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JUDUL SKRIPSI   :   THE IMPLEMENTATION OF GENRE-
                          BASED   APPROACH ON STUDENT'S
                          WRITING ABILITY OF NARRATIVE TEXT
                          AT SMA SWASTA PEMBANGUNAN GALANG

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is recognized by many as one of the most difficult language abilities to learn. Writing is an intimate activity in which the writer uses information and sophisticated mental processes to gain new perspectives O'Malley (1996, 136), in Permana & Zuhri (2013). The writer should be able to clearly organize thoughts, words, and phrases so that readers can understand what they're writing. It necessitates a thorough understanding of the material as well as the use of specific references to support the subject of the paper. There are several factors to consider while writing well, including comprehension of the content, diction, and grammar. The first step in creating a decent piece of writing is to comprehend the subject matter. By knowing the material, the writer will be able to organize the ideas effectively. Furthermore, the choice of diction must be appropriate for the issue. The appropriate diction is employed to convey the intended message in the work. Third, proper grammar is employed to indicate the exact moment of the text.

Writing problems can be overcome by implementing different writing specific approaches to instruction. The genre-based approach (GBA) is one method that teachers can use to help students write good texts. This methodology combines three approaches: communicative approach, contextual teaching and learning (CTL), and grammar translation method. This makes the Genre-based approach the best technique for every type of course Emilia

(2011:20). The Indonesian curriculum demands students to be able to write several types of writings such as narrative text, descriptive text, and recount text. According to Rebecca (2003), a narrative text is a collection of logically and chronologically related events caused or experienced by variables. Furthermore, Anderson and Anderson (2003) define narrative text as a text that recounts a story to entertain the readers. The main objectives of effectiveness the Genre Based Approach are focused on helping students be more effective in developing a variety of genres of texts and to help students understand language structure, language features, and text composition (Brook in Emilia, 2005: 61). In other words, the Genre Based Approach expects students to be able to create the desired type of writing. This approach provides students directed practice as they improve their vocabulary for meaningful communication over the whole text.

Narrative texts are literary works that tell a story or recount a series of events. They typically involve characters, a plot, setting, and a point of view through which the story is told. Narrative texts can take various forms, including novels, short stories, folktales, myths, legends, fables, and autobiographies. These texts are characterized by their narrative structure, which often includes elements such as exposition, rising action, climax, falling action, and resolution. In narrative texts, the author employs storytelling techniques to engage readers and evoke emotions. The narrative may be presented in chronological order, following the sequence of events, or it may utilize techniques such as flashbacks or nonlinear storytelling to add complexity and depth to the narrative. Narrative texts serve various purposes, including entertainment, conveying cultural value and traditions, exploring human experiences and emotions, and conveying moral or

philosophical lessons. They play a significant role in literature and language arts education, as they provide opportunities for readers to develop empathy, critical thinking skills, and an appreciation for storytelling. Overall, narrative texts are a fundamental aspect of human communication and culture, serving as vehicles for conveying stories, experiences, and ideas across generations and societies.

Based on researcher observations in class X MIA of SMA Pembangunan Galang where the class was studying material from their textbook about Describing things, for example, describing objects in English. Researchers saw that more students did not express their arguments because they were hampered by their self-confidence regarding the vocabulary they had, researchers also saw that only 5 out of 30 students brought dictionaries, and likewise, the learning implemented by the teacher made some students felt bored, resulting in the classroom becoming empty. conducive and many students complain about the material. Researcher received information from students that when teachers teach vocabulary learning to students, students only need to memorize changes in verbs, words related to nouns, adjectives, and adverbs, making learning monotonous. After observing, the researcher did not forget to ask permission from the teacher to give questions regarding nouns, adjectives, verbs, and adverbs for students to answer for the observation test.

Researcher was calculating the assessment of questions answered by students with the number of correct questions. The results of the average scores for each student class are written in Table 1.1 as follows:

Table 1.1

The Result of the Pre-observation

No	Class	Average	Minimum Score
1.	X-MIA	61,3%	75
2.	X-IPS	79,64%	75

Based on the table above, the average assessment score for students in class X-IPA is the lowest. There are 15 students and only four exceed the KKM. Therefore, there is still a need to increase student scores to get scores above the KKM. This problem of understanding must be overcome because it can make it difficult for students to continue to the next level or class. In addition, students may have low motivation to learn English because they find English difficult. In addition, students will experience boredom in language class.

Writing problems can be overcome by implementing different writing-specific approaches to instruction. The genre-based approach (GBA) is one method that teachers can use to help students write good texts. This methodology combines three approaches: communicative approach, contextual teaching and learning (CTL), and grammar translation method. This makes the GBA the best technique for every type of course Emilia (2011:20). The Indonesian curriculum demands students to be able to write several types of writings such as narrative text, descriptive text, and recount text. According to Rebecca (2003), a narrative text is a collection of logically and chronologically related events caused or experienced by variables. Furthermore, Anderson and Anderson (2003) define narrative text as a text that recounts a story to entertain the readers. The main objectives of effectiveness the Genre Based Approach are focused on helping students be more effective in developing a variety of genres of texts and to help students understand language structure, language features, and text composition Brook in Emilia (2005: 61). In other words, the Genre Based Approach expects students to be able to create the desired type of writing. This approach provides students directed practice as they improve their vocabulary for meaningful communication over the whole text.

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In regard to the facts mentioned above, it is reasonable to conclude that the use of the Genre-Based Approach in teaching writing is not significantly enhancing the ability of students to write the text. It can be caused by a variety of factors, including a lack of understanding in executing the stages of the Genre-Based Approach, the classroom for learning, student motivation, a lack of student vocabulary, teacher preparation, media, and appropriate material. Based on the background above, the researcher would like to take a research study on reading under the title: "The Implementation of Genre-Based Approach on Students Writing Ability of Narrative Text at SMA Pembangunan Galang".

1.2 The Problem of Study

Based on the background on the research, the researcher identified some problems as follows:

Does the implementation of genre-based approach improve the student's ability in writing narrative text at SMA Pembangunan Galang?

1.4 The Scope of Study

The researchers focus is to improve students' writing skill on narrative text by "The Implementation of Genre-Based Approach on Students writing ability of narrative text in the Senior High School Pembangunan Galang in the academic year of 2023/2024". The study concentrates on these two issues. First, after the genre-based strategy has been implemented, it examines how students have progressed in creating of narrative texts. Secondly, the aim is to ascertain the reaction of the students towards the genre-based approach teaching program.

1.3 The Objective of Study

Based on the problem statement above, the objective of the study with the stated are as follows:

1. To find out the value of the implementation of genre-based approach to teach writing skill on narrative texts in senior high school Pembangunan Galang.

1.5 Significance of the Study

Given the study's history, it is anticipated that is research would be beneficial.

1.5.1 Theoretically

1) The findings of this study should help expand the body of knowledge regarding writing skill in English.

