because the success have wait you. In addition, the teacher gives applause, motivation, impression and comment in their paper. With like that, students always enthusiasm in writing learning.

In this case the teacher did action for adding and improving from the first cycle. It was got close to the students and touched students' head.

Teachers' classroom interaction in the classroom. *The first*, showing interest in each student as a person.*The second*, the teacher give the feedback on each person's progress, openly soliciting students' idea and feelings. *The third*, valuing and respecting what

students think and say. *Fourth*, laughing with them and not at them. *The five*, working with them as a team, and not against them.

For this the teacher add improving action from the cycle 1. It was moved around the class and gave time for questioning. With like that students enthusiasm in writing learning.

Teacher's classroom management in teaching learning processed. Remember their room is not noise again, so the teacher used the different intonation in the classroom. Then, the teacher saw their chair was untidy, so teacher gave them one minute to clear up their chair. Further, if they noise, the teacher gave more motivation to them like this; you are very lossy people in the world, because you didn't use the opportunity for study. Next, the teacher made group discuss and divided students into ten groups, every group three students.

In this case the teacher did some actions for adding and improving from the first cycle. They were: *The first*, the teacher use speak pattern the commutative. *The last*, the teacher use the different intonation.

2) Students' Writing Score of Cycle 2.

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 2 as the following table below:

Table 3:
Students' Writing Score in Cycle 2²

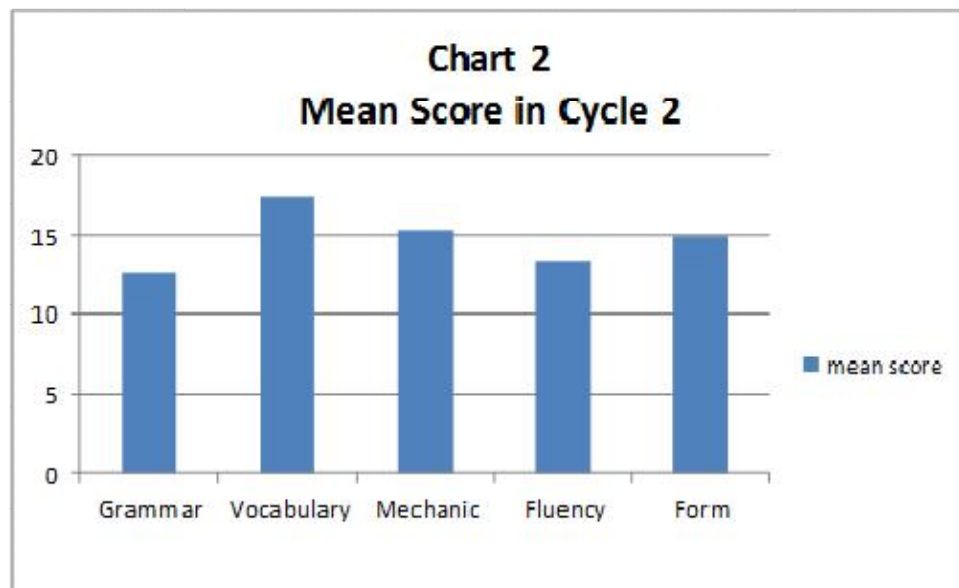
No	Code	Writing Score					Total Score
		Grammar	Vocabulary	Mechanic	Fluency	Form	
1	AA	10	20	15	15	15	75
2	AL	10	20	15	10	20	75
3	BY	10	10	10	15	15	60
4	DY	10	15	20	10	15	70
5	DP	15	20	15	15	15	80
6	E	10	20	15	15	15	75
7	HS	15	15	20	15	15	80
8	IN	10	15	15	15	15	70
9	LR	10	20	15	10	15	70
10	MA	10	20	10	10	10	60
11	MLK	10	15	20	10	15	70
12	MM	15	20	15	15	15	80
13	ND	15	20	15	10	15	75
14	NS	15	20	15	15	15	80
15	NMS	15	15	15	15	15	75
16	NS	10	15	15	15	15	70
17	NIN	15	20	15	10	15	75
18	PS	15	20	15	15	15	80
19	SNA	10	20	15	10	15	70
20	SJ	15	15	15	15	15	75
21	SD	15	20	15	15	15	80
22	YH	15	15	20	15	15	80
23	YA	15	15	15	15	15	75
24	Y	10	15	15	10	15	65
25	ZA	15	20	15	15	15	80
26	IPS	15	15	15	15	15	75
Total score		330	445	400	345	390	1920
Mean		12.69	17.5	15.38	13.26	15	73.84
Percentage		65.38%					

* Students who passed the KKM (75) in cycle 2.

²Approved by Co-teacher (LysmaYuni)

From the above tables, it could be concluded that the students' achievement in cycle 2 was increased. it could be conclude that there were 2 student got 60 score, 1 student got 65 score, 6 students got 70 score, 9 students got 75 score, 8 students got 80 score. Then, from 26 students in the class XI, there were 9 did not pass the Minimum Mastery Criterion (KKM). They were 2 student that got 60 score, 1 student that got 65 score, 6 students that got 70score. The mean score of students in cycle 2 was 73.84 and the percentage of students' score in cycle 2 was 65.38%. Students' achievement in writing was categoried good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 34.61% and cycle 2 was 65.38%. It means that there were 17 students passed the test well. By using genre based approach, the students' writing ability achievement in class XI improved was good.

So, from the above tables reseacher gave chart look like below:



From the above chart, it could be concluded that mean score of grammar was 12.69, mean score of vocabulary was 17.5, mean score of mechanic was 15.38, mean score of fluency was 13.26, and mean score of form (organization) was 15.

c. Comparison of Students' Achievement in Cycle 1 and Cycle 2.