2) The researcher must be able to evaluate issues with writing skill in English.

1.5.2 Practically

1. For the teacher.

a. To encourage the teachers to develop their understanding about the implementation of Genre Based Approach to teach writing skill on narrative text.

b. To improve the quality of teaching learning process especially in writing skill on narrative text using of variety strategies by the teachers.

2. For the Students

a. The results of this research can give valuable input about the factual condition of the teaching and learning process especially in writing skill on narrative text at the SMA Pembangunan Galang.

b. To encourage the policy to improve teachers' competence, ability, and professionalism related to teaching and learning process.

c. To motivate the policy to give more change to the students to develop their writing ability through many activities so that the students will be interested and motivated in writing English.

3. For the other researchers.

    a. To increase the knowledge and experience about teaching and learning process especially in implementation of genre-based approach to teach writing skill on narrative text.

    b. The results of this research can give valuable input to another related research.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

This chapter presents a review of literature on the theoretical order and describes the related material to provide clearer concepts and ideas for the research. In compiling this research, the writer needs theories to explain the relationship between terms this research. It serves to provide a limited concept that has a special meaning in a particular context. Need to be explained theoretically to avoid them between the writer and reader.

The researcher explains theories in this chapter, along with accompanying studies on the use of a gerne-based approach in English language instruction. The theories described here serve as guidelines to comprehend the concepts employed in this research rather than as theories to be tested.

2.2 Writing

To make a good paragraph, we have to understand the nature of the writing. This section discusses about the meaning of writing, the types of writing the process of writing, and the purpose of writing.

2.2.1 Definition of Writing

According of Nunan (2003:88), writing as mental work instilling ideas thinking about how express them and organize them into statements and paragraphs that are clear to the reader. This means that students must be able to express their ideas into

written form and apply the writing rules of a language which must be in accordance with the grammar. Wardani, Basri (2017:1) stated that among language skills, writing is the most difficult in the sense that it takes a long process from brainstorming to the final product. In addition, it involves several elements of writing such as content, grammatical functions, vocabulary, and mechanisms such as punctuation, capital letters, and spelling. The main objective of teaching English is to support students to communicate both orally and in writing, and to understand English texts. Students can learn all language skills (listening, speaking, reading, and writing) and language components (grammar, pronunciation, and vocabulary). This can be due to their in adequate vocabulary and practice time at school which is less or even less effective so it does not provide opportunities for students to write down every idea that is in each student's mind in class.

Writing, reading, speaking, and listening are the four components of the English language proficiency. Writing is regarded as a more challenging skill than other abilities. Writing is an activity of choosing, arranging, and stringing words into good and precise phrases. As a result, authors must be aware of the phases involved in the writing process. "Writing is a way to produce language and express idea, feeling, and opinion," according to Jeremy Harmer. It implies that writing is a media-delivery activity. The limitations of genres frequently have a significant impact on the writing process, so these components must be covered in educational activities. It clarifies that depending on the genre, writing has a significant impact on readers. At last, writing is a process.

Composing is a useful endeavor. Writings might be found in newspapers, blogs, electronic journals, magazines, pamphlets, and other publications. Writing is one of the four language skills that requires a group of readers and entails applying

grammatical knowledge, which includes the vocabulary, diction, sentence patterns, and cultural awareness of the target language, according to Sanggam Siahaan (2013). One of the four LSRW (listening, speaking, reading, and writing) skills in language acquisition is writing. Word shape and function, spelling, capitalization, punctuation, and other rules are among the various systems that make up this written symbol system that represents language's sounds, syllables, and words. Students must comprehend how a writing device works as a whole in order to write. It is required of the pupils to comprehend the using in writing symbols and punction mark, capitalization.

As the statement indicates, in order to achieve the goal of good writing, one needs to get skilled in using the skills of grammatical knowledge, which includes sentence structures, vocabularies, diction or articulation, and cultural understanding. Usually, someone needs to recognize the mechanics of written signs, syllables, capitalization, spelling, punctuation, etc. This is referred to as a writing activity, which is written communication or information that needs precision and perseverance to be competitive enough to pique the reader's interest and allow for an extensive comprehension. However, in order to write well, one must practice regularly and consistently.

Writing, according to Tarigan (1986:21), is the process of generating or creating visual symbols that represent a language that a person understands so that other people may interpret these visual symbols. Proficiency in writing is highly valued in a variety of contexts, including academic and professional ones. To produce essays, papers, assignments, reports, and other types of writing in an academic setting, one needs to have strong writing abilities. In a professional setting, having strong writing abilities is also essential, particularly in areas like marketing, publishing, book writing, journalism, and so forth.

To improve writing skills, there are several things you can do, including:

a) Read a lot

   Reading can help increase one's vocabulary and broaden one's horizons, so it can help in writing.

b) Practice writing regularly

   Writing regularly can help improve one's writing ability.

c) Take a writing class

   Writing classes can help a person learn effective writing techniques and strategies.

d) Ask for feedback from others

   Asking for feedback from others can help a person identify strengths and weaknesses in their writing and improve their writing skills

e) Writing in a variety of grammar

   Writing in a variety of grammatical translation method can help a person gain a wider range of writing experiences and broaden their writing skills.

f) Using writing aids

   Writing aids such as grammar checking software, dictionary apps,and other writing aids can help improve the quality of your writing.

2.2.2 The genre of writing

There are several genres of writing. They are narrative, descriptive recount, explanatory, recounts, spoofs, argumentation, reports, news item, anecdotes, procedure, hortatory, discussion, and reviews.

In writing, writer must know the purpose of our writing and writer must also understand the writing style that we will use. Because we have to use a different style from other people. As other words, not all musicians have the same style in

creating songs. Several dancers have different styles and dance genres. Not a thing is the same or similar in two different ways. They are all unique in their own way. It means, people have different styles of communicating or expressing ideas or trust. Similarly, in writing, we also have different writing styles. So, one of the most important things in writing English properly and correctly is to understand how to write and the types of sentences themselves Fitria (2022:1). There are several genres of text Sipayung et al. (2021:1637);

1. Narrative

This genre of writing is writing that contains stories or narration from the author about real or fictitious events. The story is a series of events or events in chronological order, either fact or fiction. Nevertheless, the technique of writing narration can start from the event in the middle or at the very end, causing flashbacks. Narratives can be in the first-person style so that the author feels the subjectivity of the author, or third person so that it sounds more objective. Narration often blends with description and serves as exposition or persuasion. Examples of narrative writing are novels, short stories, anecdotes, and poetry.

2. Description

Description is a written work containing a detailed description of something, both fiction and non-fiction. Description is a verbal description of a person, object, appearance, scene, or event. This Writing technique describes something in such a way that the reader is made capable as perceived by the five senses. Because it is based on the five senses, the description relies heavily on concrete imaging and details or specifications. All of this is intended to create a dominant impression that is the purpose of writing. Because of this imagery and specification, descriptions come alive and often make for very persuasive arguments. Description can explain and develop a comparison, process, definition, argument, and classification, and

other strategies. Descriptions can be objective and subjective depending on the purpose of writing. Descriptions can be divided into two: expository and impressionistic. Expository refers to a logical description. while impressionistic describes the author's impression of what is written.

3. Exposition

This type of writing aims to inform or explain something to the reader. The main purpose of writing expository writing techniques is to clarify, explain. educate, or evaluate a problem. The author intends to provide information or give instructions to the reader. Exposition relies on alien development strategies such as through giving examples, processes, causes, and effects, classifications: definitions, analysis, comparisons, and contrasts.

4. Recount

Recount Text is a type of text that contains stories about our experiences in the past. The purpose of recount text is usually to retell and provide information and entertain the reader. Recount text using past sentences. Use adverbs and adverbial phrases to express time, place, and manner. Using conjunctions and time connections to order events are occurrences.

5. Explanatory

Explanatory text is writing that explains something. Explanatory Text can explain how and why something happened, or provide information about how to do something. Explanatory text often tells the reader about the parts of a process, usually written in chronological order. This text is also written in an impersonal style, so it doesn't use the words I or you. This helps the reader to focus more on the process being described.

6. Spoofs

Spoof text is a type of story text that has a funny twist or surprise at the end. The surprise at the end is an unexpected event that makes the story or text funny.

7. Argumentation

Argumentative text is a text whose contents are in the form of opinions that are strengthened by evidence, reasons, and examples, so that the reader can trust the author's argument.

8. Reports

Report text is one of the texts in the form of a report which presents information about something real and the result analysis or systematic research.

9. News Item

News item text is a type of text that provides up-to-date information about events that are important to reported. News Items aim to provide information to readers or listeners.

10. Anecdotes

Anecdote text is a text that retells odd or unusual events, either in the form of facts or imagination. The function of anecdote text is actually to retell events or events that are unusual or odd in the past. Anecdote text is different from spoof text which contains. funny stories or events that happened in the past.

11. Procedure

Procedure text is a type of English text which contains the steps or ways to do something. We usually find this type of text on food packaging, medicine, electronic goods, food recipes, and others.

12. Hortatory

Hortatory text is a text which contains the author's opinion on an issue accompanied by supporting arguments. This text is persuasive and aims to influence the reader to agree with the views written.

13. Discussion

Discussion text is a text that contains issues that occur. Issues can be drawn from various points of view, for example from the point of view of people who are directly involved, or just observers. Usually, this discussion text is found in philosophical, historical and social texts.

14. Reviews

Review text is a type of text in English that contains reviews. evaluations, or ratings of a product. In this case, product can refer to many things, ranging from publications in the form of books, films. music, videos, etcetera.

2.3 Components of Writing

The range and variety of skills that make up a competent writing competence can be examined. Heaton separated writing components into five major categories. These are five components of writing based of Jacobs et. Al (1981).

a) Grammar

Grammar is the process of how to write proper and correct sentences. Prepositions, verb tenses, nouns, adjectives, conjunctions, and articles must all be taken into consideration by the writer. The proper use of point grammar must be made clear by the writer because it will be difficult for the reader to understand. We must go back and evaluate what we have written since it has a significant impact.

b) Concepts

It has to do with being able to utilize words appropriately in written language, including spelling, punctuation, and capitalization. It is crucial to guide the readers toward understanding or recognizing the writer's intended message. When writing with helpful mechanics, readers will find it easier to understand the concepts or message being conveyed. The following is the explanation: a) Capitalization: Using capitalization helps make concepts clearer. Inaccurate capitalization of the sentences will lead to misunderstandings and uncertainty. Separating sentences from other sentences is also helpful. terms that are capitalized at the start of people's names, organization names, and title words one and two. b) The use of punctuation. Use of punctuation can assist readers in identifying of part of meaning and focusing of the unit to the other sentence.

c) Repairing spelling.

Three laws govern how to use spelling: adding suffixes, creating plurals, and changing specific words.

d) Material

Writing is about being able to generate ideas and think creatively while eliminating any unimportant details. The readers ought to understand it. in order for them to comprehend the messages and learn something from them. In addition, since cohesiveness and completeness are qualities of excellent writing, writing should have both.

e) Vocabulary Composing requires a strong vocabulary.

Writing requires a solid understanding of words in order to convey thoughts. Effective word choice and terminology when writing must be pertinent to the subject matter in order to elicit feelings and perceptions from the viewers.

2.4 Types of Writing

From basic pictograph word drawings on clay and wooden to the various forms of writing that are currently used, writing has evolved significantly since the invention of written communication. There are countless forms and styles of text, depending on the writer's intent. Categorizing writing into distinct categories or genres is one approach to analyze writing.

The majority of writing subcategories fall into one of five basic genres, while many pieces of writing cross over into many categories. Mark Applegate writes in the following five categories:

1. Writing Explanatory Essays

Making explanations in writing is among the most useful kinds of writing. This kind of explanation is frequently used in academic settings as research papers, comparisons, and the traditional five-paragraph essay. Character sketches, "howto" articles, and biographies fall under this category as well. The goal of this genre is to provide the reader with a deeper comprehension of the subject matter by providing an explanation and analysis of a person, place, object, or idea.

2. Writing Letters and Journals

One beginning writing technique that has changed in the computer age is writing to convey ideas. This occasionally less formal writing style includes email correspondence, text messaging, blogging, professional and personal journals, and written business or personal correspondence. Compared to previous forms, this genre is more intimate and focuses more on the writer's unique personality and intentions than it does on providing an explanation. Compared to other genres, it also happens to be more likely that it will be written in the first person.

3. Writing Persuasively

Writing can occasionally have a more specific goal. Writing with a bias to influence the reader's decision or commitment requires more than just providing facts when trying to persuade. This writing, which crosses many different subgenres, constantly aims to persuade the reader to follow the writer's instructions. This genre includes, for example, political and promotional advertising, reviews of merchandise or other items, propaganda, letters published in newspaper editorial sections, and letters soliciting donations.

4. Writing Descriptives

Writing is sometimes done only as a fun exercise, to show feelings, or to communicate emotion. Writing as art can be about a wide range of subjects and might or might not have a deeper meaning. Depending on who reads it, there might be wide differences in its worth, comprehension, and translation. Poetry is the archetypal instance of this genre, but it can also include text messaging emoticons, fiction, and nonsensical writing. Although it can overlap with other genres, this category will usually seem very distinct in the process.

5. Writing Narratives

Another genre is the tale. Ever since the era of prehistoric communication, evidenced by ancient cave drawings and hieroglyphic writing, individuals have endeavored to record the events in their life. Since these tales are recounted from the writer's point of view, they might or might not be factual. Writing that tells stories and archives occurrences for both present and future readers provide an explanation of the events from a particular angle. Narrative pieces, autobiographies, histories, and short stories are a few examples of this genre.