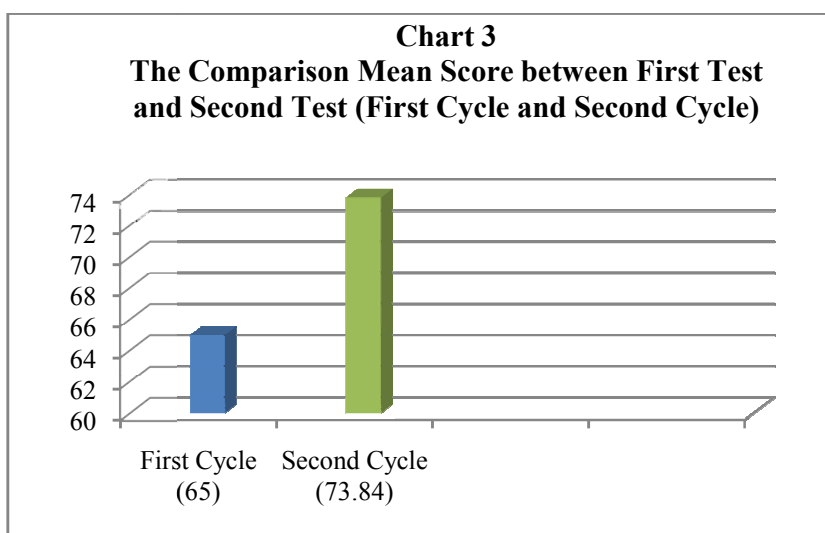
This research was done two cycles. Every cycle was done two meetings. The first meeting of cycle one were done for opening, briefing, explaining material, and closing. The first meeting of cycle 2 were done for opening, briefing, explaining material, and closing. The second meeting was used for writing test. After knowing the score of students achievement in writing skill in cycle 1 and cycle 2, researcher would compare the achievement of students' writing skill as below:

Based on the above table, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 65 and the second cycle students' mean score were 73.84.

From the students Percentage; the first cycle, there were nine students got score 75 points (34.61%). The second cycle, there were seventeen students got score 75 (65.38%).

So, from the below tables and charts could be concluded that students writing ability by using Genre Based Approach could improve mean score from 65 to 73.84 by using Genre Based Approach.

Based the above tables, the comparison of students' achievement could be seen in the following chart:



2. Influencing Factors.

This research was done two cycles. There were some problems that found in every meeting until to get the improvement of students' writing ability. the problems were appeared because some factors that influenced students. Researcher would explain some problems was appeared in every indicator of writing as below:

a. Grammar.

There were four createrias in indicator of grammar. In cycle 1, from 26 students in the classroom, 13 students had frequent errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 13 students had occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. Mean score this indicator was 12.5.

Problems faced based on interview one of the students in the class said that she difficult how to combine the words.³ So, the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar well especially aboutauxiliary verb with the subject.

Students' difficult in grammar were in usingauxiliary verb, in using personal pronoun, in using to be "is".

³Piorensi Simanjuntak, as a student in the XI class, *Private Interview*, (SMKS Panca Dharma Padangsidempuan: Vovember 03rd, 2015 at 11.00 a.m).

- 1) Students' mistake in using auxiliary verb 'has'. For examples: It have black (it has black).
- 2) Students' mistake in using 'personal pronoun'. For examples: every morning my give a fish(every morning I give a fish).
- 3) Students' mistake in using to be 'is' to show adjective. For examples: its angry (it is angry).
- 4) Students' mistake in using personal pronoun in object form. For example: I meet his (I meet him).

In the interview, 4 of them: BY, HS, SW, and SN admitted that their difficulty in building words because they were less in mastering words and patters used to form the words. The problem was related to mastery of tenses or the patters in tenses. Which caused their sentences were uncomplete and their grammar in the sentences were wrong. Their reasons were; they forgot the pattern of tenses used in the sentence especially they forgot the pattern of simple present tense. They could not to arrange words in complete sentence.

BY, HS, SW, and NS admitted that their difficulties in using the auxiliary verb in a sentences. Their grammatical patterns were inaccurate. Which caused their sentences were wrong because the helping verb that used not suitable with the subject. They known the theory of auxiliary verb but in practicing it in their writing, they still forgot to use the helping verb but the respondents could understand what they said.

In conclusion, students' problem were difficulty in building sentences because they less mastered grammar well. Theory were learned by them, they did not apply or practice it in their life, and difficulty in using auxiliary verb with the subject, their grammatical patterns were wrong because they did not know well the usage of the auxiliary verb such as 'is' for subject 'he, she, it', 'am' for subject 'I', and 'are' for subject 'you, we, they'.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher gave more explanation about auxiliary verb, to be "is" and simple present tense in the next meeting clearly. Teacher reclarified the usage of auxiliary verb, to be "is", personal pronoun in the sentences so that the students didn't wrong in their writing and motivated them to practice their writing in their house.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were four criterias in indicator of grammar of cycle 2. From 26 students in the classroom, two students of them consonant. Mean score of their grade in this indicator were 12.69.

Based on the problem above that the factor influence students' problems were the first, students didn't understand well about present tense. Second, some of students didn't know about how to use to be

“is” in present tense. Third, students didn’t know about sentence pattern.

b. Vocabulary

There were four createrias in indicator of vocabulary. In cycle 1, from 26 students in the classroom, 10 students had vocabulary limited to basic personal and survival areas. 10 students had choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 6 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions. Mean score this indicator was 14.23.

Problems faced one of the students said that he difficult how to translate Indonesian words to English words.⁴ The students were difficulty in searching adequate words. They used the necessary words to express the simple words. Their vocabularies were almost same with the most people in the classroom.

Students’ difficult in vocabulary were:

- 1) Skin black sweet (black sweet skin).
- 2) I have a badroom (I have a bedroom).

⁴Yoan Apnila, as a student in the XI class, *Private Interview*, (SMKS Panca Dharma Padangsidimpuan: November 03rd, 2015 at 11.00 a.m).

In the interview, 4 of them: AA, EL, E, and SD admitted that their difficulty in searching adequate words. Their reason were because their vocabulary were limited and they don't have many vocabulary. So, their vocabularies were less.

Then, AL, HS, MLK, Y and DP admitted that their difficulty in mastering the specific words. Their reason were because they did not know the word meaning in English. Then, they could just know the familiar words.

In conclusion, students' problem were difficulty in searching adequate words and mastering the specific words. These problem occur because they were lazy to bring dictionary when English learning. In addition they were lazy to memorize vocabularies.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher gave tips in memorizing vocabularies; such as using pictures, using note small book, and using the key words that could be practiced by them in the school or in the house. Then, researcher gave some vocabularies related to the learning material before starting learning process for the next meeting.

As a result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were five criterias in indicator of vocabulary of cycle 2. From 26 students in the classroom, 1 students had vocabulary limited to basic personal and

survival areas, 11 students had choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. Then, there were 14 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions. Mean score this indicator was 17.5.

c. Mechanic.

There were four createrias in indicator of mechanic. In cycle 1, from 26 students in the classroom, students did mistake in using capital letter. 15 students did mistakes in using coma and full stop. Mean score this indicator was 14.23.

Problems faced one of the students said that he never focus of learning how to write well.⁵ It meant that students were difficulty in using coma, pull stop because they have not understood punctuation well and did not master spelling in English language.

Students' difficult in mechanic they were:

- 1) In using capital letter. For example: "but we enjoy. our quantity...." It should be "Our" there was no capital letter after pull stop.

⁵Nur Delima, as a student in the XI class, *Private Interview*, (SMKS Panca Dharma Padangsidimpuan: November 03rd, 2015 at 11.00 a.m).

- 2) Students' mistake in using coma. For example: "give a fish. sometime he usually" it should be (give a fish, sometime he usually).
- 3) Students' mistake in spelling: "it feels tire or sleepy" it should be (it feels tired or sleepy).

In interview, 10 of them: AA, SNA, MLK, MM, LR, ND, SJ, IPS, HS and NIN admitted that their difficulty in using coma, pull stop and did not use capital letter. The problem was related to mastery of punctuation and spelling. Which caused their writing did not nice and understandable. Their reasons were; sometimes they forgot to use capital letter and sometimes they know how to pronounce but did not know how to spelling. They also said that English was hypocrite. It meant that pronunciation different as like as writing form. So that they confused to write the words.

In conclusion, students' problem were difficulties in using coma, pull stop and did not use capital letter because they less mastered punctuation and spelling. Theory learned by them, they did not practice writing in their life and negative thinking about English language.

For solving the concerning problems, there were some actions conducted by the researcher in cycle 2. Some actions; researcher gave more explanation about: function of pull stop, when it was used and

gave some example for it. The researcher also motivated them to practice their writing in their house.

As the result, students' achievement in this indicator was improved. Like what was made in cycle 1 test. There were four criteria in indicator of mechanic of cycle 2. From 26 students in the classroom, nineteen students of them constant. Mean score of their grade in this indicator were 15.

d. Fluency

There were four createrias in indicator of fluency. In cycle 1, from 26 students in the classroom, 15 students were made mistake. Means score this indicator was 12.11.

Problems faced based on one of the students said that she was not care about writing.⁶ It meant that students were difficulties in using vocabulary well and structure in writing text. It meant that they have not mastered the vocabulary well especially about vocabulary items that had same meaning.

Students' mistake in fluency in using vocabulary and grammar. For example: "to finding" it should be (to find).

In the interview, 15 of them MLK, JI, SJ, DP, NS, MA, SN, BY, YH, NAC, DY, LR, AL, AA and PS admitted that their difficulty

⁶Zefri Armando, as a student in the XI class, *Private Interview*, (SMKS Panca Dharma Padangsidimpuan: November 03rd, 2015 at 11.00 a.m).

in fluency because the students still confuse about how to use vocabulary well and structure of the paragraph.

In conclusion, students problem were difficulty in using vocabulary and structure because they less mastered vocabulary and structure rolls. Theory was learned by them, they did not practice it in their writing text.

For solving the concerning problems, there were some actions conducted by the researcher in cycle 2. Some actions; researcher gave more explanation about vocabulary items and structure. Writer should put adjective before the noun. For example: diligent students, nice students and handsome student. Researcher also suggested the students to practice their writing did not just do writing in the school but also in their house.

As the result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were four criteria in indicator of fluency of cycle 2. From 26 students in the classroom, 9 students were made mistake. Mean score of their grade in this indicator were 13.26.

e. Form

There were four createrias in indicator of form (organization). In cycle 1, from 26 students in the classroom, 12 students made mistake. Means score this indicator was 12.69.

Problem faced by one of the students in the class said that she didn't know how to combine some words.⁷ In fact, yes, the students were difficulties in understanding how to organized ideas and connecting the word items.

Students' mistake in form (organization). For example: "I get usually" it should be (I usually get), "I love really it" it shout be (I really love it).

In interview, 12 of them NS, NIN, MA, SN, BY, YH, NAC, DY, LR, AL, AA and NS admitted that their difficulty in understanding to connect some ideas. Their reason was because they didn't mastery structure of English and vocabulary were still limited.

In conclusion, students' problem were difficulty in understanding to connect some ideas because their did not mastery structure of English and vocabulary were still limited.

For solving the concerning problems, there are some actions conducted by the researcher in cycle 2. Some actions; researcher motivated students to memorize more vocabularies and suggested students for reading some books.

As the result, students' achievement in this indicator was improved. Like what was made in cycle 1 test, there were four criteria

⁷Ester, as a student in the XI class, *Private Interview*, (SMKS Panca Dharma Padangsidempuan: November 03rd, 2015 at 11.00 a.m).

in indicator of cycle 2. From 26 students in the classroom, 1 students made mistake. Mean score of their grade in this indicator were 15.

A. Data Discussion.

1. Students' Achievement.

Based on the related findings of this research in chapter II, the students' achievement were: To look the different of the result could be seen the following table:

Table.5
Comparison of Result in Relative Findings

No.	The Title of Research	Mean Score
1.	SahrulOndak "The Effect of Group Work Strategy on Students' Achievement in Writing Recount Text at Grade VIII in MTsN 1 Padangsidempuan.	47,77>43,21
2.	RinaMayasari "Using Group Investigation Method to Improve Students' Writing Ability in Analytical Exposition Text with eleventh graders of MA Manahijul Huda Pati in the academic year of 2011/2012".	57.71-65.71
3.	Asep Setiadi with title is "Improving Students' Writing Skill Through Genre Based Approach at Grade XI/S3 SMAN 1 Pleret" in the academic year of 2012/2013	58.68-61.53
4.	Researcher "Improving Students' Writing Ability by Using Genre Based Approach at Grade XI SMKS PANCA DHARMA Padangsidempuan".	65– 73.84

Based on the students' achievement in the above researches, researcher could be concluded that the the first research had done by

Sahrul Ondak was categoried good, the mean score $47,77 > 43,21$. The second research had done by Rina Mayasari was also categoried good, the score between experiment class and control is 57.71-65.71. The third research had done by Asep Setiadi was categoried good. The mean score was 58.68-61.53. The fourt research had done by researcher was categoried good, the percentage of cycle 1 and cycle 2 were 34.61%-65.38%. So, the implementation of the above method could improve students' writing ability in the schools. The result of the students' achievement shown the high improvement.