2.5 The Purpose of Writing

All skills in English have a goal to achieve the specified target. Inwriting. providing good information in written form is one of the goals of writing. Apart

from that, another purpose of writing is to entertain the reader and also convince the reader of something. Hugo Harting Tarigan (1994: 24-25) classifies some of the purposes of writing, are as follows;

a. Assignment purpose

The purpose of this assignment means writing has no purpose at all. The author writes because he is assigned, not on a purpose be it to entertain or otherwise.

b. Altruistic goals

The author aims to please the reader, by avoiding reader grief. The author wants to help the reader understands, and appreciate his feelings and reasoning, The author wants to make the reader's life easier and more fun with his work.

c. The purpose of persuasion

The author's goal is to convince the reader that the truth of the ideas expressed.

d. Informational purpose

The author's purpose is to provide information or explanation for the readers.

e. Self-expressive purpose

The author's purpose is to state or introduce themselves to the reader.

f. Creative purpose

The author's goal is to achieve artistic values and artistic values.

g. Problem-solving purpose

The author's goal is to solve the problem. The writer wants to explain, clarify, explore, and research carefully the author's own thoughts and ideas in order to be understood and accepted by the reader. So, from the explanation above, the writer is not careless.in pouring out their thoughts. However, when writing they have a specific purpose as described above.

2.6 The Process of Writing

Writing is a skill that requires several processes to make the results of writing conveyed well. There are several stages in the writing process. According to Seow (2002) defined the process of writing are:

1. Pre-Writing

Writers should explore their ideas, and write them in an organized order. The author must also recognize the subject, purpose, and audience for their writing. The author needs ideas in creating a text. With these ideas, the writer can create a sentence. Pre-writing is the stage where writers generate their ideas using strategies and information, they have Abas and Abd Aziz (2018:1818). This stage is the longest stage in the writing process. In this stage, the writer must go through three stages in forming the idea into the composition of the text. Below are strategies that can be used in the pre-writing stage:

a.   Brainstorming

Brainstorming is useful how to start or generate new ideas. Brainstorming is a strategy to increase creativity and productivity to gather ideas. This strategy is recommended to be done twice or more in order to get relevant ideas and can be done by interacting with friends or can be done alone. In This case, the writer writes the results of their thoughts on the subject that they find themselves or the findings of the discussions carried out. This activity can be done in about fifteen minutes. Then the writer can try to figure out the ideas. So that the author is easier to understand in the preparation of sentences. Therefore, the ideas listed in the paper can help the author to connect each idea and see the topic from a different perspective.

b.   Clustering

Clustering is an activity developed and named by Rico (1983) for frequently accessing that state of consciousness called the right side of the brain where we make patterns, designing, linking, and handling complex drawings. Riko define clustering as "a generative, open, nonlinear structuring of ideas, events, feelings. Meyers (2005) stated that this strategy is beneficial for those who like to gather their ideas visually. In this technique, the writer writes under the subject in the center of the paper and then circles it. Furthermore, writers should write more ideas related to their chosen subject. Next. circle and connect it to the main subject with a connector line. It can be seen that the author's ideas can relate to each other in this technique through visual form.

c.   Free-writing

The last stage is freewriting Free writing helps students to understand that not all the writing they do is equally good and not all posts have to be saved. In this activity, the writer must be able to sort out which ideas should be used and which ones should be discarded. In writing, ideas will often come that lead them imaginative new directions. Because students don't focus on a theme, they take risks in free writing without realizing it. This can lead to discovering something new, maybe a new idea, skill, or insight Saskatchewan Education (1997).

2. Organizing

After the pre-writing stage, then proceed with the organizing stage. In this stage, the writer sorts and organizes the ideas found from results of the discussions carried out or the results of his. own thoughts. Return to pre-writing and do the following: Underline the best ideas in the brainstorming list. Remove the ideas that are not related to choices. Choose part of the clustering diagram that has the best ideas.

Circle or highlight the best part of the pre-writing and make an informal outline Mayers (2005).

3. Drafting

Writing activities begin in real terms at the writing stage, namely drafting. Drafting is done as soon as students are fluent in expressing their experiences orally. They were immediately asked to start writing down. The situation that should be built is a free situation without pressure, namely a situation that allows students to make mistakes. Mistakes are not considered taboo but as part of the learning process. Mistakes are not punishment but as a form of tolerance which will be seen at a later stage. The draft writing stage is a tentative activity, meaning that the writing of the first draft will continue and change with the writing of the second draft and so on. Draft writing will develop depending on the experience and reflections of the author. At this stage the writer had the opportunity to have a dialogue with himself while reading drafted after the draft he wrote. In group writing, dialogue can occur with other group members. The focus of the dialogue at this stage is the content or meaning of the writing. Like the free writing technique at the pre-writing stage, draft writing should be done without stopping and without correction Temple (1988:213) or write and keep writing. This is intended so that the disclosure of the meaning and content of the essay runs smoothly without being disturbed by technical matters.

4. Revising

Revising is an activity to return and modify or improve the draft Calderonello and Edward (1986:11). The essence of the activities at the revising stage is correcting and perfecting the writing or finding errors in the written draft. The activity is to get writing that is in accordance with the meaning possessed by the author. The main concern at the refinement stage is about the content of the writing.

Improvements can be made through rereading the author's own writing or through brainstorming and conferences with others (friends or teachers). At this stage, the writer gets the opportunity to rethink his ideas, thoughts, feelings, and experiences. Everything he wrote could be added, subtracted, refined, and rearranged according to his needs. Activities at this stage are rereading the draft, completing the draft in the conference group, and the sections that require feedback.

5. Editing

The last stage in process of writing is editing. Meyers (2005), the writer will have to go back to their writing and have to start making changes in organization, punctuation, grammar, word choice, verb form, and spelling. The writers need to examine those things carefully to come up with great writing. After the author changed the organization, punctuation, grammar, and adjustments in their writing, they must start proofreading. Proofreading means the author has to reread their writing because writers need to check the words they choose. sentences, sentence meanings, and even more grammar. This stage is also known as the refinement stage. This stage is the last stage in the writing process. So, at this stage, the writer must be careful with all aspects before the results of the writing are published.

2.7 Genre Based Approach

Genre-based approach is another name for the genre-based approach. This method teaches language through the use of texts. According to Richards (2006), the genre-based approach views the knowledge of several text genres as a necessary component of communicative competence. The ability to compose many text formats indicates that a person possesses communicative skill. The reason for this is that language must appear in texts, and languages is spoken through texts. Since

each sort of text has a unique purpose that sets it apart from the others, learners should become proficient in a variety of text forms.

The goal of the genre-based approach methodology is to facilitate language acquisition as a social activity Feez & Joyce (1998). Together with the teacher, students and the approach's scaffolding build and construct as part of the learning process. Students have the chance to engage in peer-to-peer interaction through activities including discussions and teacher-to-student guidance-giving at the stage. Collaborations happen not just between students but also involving students and the instructor.

Three suppositions about language learning form the basis of the genre-based approach Feez & Joyce (1998). They are as follows:

1. Language acquisition is a social endeavor.

2. When teachers are clear about expectations, kids learn more successfully.

3. The approach of learning a language consists of a sequence of developmental scaffold steps that address various language-related topics.

It suggests that learning is a collaborative method including language use in the form of discourse between the teacher and the pupil. In this instance, Bruner described the teacher's contribution to the learning collaborating through the term scaffolding.

a) The process of Teaching and Learning through Genre Based Approach

Firkins, Forey, and Sengupta (2007) describe in greater detail and scope how the genre is used as a model for teaching and learning. They refer to the phases of instruction and study of writing through a genre-based method as "cyclic strategic." Additionally, they offer three steps that need to be taken into consideration and put into practice during teaching and learning. The processes are as follows;

a) Modeling Text

Through the process of instruction and comprehension, these are four practical stages that need to be implemented while modeling a text. The following are the four doable steps:

a. To create the exercises for the class, the teacher selects a certain genre of writing. In this instance, the genre chosen must fit the needs of both the students and the employer, where they will eventually work.

b. By modifying the text or by imitating and dissecting it, teacher and learners talk about the text genre.

c. The instruction and setting provide the students with the knowledge and comprehension of the text's purpose—that is, its communication value. Consider the genre of procedure writing, which aims to explain the goal and function of the procedure.

d. After that, the students learning the use of the vocabulary of a according to the procedure, grammatically or structural patters of procedure, and then the students practice the procedure if necessary.

b) Joint building

The students begin to deal with writing in a more operational and practical way during the collaborative construction stage. However, because they alter and manipulate the provided language, the genre in which they write written is not writing at all. Before the pupils truly become independent writers of the genre that they have acquired and been taught, the teacher continues to mentor and assist them. Actually, the development and implementation of the join building stage may be done in three easy steps.

a. The pupils recreate the assigned writing in a certain genre. In this instance, the student may edit and, if needed, paraphrase the text's literary methods, grammatical usage, and vocabulary usage in their own words.

b. The instructor constantly helps the pupils talk about the assigned genre kind and gives them instructions on what to remember.

c. It's crucial to evaluate the independent text construction, stage modeling text, and joint construction before moving on to stage three.

2.8 Narrative Text

a) The Definition of Narrative Text

Any written English writing that aims to entertain, engage, and address real or imagined subjects in various ways is considered narrative. Five elements make up a narrative text: orientation, evaluation, complications, resolution, and reorientation. Through these elements, a writer can engage readers in lighthearted conversation and address real-world or imagined experiences. The text starts with the orientation. Its purpose is to present the participants and set the scene. The assessment comes in second. It provides a step back to assess the situation. The third aspect is the complexity that gives rise to the crisis. For better or worse, the situation is resolved in the fourth instance. The reorientation is the fifth. It might be ideal. After a little narrative prose, there is an animated image.

b) Generic Structure of Narrative Text

According to Anderson (2002,167), narrative text follows a typical structure consisting of orientation, intricacy, event sequence, resolution, and coda. There are five generic structures in narrative text: direction, intricacy, sequence of events, resolution, and coda. The generic structure of narrative text consists

of the following:

a. Orientation

Readers are introduced to the main characters and possibly some lesser ones. There is usually some indication of where the action is taking place and when it will happen.

b) Complication.

The complication is accelerated by a series of events, during which we normally expect some type of complication or trouble to occur. Unexpected events add to the story's appeal. This problem involves the main characters, and the oven temporarily hinders their progress towards their goal.

c) Order of events

The narrator describes how the character reacts to the complication. It involves how people feel and what they do. The event can be described in a chronology or through flashbacks. The audience receives the narrator's point of view.

d) Resolution.

In this section, the implication may be addressed for better or worse, but it is rarely left fully unresolved (unless in specific sorts of narratives that leave us asking "how did it end").

e) Coda.

A coda is an option component in a narrative. The storyteller offers a coda to convey any lesson or message from the story. The generic structure of a narrative story includes orientation, intricacy, event sequence, resolution, and a moral lesson in the text. The generic framework of a narrative story consists of only four steps: orientation, complication, resolution, and coda.

c) Language Feature of Narrative text

Anderson (2002) identifies language elements commonly used in narratives, including past tense, unique characters, time words to indicate events, and verbs to depict actions. Things that happen in the story; descriptive words to depict the character and place.

It means that there are five language features of narrative writing. These are:

a. Employing Past Tense (S+V2+O): Riko travelled to Paris last year.

b. Specific characters, such as the king and queen.

c. Temporal words that combine actions to tell when they happen, such as then, before, after, and shortly.

d. Use verbs to describe the actions in the story, such as climbed, turned, and brought.

e. Use descriptive words to convey character and setting, such as "long hair" or "black."

d). The Example of Narrative Text and generic Structure:

SNOW WHITE

Orientation

Once upon a time there lived a little girl named Snow White. She lived with her aunt and Uncle because her parents were dead. **Complication**

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her uncle and Aunt to do this so she decided it would be best if she ran away.

The next morning, she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found

Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White."

Resolution

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story, and Snow White and the 7 dwarfs lived happily ever after.

To create a narrative text, it's important to understand its generic structure as described. The generic structure is employed in narrative writing to guide and improve the quality of the content. Narrative text follows generic structures such as orientation, intricacy, event sequence, resolution, and coda. The researcher used direction, intricacy, resolution, and coda to create narrative material that aligned with school textbooks. The following is an example of narrative text.

e). Narrative Text as Genre of Writing

Writing genre is a subset of language usage genre. According to Thoreau (2006), genre refers to a kind or category of writing that has a particular style, a specified readership aims, and a purpose. In light of Thoreau's assertion, genre might be defined as encompassing three primary elements: readers, literary style, and objective (or purpose-orientedness). Students are instructed in a wide variety of genres. Narrative, news, anecdote, and recount are some ways to interpret it. Method, elucidation, documentation, and presentation.

Narrative text is one of these genres. Storytelling is what narrative does. Its goal is to make readers and listeners laugh and feel entertained. A narrative, in Anderson's definition, is a writing that keeps or educates the reader or listeners while telling a story.

In light of Anderson's above remark, the goal of a narrative book is to give the person who reads or listens an entertaining or educational perspective on the world. Narration serves the function of narrating stories. This indicates that the writer of a narrative paragraph writes the action or events that occurred in a chronological order with a distinct beginning and completion.