2. Influencing Factors.

The first of related finding by Sahrul Ondak found out problems of students in writing ability were; some of students don't have many vocabularies, students don't understand about structure of sentence. So they couldn't write descriptive text well. The second of related findings by Rina Mayasari found out problems of students in writing ability were; the students have a fear felling and little enthusiasm in writing class. The third of the related finding by Asep Setiadi found out students' problem in writing skill were; students' problems in writing can be diminished by implementing the stages in the genre based approach. The last, Researcher also had found some problems of students in writing skill, they were; students were difficulty in building sentences because they less mastered grammar well. Theory were learned by them, they did not apply practice it in their life; students were difficult in using auxiliary verb with

the subject, their grammatical patterns were wrong; students were difficult in searching adequate words and mastering the specific words; students were difficult in using comma, full stop and didn't use capital letter because they less mastered punctuation and spelling; students were difficult in using vocabulary well and structure in writing text because they less mastered vocabulary and structure rolls; students were difficult in understanding to connect some ideas.

Based on the above problems, there were some comparative solution of the problems. Sahrul Ondak 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 textdescription the students' writing ability could improve. Rina Mayasari gave the stimulation and gave the motivation to students to write analytical exposition text. Asep Setiadi said that by implementing the stages in the genre based approach can be to reduce students' problems in writing text. The last, the researcher gave solutions based on her indicator. Problem in Grammar were difficulties in building sentence and using auxiliary verb. They were solved by giving more explanation about axuliary verb, to be "is" and simple present tense in the next meeting clearly. In addition they are solved by reclarify the usage of auxiliary verb, to be "is", personal pronoun in the sentences so that the students didn't wrong in their writing and researcher motivated them to

practice their. Problems in vocabulary were difficulty in searching adequate words and mastering the specific words. It was solved by using pictures, using note small book and gave some vocabularies related to the learning material before starting learning process for the next meeting. Problem in mechanic were difficult in using coma, pull stop and did not use capital letter because they less mastered punctuation and spelling. They are solved by giving more explain about the function of pull stop, coma and spelling. When it was used and gave some example for it and motivating them to practice their writing in their house. Problem in fluency were difficult in using vocabulary and grammar because they less mastered vocabulary and grammar rolls. They were solved by giving more explanation about vocabulary items, structure and grammar and researcher also suggested the students to practice their writing did not just do writing in the school but also in their house. Problem in form (organization) were difficult in understanding to connect some ideas. They were solved by motivating students to memorize more vocabularies and suggesting students for reading some books.

B. Threats of the Research

In doing the research, the researcher found some threats in this research. The researcher found the problems in data collection. *Firstly*, researcher felt clumsy and confused. Because it was the first time for researcher to do research and long eight month never go to the school. Of course, the researcher didn't know the situations of the school. Because all

rules has changed. *Secondly*, the English teacher was a little stolid. After I teach in the classroom, she didn't give many comment about my presentation in the classroom, she just said "you must wise in the classroom please". I hope she give me many comment, because I have made many mistake in my performance. *The last*, when the first day researcher went to the school it was heavy rain it made researcher most despondent to do this research. In fact, after researcher pass through step by step for doing this research finally it was just finished

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion.

From the result of this research, researcher can be concluded that:

1. The hypothesis could be accepted. It could be known of the result of t_0 is bigger than t_t , it was $10.31 > 2.064$. It could be concluded that there is a significant improvement on students' writing ability by using genre based approach at grade XI SMKS PANCA DHARMA Padangsidimpuan. Based on the analyzing of research data, the mean score of students' writing ability in cycle 1 is 65 (34.61%) and cycle 2 is 73.84 (65.38%). The students' improvement can be categorized into good.
2. Some problems that influence students' writing ability by using Genre Based Approach were: Firstly, students' difficult in using auxiliary verb; students' difficult in searching adequate words; students' difficult in using comma, pull stop and capital letter; students' difficult in using vocabulary well and structure in writing the text; students' difficult in understanding to connect some ideas.

B. The Suggestions.

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

1. To the principle of SMKS PANCA DHARMA Padangsidempuan always to motivate the English teacher to increase her ability in teaching English.
2. To the English teacher to apply this Genre Based Approach in teaching writing. Further, English teacher always also to motivate students in English learning especially writing learning.
3. To the students must follow the procedure of learning approach that is genre based approach.

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APPENDIX I

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

School	: SMKS Panca Dharma Padangsidimpuan.
Class/ Semester	: XI (SEBELAS)/ 2
Subject	: English
Aspect/Skill	: Writing
Duration	: 4 x 45 menit (2 x pertemuan)

A. Standar Kompetensi

11. Able to Communicate in English on the Novice Level.

B. Kompetensi Dasar

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

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat mengungkapkan makna dalam:

- Menulis teks sesuai dengan grammar, vocabulary, mechanic, fluency, and form (organization) dalam bentuk teks descriptive.

Karakter siswa yang diharapkan:	Dapat dipercaya (<i>Trustworthiness</i>) Rasa hormat dan perhatian (<i>Respect</i>) Tekun (<i>Diligence</i>)
--	--

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.
 - b. Teacher order the students to investigate the structural pattern and the language feature of the model.
3. Joint construction of the text.
 - c. Teacher educate students in order stand alone so students can writes the text agree with system who taught.
4. Independent construction of the text
 - d. Teacher order students' to show the text which they write in joint constructing.
5. Linking to related text.
 - e. Teacher and student invite another student to comparative the text which they made with another text.

F. Langkah-Langkah Kegiatan

Pertemuan Pertama dan Kedua

No.	Aktivitas Guru	Aktivitas Siswa
1.	Kegiatan Awal <ol style="list-style-type: none">a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.b. Guru mengabsen siswac. Guru bertanya kepada siswad. Guru menjelaskan tujuan pembelajaran yang akan dicapai.	<ol style="list-style-type: none">a. Siswa memberikan salam dan berdo'a sesuai dengan kepercayaan masing-masing.b. Siswa mendengarkan guru mengabsen.c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan.d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.
2.	Kegiatan Inti <ol style="list-style-type: none">a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari.b. Guru mengaplikasikan langkah-langkah pembelajaran dari metode genre based approach kepada siswa, yaitu:<ol style="list-style-type: none">1. (Building the context) Guru menyuruh siswa untuk memperkenalkan descriptive text dan membangun pengetahuan mereka untuk	<ol style="list-style-type: none">a. Siswa mendengarkan penjelasan dari gurub. Siswa mengaplikasikan metode genre based approach, yaitu:<ol style="list-style-type: none">1. (Building the context) siswa memperkenalkan descriptive text dan membangun pengetahuan mereka untuk menulis teks deskriptif yang meliputi fungsi, struktur dan pola kebahasaan.