Based on, the majority of narratives share the following traits:

1. It describes the tale of one or more incidents.

2. Typically, the events are organized chronologically, that is, in the order that they occurred.

Storytelling is what narration does. A good story therefore needs interesting substance in order to be interesting. The story should enlighten our viewers about an interesting occasion. We may even imagine our story as a motion picture where readers can see and hear real individuals. As a result, it should be clear and comprehensive, presenting the events in the chronological sequence in which they occurred or in another efficient manner.

When composing a narrative, the following objectives should be fulfilled:

1. All works effectively to form a single, cohesive idea.

2. It's engaging because it immerses readers in the action and gives them the impression that they're watching and hearing what's occurring.

3. Within the framework of the action, it presents the four was of a setting: who, what, where, and when.

4. It creates sense; the transitions show shifts in the people, time, and place.

5. It starts from the start and finishes at the finish. In other words, the story is told in a chronological manner, with events occurring one after the other.

6. It increases to a peak. When the end result comes out or the significance of the events becomes evident, this is the point of greatest suspense or surprise.

f) Types of Narrative Text

a. Adventure: Stories that include exciting and dangerous events that the characters must solve, such as junior detective stories.

b. Horror stories: stories that try to scare the reader or listener with frightening events, but usually end happily, for example Dracula.

b. Romance story: a story that deals with romantic love. There are several obstacles in the way, but true love usually wins in the end.

c. Fairy tale: a well-known story from folklore for children that often involves fairies or other magical characters.

d. Epic: stories that deal with grand themes and heroic achievements and largerthan-life events: e.g. the Iliad. Beowulf

e. Moral tales: stories that explicitly try to teach people about the right way to behave: e.g. traditional fairy tales from folklore.

f. Myths or legends: stories that originate from a particular ethical group and that seek to explain the ways of nature and the universe: e.g. Aboriginal legends.

2.9 Relevant Studies

The researchers have proven that using a genre-based approach to improve students' writing ability on narrative texts increased and was effective to attract students' attention to learning. They make less noise in the teaching and learning process, all students focus on doing the assignment and ask the difficulties they find.

First, research by Asep Setiadi (2014) entitled Improving Students' Writing Skills Through Genre-Based Approaches in Class Xi / S3 Sman 1 Pleret. The researcher found that the students' average score increased from 55.53 in the precycle test to 58.68 in Cycle I and to 61.53 in Cycle II. This shows that genre-based implementation is able to improve students' writing skills. The difference

between this study and that of the researchers lies in the research design. This study uses classroom action research design with two cycles, while the researcher's research use quantitative design.

Second, the research conducted by Getreda Yosmi Oematan (2008) entitled Application of genre-based approach in teaching English at SMA Negeri 1 Surakarta (naturalistic study). The researcher found that the use of GBA in English teaching provides the development of teachers' teaching competence and students' language proficiency. As students learned the content of the text, their language skills developed and their mastery of vocabulary and grammar also improved. The development of language skills and mastery of vocabulary and grammar affect the ability to communicate. The difference between this study and that of the researchers lies in the research design. This study uses naturalistic study research, while the researcher's research use classroom action research design.

Third, research by Surya Sagiro Batubara (2013) entitled The Effectiveness of a Genre-Based Approach: A Case Study in Teaching Narrative Texts to Second Grade Students of Junior High School. From this study, the researcher found that the implementation of a genre-based approach was significant to improve students' ability in writing English. The researcher found that the stages of teaching in genrebased are in line with the stages in teaching writing. The researcher saw that building knowledge of the field and modeling supported students' knowledge in vocabulary, grammar, and text features. The difference between this study and that of the researchers lies in the research design. This study use classroom action research design with two cycle, while the researcher's research use classroom action research design.

Fourth, a study conducted by Mustika (2016) entitled The Effect of GenreBased Approach to Improve Writing Ability of Students of Grade VII of Indonesian

Institute Junior High School. The researcher found that students' writing ability improved, the improvement was also seen in students' behavior towards English as they were increasingly willing to participate in class activities in general. The students' average score also increased from 17.56 in the pre-test to 25.67 at the end of Cycle I and to 27.15 at the end of Cycle II. This shows that genre-based implementation is able to improve students' writing ability. . The difference between this study and that of the researchers lies in the research design.

This study use classroom action research design with two cycle, while the researcher's research use classroom action research design.

2.10 Conceptual Framework

Learning English in a classroom should be participatory. Language is a tool of communication, thus learning a language should involve exchanges. Learners should be actively engaged in order to fully experience learning. In this instance, the classroom should be tailored to give students opportunity to develop their English skills, particularly writing.

The formula for developing opportunities for students is able to be achieved by implementing an appropriate strategy or approach for language acquisition in the classroom. In this instance, the genre-based approach is an option. There are elements within the technique that allow learners to work on their own with the assistance of the teacher, which is lessened as the next stage progresses. That is, the method of acquiring a language is a set of scaffolded stages of development that address various components of language. The strategy allows students to be actively involved and directed step by step by the teacher until it is their turn to work independently without the teacher's direction.

The genre-based approach is a great method to be implemented in class X MIA of SMA Pembangunan Galang; by using the genre-based approach, it is expected that they will experience practical applications English learning. Students are expected to be more interested in classroom education and to improve their writing skills.

Figure 2.10 The Implementation of Genre-Based Approach on Students Writing Ability of Narrative Text at SMA Pembangunan Galang
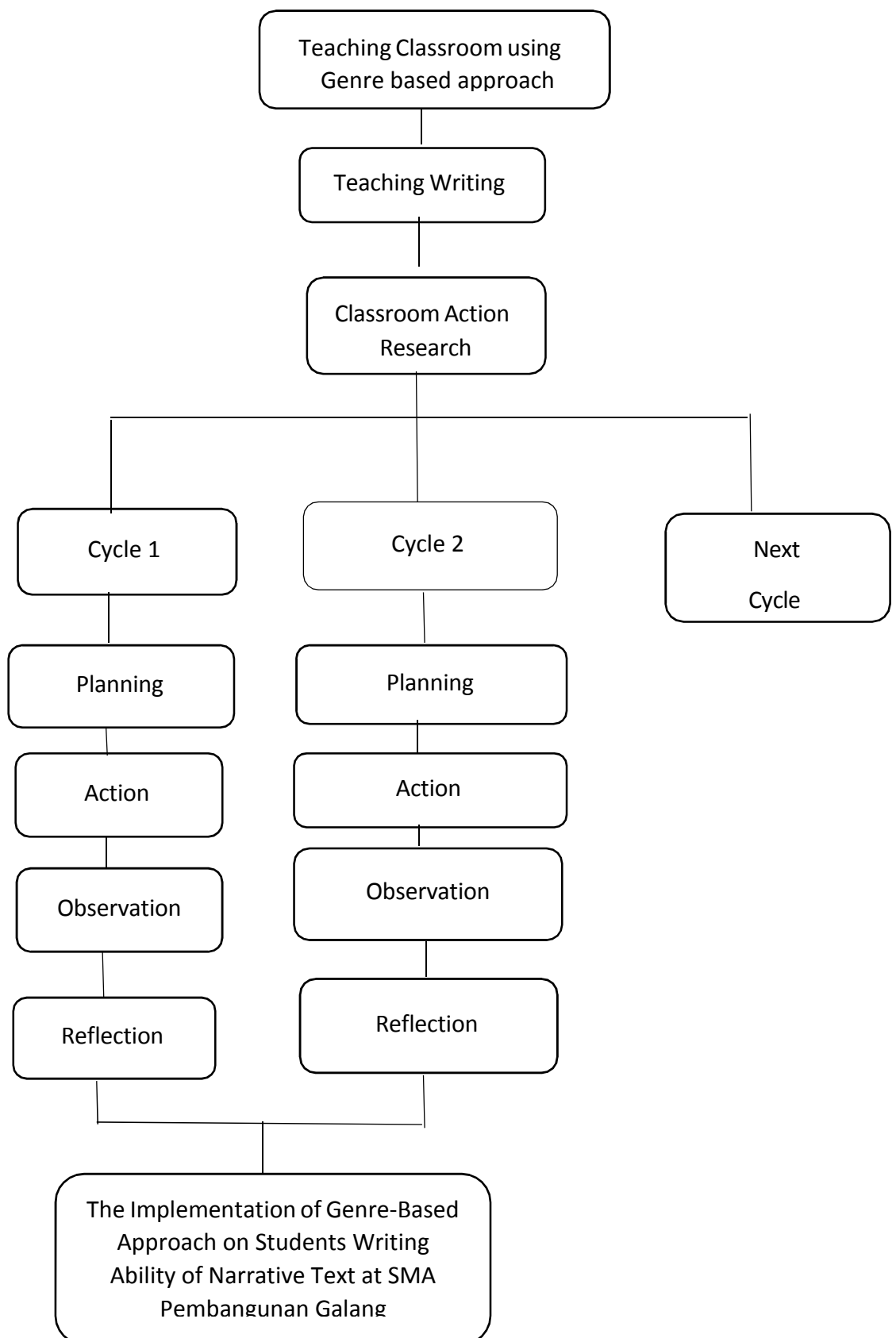
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is Participant Classroom Action Research (CAR). Chen (2018) Participant classroom action research Research Design focuses on the teaching and learning process in a class, aiming to improve the quality of learning practices. Apart from that, one way to solve problems that utilize real actions and examine all the influences of the situation is classroom action research. The most effective method for determining what works best in a class is to use in-class activities. to improve student proficiency in class. Three words make up classroom action research, there are :

a. Research

Examine the activities of an object, and use the rules of a particular methodology to obtain data or information to improve the quality of a thing that is interesting and important for the researcher.

b. Action

Some activities are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Class

A class in a broad sense is a small community that is part of the school community which as a unit is organized into a work unit that dynamically carries out creative

teaching and learning activities to achieve a goal. classroom action research reflects to activity that intentionally appeared and happened in class. Here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart (1998) model that consists of four steps namely, planning, acting, observing, and reflecting. Improvement The problem in this research is brought about by the series of cycles. The figure is below:
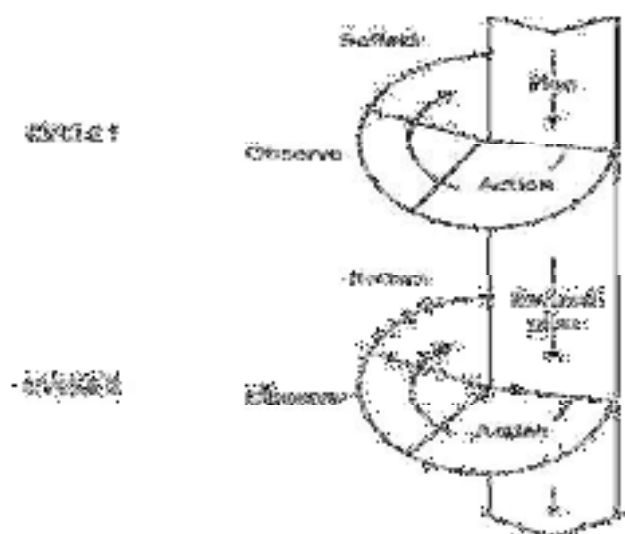

Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart (1998)

1. Planning

Planning is done after identifying and diagnosing students' vocabulary problems that occurred in the class proven by observing and interviewing; furthermore, in this phase, the planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to as Classroom Action research (CAR). Meanwhile, the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning was formed into lesson planning based on the currently used syllabus. The lesson plan has been prepared to be implemented in X MIA SMA Pembangunan Galang. It has been

mentioned some instructions regarding procedures of teaching media, resources, and evaluation.

2. Acting

In principle, action is the realization of an action that has been previously planned, such as the strategy used, what material is taught, and so on. The acting phase is where the researcher carries out the planned action. Researchers use specified methods when teaching and observe classroom conditions during teaching and learning activities. In this phase, the process of deepening the problem under study begins.

3. Observing

In this phase, the researcher wrote down all the events that occurred in the class and also observed the implementation of actions using an unstructured observation sheet. The researcher observes the results of the intervention and reflects on its effectiveness. When observing, researchers must pay attention and record all activities in the physical classroom. It may be about the classroom situation and student responses. in this phase, the researcher also collects data obtained from the evaluation or post-test.

4. Reflecting

This phase is aimed to reflect or evaluate the three phases before. It is done based on data that have been collected to hold evaluations for completing the next cycle. Thus, the reflection can be determined after implementing the action and observation outcomes. If there still might have been some problems, it needs to move to the next cycle until it is solved.

3.2 Population and Sample

    3.2.1 Population

Population indicated whole or entire research subject. Population is an object to be investigated and this object can be the form of human, animals, plants and things, that is lifeless or abstract object Seno (2014). The population of this research is the students of the tenth grade of SMA Swasta Pembangunan Galang. In SMA Pembangunan Galang there are two classes that are X MIA and X IPS, 30 students from MIA and 30 from IPS. So, there are consist of 60 students at SMA Pembangunan Galang.

Table 3.2.1 Population of the Students at X IPA and X IPS SMAS

Pembangunan Galang

No.	The Class	Students
1.	X-MIA	30
2.	X-IPS	30
	Total	60

    3.2.2 Sample

Sugiyono (2017) Emphasized that the sample is representative of some of the population composition. In other words, a small sample of the entire population is selected so that the information collected is representative of the population under study, whatever its size. The researcher was used 30 students as samples in this study using purposive sampling techniques. the researcher chose this technique because it allows me to select a sample that specifically represents certain characteristics or traits that are relevant to my research objectives. This helps in getting relevant information and in generating quality data to better answer research questions. The sample, in this case, is class X MIA students, of whom there are 17 men and 13 women. This research was carried out with the hope that the results

would be able to represent all students in class X MIA of SMA Pembangunan Galang for the 2023/2024 academic year.