	<p>menulis teks deskriptif yang meliputi fungsi, struktur dan pola kebahasaan.</p> <p>2. (Modeling/deconstructing the text) Guru menyuruh siswa untuk mengamati struktur dan ciri-ciri kebahasaan dan menulis teks Close Friend, Jacques and My Cat pada building dan modeling.</p> <p>3. (Joint constructing of the text) Guru mengarahkan siswa agar mandiri sehingga siswa dapat menulis text sesuai dengan pola yang diajarkan.</p> <p>4. (Independent construction) Guru mengarahkan siswa untuk menampilkan secara tertulis teks yang mereka buat pada joint constructing.</p> <p>5. (Linking to related text) Guru dan siswa mengajak siswa yang lain untuk membandingkan teks yang mereka buat dengan teks-teks yang lain yang sudah tersedia dalam buku.</p>	<p>2. (Modeling/deconstructing of the text) siswa mengamati struktur dan ciri-ciri kebahasaan dan menulis teks Close Friend, Jacques and My Cat pada building dan modeling.</p> <p>3. (Joint construction of the text) siswa menulis text sesuai dengan pola yang dipelajari.</p> <p>4. (Independent construction) siswa menampilkan teks yang mereka tulis di joint construction.</p> <p>5. Siswa dan guru bersama-sama membandingkan teks dengan teks yang lain.</p>
3.	<p>Kegiatan Penutup</p> <p>a. Guru dan siswa bersama-sama menyimpulkan pelajaran.</p> <p>b. Guru mengumpulkan soal yang telah dikerjakan siswa</p> <p>c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan metode genre based approach.</p> <p>d. Siswa memberi salam kepada guru.</p>	

G. Sumber Belajar

1. Yiyis Krisnani, English for Vocational Schools Book 2 A (Yogyakarta: LP2IP, 2009).
2. Teks yang berkaitan dengan bahan ajar.
3. Internet.

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
<ul style="list-style-type: none"> • Grammar • Vocabulary • Mechanic • Fluency • Form 	Tes tulis	Writing test	<i>Write the text</i>

I. Question

Writing descriptive text.

Instruction: Choose one of the titles below then write into descriptive text.

- a. My Bedroom
- b. My Village
- c. My Dog
- d. My family

J. Pedoman Penilaian

- a. Untuk tiap nomor, tiap jawaban benar skor 1

Kategori Skor

- 1) Tepat sekali = 1
- 2) Mendekati = 0,5
- 3) Tidak tepat = 0
- b. Jumlah skor maksimal x 5 = 100
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Padangsidimpuan, April 2015
Validator

Sojuangon Rambe, S. S, M. Pd.,
NIP. 19790815 200604 1 003

K. Question.

1. Writing descriptive text.

Instruction: Choose one of the titles below then write into descriptive text.

- e. My Bedroom
- f. My Village
- g. My Dog
- h. My family

L. Question.

2. Writing descriptive text.

Instruction: Choose one of the titles below then write into descriptive text.

- a. My Sister
- i. My House
- j. My Doll
- k. My Father

M. Learning Material : Descriptive Text

Descriptive Text

a. Social Function.

To inform the readers about the illustration of certain persons, animals, places or some things.

b. The Generic Structure

1. Identification

- An introduction to the object/things described which includes who or what, when, where.

2. Description

- A description of an object. For example the color, the size, the smell, the taste, and another example.
- For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special.
- For something: how its look, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

c. Language Features.

1. Certain nouns, such as
2. Simple Present Tense.
3. Detailed noun phrases to give information about a subject, such as it was a large open rowboat, a sweet young lady, the deaf person, etc.
4. Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
5. Relating verbs to give information about a subject, such as my mum is really cool; it has very thick fur, the rest remains at home, etc.
6. Thinking verbs and feeling verbs to reveal the writer's view, such as The police believe the suspect is armed; I think it is a clever animal, etc.
7. Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc.
8. Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.
9. Figurative language, such simile, metaphor, e.g. John is white as chalk, sat tight, etc.

d. Example of Descriptive Text

Close Friend, Jacques

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We have been friends ever since.

Jacques is quite good-looking. He is tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes. Further, Jacques is very outgoing. He is always friendly and loves to have fun. He is got a fantastic sense of humorous and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet. Then, he is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea. All in all, I'm glad to have Jacques as my friend. It is a pleasure to be with him and I really enjoy his company. I'm sure we will always be close friends.

My Cat

I have a cat in my house, the cat is male. I like call him "Papay". It is an adorable cat, my cat is cute. It is fat. It has black and white fur.

I really love to cuddle him because its fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. It is an active animal. He likes to run around the house. It likes to chase everyone in my house. When it feels tired or sleepy, it usually sleeps on the sofa in the living room or sometime under the table.

Then, "Papay" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then, it eats the mouse in the back of my house for himself.

N. Learning Material : Descriptive Text

Descriptive Text

e. Social Function.

To inform the readers about the illustration of certain persons, animals, places or some things.

f. The Generic Structure

3. Identification

- An introduction to the object/things described which includes who or what, when, where.

4. Description

- A description of an object. For example the color, the size, the smell, the taste, and another example.
- For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special.
- For something: how its look, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

g. Language Features.

10. Certain nouns, such as

11. Simple Present Tense.

12. Detailed noun phrases to give information about a subject, such as it was a large open rowboat, a sweet young lady, the deaf person, etc.

13. Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.

14. Relating verbs to give information about a subject, such as my mum is really cool; it has very thick fur, the rest remains at home, etc.

15. Thinking verbs and feeling verbs to reveal the writer's view, such as The police believe the suspect is armed; I think it is a clever animal, etc.

16. Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc.

17. Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.

18. Figurative language, such simile, metaphor, e.g. John is white as chalk, sat tight, etc.

h. Example of Descriptive Text

My Rabbit

I have a cute rabbit named Gure. I named Gure from the Japanese language. The meaning is gray. I got it from my uncle in the last year. It is four years old now. It has a long ears, red eyes, and gray fur.

Gure love to eat carrots so much. It also like milk and other vegetables. I always like the way it walks. It looks so funny and adorable. I spend a lot of my time to play with him. It is my best friend and I really love it.

My Classroom

I studied in class XI A in Panca Dharma Padangsidempuan. It is one of the best class in Panca Dharma. It is a class with size around 30 m2 with green paint that secured every one of the dividers. I first enter to class I like and I happy in my classroom.

In my classroom there are around 30 tables and seats masterminded well. Before tables and seats, there are two adequately vast whiteboards. Over the whiteboard, there is pair of photographs of President of republic Indonesia and Pancasila image. Other than the photographs of president, there are additionally such a large number of legends' photos who adhered to the mass of my classroom. At the side of my classroom, there is a bureau used to store janitorial apparatuses, for example, floor brushes, plume duster, and others. Right by the bureau, there is an educator's work area which is secured with blue tablecloth. On the instructor's work area, there is a wonderful blossom vase and a heap of books that requested well. Then, my classroom is perfect and agreeable class for learning. Indeed, even my classroom dependably wins the cleanness and culmination rivalry held in my school consistently.

APPENDIX V

Observation Note Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English
Class / Semester : XI
Days / Date Of : November, 03rd 2015
Cycle : I
Observant : Lysma Yuni, S. Pd as Co-Teacher

No	Activities	Students																								Total Student		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25	26
1.	Students do not have full attention when learning writing by using genre based approach	√		√	√		√		√	√					√	√					√			√		√		11
2.	Students do not finish all the task						√		√		√				√										√			5
3.	Students do not collect the task appropriate the time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	Students are noisy	√		√			√																			√		4
5.	Students move to another chair	√		√			√																			√		4
6.	Students ask Permission	√		√																						√		3
7.	Students are																								-		

	absent		
8.	Condition of class	<ul style="list-style-type: none"> ✓ Condition of class was still noisy because there were some students make disturbance. The researcher should monitor and pay attention about their behavior in the class. Moreover, the researcher should give more motivation for them so that they wanted to study English well. ✓ Additionally, their class was dark and the lamp is not function. Therefore, they got the difficulty to write the text. ✓ AA (01), BY (03), E (06) and ZA (25) made disturbance. They did not bring dictionary and they disturbed their friends. Then, AA (01) and BY (03) were often permission. ✓ Even though, there were some students made disturbance and also there were two students who often permission but all of them collected the task on time 	

APPENDIX IV

Observation Note Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English
Class / Semester : XI
Days / Date Of Cycle : November, 01rd 2015
Observant : Lysma Yuni, S. Pd as Co-Teacher

No	Activities	Students																								Total Student		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25	26
1.	Students do not have full attention when learning writing by using genre based approach			√							√																	2
2.	Students do not finish all the task			√							√																	2
3.	Students do not collect the task appropriate the time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	Students are noisy			√																						√	2	
5.	Students move to another chair																									√	1	
6.	Students ask Permission	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Students are																								-		

	absent		
8.	Condition of class	✓ Condition of class in second cycle was to be active and interested. Even though. They got some problems in the first cycle, but they could solve their problems and also they could be calm in the classroom because the researcher gave advice for them so that they could study English well.	

Observation Note Sheet

Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter :
Class / Semester :
Days / Date Of :
Cycle : II
Observant :

No	Activities	Students																														Total Student	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1.	Student who makes noisy in the classroom.																																
2.	Student who goes permission.																																
3.	Student who sleeps in the classroom.																																
4.	Student who walks around or sits on the move.																																
5.	Student who doesn't attend.																																
	Condition of the classroom.																																

Padangsidimpuan,

2015

Knowing:

Validator

Sojuangon Rambe, S.S., M.Pd

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Researcher

Nurmadinah Hasibuan

Nim. 11 340 0026

APPENDIX VI

THE LIST OF INTERVIEW

Interview for Students

Cycle I

1. Why your grammar is errors?

(Kenapa tata bahasa adik yang ini salah?)

➤ PS

Answer:

- Because I difficult how to combine the words.

2. Why your text is very little?

(Kenapa sedikit sekali teksnya?)

➤ YA

Answer:

- Because I difficult how to translate Indonesian words to English words.

3. Why did you error in use the dot/coma/interjection/question mark/quotation mark?

(Kenapa adik salah menggunakan titik/koma/tanda seru/tanda tanya/tanda kutip?)

➤ ND

Answer:

- Because I never focus of learning how to write well.

4. Why your structure and vocabulary items inappropriate?

(Kenapa struktur atau vocabulary items adik tidak tepat?)

➤ AA

Answer:

- Because I difficult in using vocabulary and structure because I less mastered vocabulary and structure rolls

5. Why your text organization is lack?

(Kenapa penyusunan text adik yang ini kurang?)

➤ E

Answer:

- Because I difficult in understanding to connect some ideas.

APPENDIX V

THE LIST OF INTERVIEW

Interview for Students

Cycle II

1. Why your grammar is errors?

(Kenapa tata bahasa adik yang ini salah?)

➤ PS

Answer:

- Because I difficult how to combine the words. But in this cycle, I can solve my problems after researcher gave more explanation about auxiliary verb and simple present tense.

2. Why your text is very little?

(Kenapa sedikit sekali teksnya?)

➤ YA

Answer:

- Because I difficult how to translate Indonesian words to English words. But after researcher gave some vocabularies related to the learning material before starting learning process for the next meeting, so I can solve my problems.

3. Why did you error in use the dot/coma/interjection/question mark/quotation mark?

(Kenapa adik salah menggunakan titik/koma/tanda seru/tanda tanya/tanda kutip?)

➤ ND

Answer:

- Because I never focus of learning how to write well. But, after researcher gave more explain about the function of pull stop, coma and capital letter. When it was used and gave some example for it. I can understand how to use coma, pull stop, and capital letter.

4. Why your structure and vocabulary items inappropriate?

(Kenapa struktur atau vocabulary items adik tidak tepat?)

➤ ZA

Answer:

- Because I were not care about writing. But, after researcher gave more explanation about vocabulary items, structure and grammar, I can solve my problem.

5. Why your text organization is lack?

(Kenapa penyusunan text adik yang ini kurang?)

➤ E

Answer:

- Because I didn't know how to combine some words. But I can solve the problem after the researcher motivated me to memorize more vocabularies.

APPENDIX VII

Indicator List of Teacher in Teaching Learning Process the First Cycle*

Physic appearance and written	Checklist		How	Application
	Yes	No		
1. Dressing cleanly and neatly.	√		Teacher using the livery or the shirt, black skirt, veil. Then, using the socks, black shoes high heels and using makeup, but not overmakeup.	<ul style="list-style-type: none"> - First time teacher came to the class with wore green shirt, black skirt, green veil, silver socks, black shoes high heels and makeup, but not over makeup. Then, teacher stood in front the class and showed some pictures to elicit what is the topic about. Further, teacher gave a smile to students, friendly, good manners, smart, beautiful, and neat in the classroom. After teacher do it, Al-Hamdulillah they enthusiasm and energetic in learning. So, teacher always uses the humorous if they vacuum. - When teacher wrote some words on the whiteboard, teacher stood and wrote sideways. After that, teacher divided the whiteboard into two parts if it was needed. Then, teacher wrote the definition of descriptive text while explain that descriptive text is to describe the person,
2. Standing and writing faced to students.	√		Teacherswrites something in white board with sideways or faced to students.	
3. Energetic and enthusiasm.	√		Teacher must smile, friendly, good manners, smart, beautiful, and neatly. Then, every explainthe learning material, it usethe humorous.	
4. Writing and explaining integratedly.	√		Teacher writes definitionof descriptive text while explain that descriptive text is to describe the person, animal, things and place. Then, it writes the functional of descriptive text and while explain it, and write the generic structure of descriptive text while explain about it.	
5. Writing is nice and readable.	√		Teacher's written not too small and not too big in the	

			whiteboard, so students sit in back can see clearly. Then, it's written not to veer, but straight.	animal, things and place. Then, teacher wrote the functional of descriptive text, the generic structure and language feature of descriptive text while explain about it. The last, teachers' written is not too small and not too big in the whiteboard and hard to read from the backside of the classroom.
Procedure	Checklist		How	Application
	Yes	No		
1. Building the context	√		Teacher order students to introduced the social context and building the knowledge of the social activity.	- The first, teacher asked their condition with said; how are you? Like that. <i>The second</i> , teacher checked students' presents lists. <i>The third</i> , teacher gave learning material to them and applied the genre based approach. The first, teacher order students to investigate the structural pattern and language feature of descriptive text. Then, teacher educated them in order stand alone in writing the text. So, they wrote the text agree with system who taught.
2. Modeling/deconstructing the text.	√		Teacher order the students to investigate the structural pattern and the language feature of the model.	
3. Join constructing of the text.	√		Teacher educated students in order standalone so students can writes the text agree with system who taught.	
4. Independent construction.	√		Teacher order students' to show the text which they write in joint constructing.	
5. Linking to related text.	√		Teacher and student invite another student to comparative the text which they made with another text.	
Process	Checklist		How	Application

	Yes	No		
1. Explaining the learning objectives.	√		The teacher tells to students that this method can be to develop their knowledge and skill in English especially writing text.	- <i>The first</i> , teacher showed some pictures of animal, person, and place. <i>The second</i> , teacher explained the learning objectives and teacher mention the meaning of the genre based approach. <i>The third</i> , teacher gave the learning material and the topic about animal, person, and place to students. <i>The last</i> , teacher gave an example of descriptive text about animal, person, and place based on picture was showed by teacher before.
2. Brief explanation	√		Teacher only explain about points of descriptive text, that is: <ul style="list-style-type: none"> • Explaining about the definition of the descriptive text • Explaining about the function of descriptive text. 	
Reinforcement and interaction with students	Checklist		How	Application
	Yes	No		
1. Individual performance reward.	√		Teacher gives reward to students that is the say good!, very good!, right!, smart!, ok! And one hundred to you!.	- The teacher say to Haris Sanjaya that you are very good! Because you have been wrote well and agree with generic structure of descriptive text. Then, teacher invites other students to give applause to Haris Sanjaya group. After that, teacher gives the motivation to them like this; you must more active in English learning especially writing learning, because the English is very important to your life, to our life and to our child life later. So, you must study hard to
2. Group performance reward.	√		Teacher gives applause, motivation, impression and comment in their paper.	
3. Establish rapport	√		Showing interest in each student as a person, giving feedback on each person's progress, openly soliciting students' idea and feelings, valuing and respecting what students think and say, laughing with them and not at	

			them, working with them as a team, and not against them, and developing a genuine sense of vicarious joy when they learn something or otherwise succeed.	<p>your next time later. With like that, students always enthusiasm in writing learning.</p> <p>- The first, teacher gave the feedback on each person's progress such as; openly soliciting students' idea and feelings. The second, valuing and respecting what students think and say. The third, laughing with them and not at them. The last, working with them as a team and not against them.</p>
Sound and classroom management	Checklist		How	Application
	Yes	No		
1. Audible sound.		√	Teacher using speak pattern the commutative and using the different intonation.	<p>- Accidental side classroom is very noise, so the teacher does not use the different intonation in the classroom. Then, the teacher sees their chair is untidy, so teacher gives them one minute to cleared up their chair. Further, if they noise, the teacher gives the motivation to them like this; you are very lucky people in compare with them which not have occasion to school. However you don't thank God. The last, teacher made the group discuss and divided them into ten groups, every group three students.</p>
2. Neatness control.	√		Teacher order students to erased the whiteboard, appropriately order students to arrange the chairs. Then, if the room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals?, the classroom is as free from external noises as possible, acoustics within your classroom are at least tolerable, and heating or cooling system are operating.	
3. Class noise control.	√		Teacher using silence	

			<p>technique, but don't over silence because it will invite the boredom of students. Then, teacher order class chairman to write who noisy in the classroom. Beside the teacher also monitor and pay attention about their behavior in the class. Moreover, the teacher should give more motivation for them so that they wanted to study English well</p>	
4. Class formation arrangemen.	√		<p>Teacher design classroom writing activities by using GBA, that is with make the group discuss. Then, teacher divided students into ten groups, every group three students, give the copy of descriptive text to every student. Then, teacher explain descriptive text by using marker, and whiteboard in order students understand.</p>	

APPENDIX VII

Indicator List of Teacher in Teaching Learning Process the Second Cycle*

Physic appearance and written	Checklist		How	Application
	Yes	No		
1. Dressing cleanly and neatly.	√		Teacher using the livery or the shirt, black skirt, veil. Then, using the socks, black shoes high heels and using makeup, but not over makeup.	- When the teacher came to the class. <i>The first</i> , teacher wore same shirt, same veil, black skirt, brown socks, red shoes high heels and using makeup, but not over makeup. <i>The second</i> , teacher stood in front the class and showed some pictures to elicit what is the topic about. <i>The third</i> , teacher gave a smile to students, friendly, good manners, smart, beautiful, and neat in the classroom. Finally, teacher used the humorous if they vacuum. In this session the teacher did some actions for adding and improving from the first cycle. They were: <i>The first</i> , teacher gave time to the students for discussing with table mate for a moment. <i>The last</i> , gave limit time to discuss what is the topic about. - When teacher writes some words on the whiteboard, teacher stood and wrote sideways. After that, teacher divided the whiteboard into
2. Standing and writing faced to students.	√		Teachers writes something in white board with sideways or faced to students.	
3. Energetic and enthusiasm.	√		Teacher must smile, friendly, good manners, smart, beautiful, and neatly. Then, every explain the learning material, it use the humorous.	
4. Writing and explaining integratedly.	√		Teacher writes definition of descriptive text while explain that descriptive text is to describe the person, animal, things and place. Then, it writes the functional of descriptive text and while explain it, and write the generic structure of descriptive text while explain about it.	
5. Writing is nice and readable.	√		Teacher's written not too small and not too big in the whiteboard, so students sit in	

			back can see clearly. Then, it's written not to veer, but straight.	three parts. Right side for example, left side for adding information and the center of the blackboard for definition of the procedure. Then, teacher write the definition of descriptive text while explain that descriptive text is to describe the person, animal, things and place. The last, teachers' written was right, nice and readable from the backside of the classroom. That is not too small and not too big.
Procedure	Checklist		How	Application
	Yes	No		
1. Building the context	√		Teacher order students to introduced the social context and building the knowledge of the social activity.	- The first, teacher asked their condition with said; how are you? Like that. <i>The second</i> , teacher checked students' presents lists. <i>The third</i> , the teacher explain to them that this method can be to develop their knowledge and their skill in writing the text. After that, teacher gave learning material to them and teacher gave brief explanation about writing and descriptive text. After that, teacher applied the genre based approach. The first, teacher order students to investigate the structural pattern and language feature of descriptive text. Then, the teacher
2. Modeling/deconstructing the text.	√		Teacher order the students to investigate the structural pattern and the language feature of the model.	
3. Join constructing of the text.	√		Teacher educate students in order stand alone so students can writes the text agree with system who taught.	
4. Independent construction.	√		Teacher order students' to show the text which they write in joint constructing.	
5. Linking to related text.	√		Teacher and student invite another student to comparative the text which	

			they made with another text.	educates them in order stand alone in writing the text. So, they write the text agree with system who taught. In this case the teacher add improving action from cycle 1. It was motivated the students by saying English language very important it was not just in the school but also in your future.
Process	Checklist		How	Application
	Yes	No		
1. Explaining the learning objectives.	√		The teacher tells to students that this method can be to develop their knowledge and skill in English especially writing text.	- <i>The first</i> , teacher showed some pictures of animal, person, and place. <i>The second</i> , the teacher explains the learning objectives and teacher mention the meaning of the genre based approach. <i>The third</i> , the teacher gave the learning material and the topic about animal, person, and place to students. <i>The last</i> , teacher gave brief explanation about descriptive text. For this, the teacher did some actions for adding and improving from the first cycle. They were: <i>The first</i> , the teacher has related the explanation with the students' experience. <i>The second</i> , the teacher guided students in writing text that was given explanation and hint about the topic (animal).
2. Relating to students experience.	√		Teacher accommodated the topic to students' interest. Example: through games and story. Teacher enters the question to students, and it concludes the core of the former material briefly.	
3. Brief presentation.	√		Teacher only explain about points of descriptive text, that is: <ul style="list-style-type: none"> • Explaining about the definition of the descriptive text • Explaining about the function of descriptive text. 	

Reinforcement and interaction with students	Checklist		How	Application
	Yes	No		
1. Individual performance reward.	√		Teacher gives reward to students that is the say good!, very good!, right!, smart!, ok! And one hundred to you!.	<p>- <i>The first</i>, the teacher gives reward to them such as; said good!, very good!, right!, smart!, ok! And one hundred to you! Teacher said to them that you are very good! You are smart and right. But you don't bore to study. Because the success have wait you. In addition, teacher gives applause, motivation, impression and comment in their paper. With like that, students always enthusiasm in writing learning. <i>The last</i>, teacher got close to the students and touched student's head.</p> <p>- The teacher also interacts with them in the classroom. The first, teacher gives the feedback such as; openly soliciting students' idea and feelings and teacher always valuing and respecting what they think and say. The last, teacher laughs with them and work with them as a team. <i>The last</i>, teacher moved around the class and gave time for questioning.</p>
2. Group performance reward.	√		Teacher gives applause, motivation, impression and comment in their paper.	
3. Establish rapport	√		Showing interest in each student as a person, giving feedback on each person's progress, openly soliciting students' idea and feelings, valuing and respecting what students think and say, laughing with them and not at them, working with them as a team, and not against them, and developing a genuine sense of vicarious joy when they learn something or otherwise succeed.	
Sound and classroom management	Checklist		How	Application
	Yes	No		
1. Audible sound.	√		Teacher using speak pattern the commutative and using	- Remember their room side is not noise again, so

			the different intonation.	<p>teacher uses the different intonation in the classroom. Then, teacher seems their chair is always untidy, so teacher gave them one minute to clear up their chair. Further, if they noise, teacher give more motivation to them like this; you are very lossy people in the world, because you didn't use the opportunity for study. Next, teacher make the group discuss and teacher divided them into ten groups, every group three students. In addition, every explain the teacher uses speak pattern the commutative and using the different intonation.</p>
2. Neatness control.	√		Teacher order students to erased the whiteboard, appropriately order students to arrange the chairs. Then, if the room has bulletin boards and you have the freedom to use them, can you occasionally take advantage of visuals?, the classroom is as free from external noises as possible, acoustics within your classroom are at least tolerable, and heating or cooling system are operating.	
3. Class noise control.	√		Teacher using silence technique, but don't over silence because it will invite the boredom of students. Then, teacher order class chairman to write who noisy in the classroom. Beside the teacher should monitor and pay attention about their behavior in the class. Moreover, the teacher should give more motivation for them so that they wanted to study English well	
4. Class formation arrangemen.	√		Teacher design classroom writing activities by using GBA, that is with make the group discuss. Then, teacher	

			divided students into ten groups, every group three students, give the copy of descriptive text to every student. Then, teacher explain descriptive text by using marker, and whiteboard in order students understand.	
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