3.3 Instrument of Collecting Data

Data collection instruments are used by researchers to obtain observation data using:

1. Test: Pre-Test and Post-Test

In collecting the data, the researcher gives the test. Data was collected through pre-test and post-test. A pre-test has been given to the students before giving classroom action research to see how far the students know about vocabulary, and a post-test has been given after classroom action research to find out students' writing improvement. The data was collected by giving a test.

Table 3.2.2 Reliability Coefficient Classification

No	Reliabilities Index	Reliability Category
1.	0,81-1,00	Very High Reliable
2.	0,61-0,80	High Reliable
3.	0,41-0,60	Reliable Enough
4.	0,21-0,40	Low Reliable
5.	0,00-0,20	Very Low Reliable

3.4 Procedure of Collecting Data

Research techniques are carried out by administering two cycles. Planning, action, observation, and reflection are the four steps that comprise each cycle. Before the start of cycle I, an orientation test is given to students to determine their foundational understanding of writing narrative text.

3.4.1 Cyle 1

Cycle I in Classroom Action Research (CAR) is the initial stage where the researcher plans and implements corrective action or innovation in learning. After implementation, data on the results of the action are collected and analyzed. The results of the analysis are used to evaluate the effectiveness of these actions and become the basis for making adjustments or improvements in the next cycle. Cycle I help teachers understand the impact of actions on student learning. This cycle consists of:

a. Planning

The following points are the specifications of the planning first cycle:

1) Conducting the cycle in two meetings.

2) Administrating the narrative text by using genre-based approach in learning process according to the lesson plan.

3) Preparing material for narrative text.

4) Conducting a test of narrative text by using genre-based approach in the last meeting.

5) Preparing the instrument for collecting data and checking sheets.

b. Action

In this step, the students were taught how to comprehend narrative text by using genre-based approach.

Teaching Learning Activity

A. Introduction Activity set   (Pre-teaching) **(20 minutes)** •   Greeting •   Pray •   Check the students' list of students • Pre-Test
B. Core Activity **(45 minutes)** **Exploration** •   Introduction the topic to the students •   Asking the students about their prior knowledge that relate to the topic •   Asking the students to interpret all the words in the sentence of the text **Elaboration** •   Introducing the narrative text and the generic structure of the text and its procedure •   Teacher use genre-based approach to the students and explain about narrative text and the language features of the text •   Teacher asking students to write the narrative text •   After students write the narrative text the teacher collecting all the sheets of the students •   Teacher checking the sheet of the students **Confirmation (5 minutes)** •   Giving positive feedback to the students as praise, spoken, or present to •   Facilities the students for doing reflection to get meaningful experience of the learning
C. Post Activity **(20 minutes)** •   Asking the difficulty during the teaching and learning process •   Giving evaluation consistently for giving feedback •   Giving the conclusion about the lesson •   Giving motivation for students to not be shy in telling their words connect to the sentence of the narrative text. •   Post-Test •   Closing the lesson by praying and giving closing - greeting

c. Observation

The observation was conducted to all the processes and atmosphere of narrative text and learning process. The researcher wants to find out the overall condition that occurs during the instruction.

d. Reflection

Reflection has an evaluative aspect to the effect of spacious issues and suggests handling it. The researcher takes the feedback of this narrative text test and learning process from the result of the observation, the problem that exists and the cause of the problem. If the result does not reach the goal that was determined, the researcher makes the decision that the researcher needs to continue the research into cycle II.

3.4.2 Cycle II

Cycle II Action Class Research (CAR) contains the implementation of actions or strategies that have been planned after analyzing data from Cycle I. The steps in the second cycle are the same as cycle one. The difference is that in cycle two, there are development activities to overcome the weaknesses in cycle one. One of them is by providing more practice to students in the action stage. Cycle II aims to encourage students to be more active and provide greater opportunities for students to practice their abilities. Planning in the second cycle is the same as cycle one. Researchers always make lesson plans at each meeting before teaching the material. Prepare learning materials and media, and prepare observation and evaluation sheets. In terms of implementing actions, the steps in cycle II are still the same as the researcher's cycle one, namely starting the teaching and learning process, observing the teaching and learning process, taking notes, and closing today's learning. In this cycle the researcher explains the same as the previous cycle, the researcher gives a story to retell in class, and students find difficult vocabulary, and write it in a list. In reflecting, the researcher continues to reflect on the teaching and learning process and then the researcher writes his conclusions together with the students.

3.5. Scoring of the Test

Assessment forms are designed to collect data and information in order to evaluate or assess a particular subject or situation. They provide a structured and standardized way to gather relevant data and measure performance, knowledge, skills, opinions, or other criteria.

Table 3.3. Scoring the test Weigle (2002)

Aspect	Score	Criteria
Content (30)	27-30	Excellent to Very Good: Knowledge, substantive, systematic development of thesis, relevant to assigned topic.
	22-26	Good to average: Some Knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair to Poor: Limited knowledge of a subject, little substance, inadequate development of topic.
	13-16	Very Poor: It does not show knowledge of a subject, non-substantive, irrelevant topic, or not enough to evaluate.
Organization (20)	18-20	Excellent to very good: Fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive.
	14-17	Good to average: Somewhat choppy, loosely organized, but main ideas stand out limited support, logical but incomplete sequencing.
	10-13	Fair to poor: non-fluent, ideas confused, or disconnect, lack logical sequencing and development.
	7-9	Very Poor: Does not communicate, no organization, or not enough to evaluate.
Vocabulary (20)	18-20	Excellent to very good: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

	14-17	Good to average: Adequate range, occasional errors of word/idiom form, choice, usage but meaningful not obscured.
	10-13	Fair to poor: Limited range, frequent errors of word/idiom form, choice, usage,meaning confused or obscured.
	7-9	Very poor: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language use/grammar (25)	22-25	Excellent to very good: Effective complex construction, few errors, of agreement, tense, number,word order/function, articles, pronouns, prepositions.
	18-21	Good to average: Effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	11-17	Fair to poor: Major problem in simple/complex construction, frequent errors of negation, agreement, tense, number,word order/function, article, pronouns, preposition and/or fragments, run-ons, deletions meaning confused or obscured.
	5-10	Very poor: Almost no mastery of sequence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics (5)	5	Excellent to very good: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: Occasional errors of spelling, punctuation, capitalization,paragraphing but meaning not obscured.
	3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

	2	Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3.6 Technique of Data Analysis

This research used quantitative data Sugiono (2010) To know the mean of the student's score of vocabulary in each cycle, the following formula was applied:

$$X = \frac{\sum x}{n}$$

Where:

X: mean

$\sum$x: total   score

n:number ofstudents

Third, the researcher tries to get the class percentage that passes the minimal mastery level criterion (KKM) considering the English subject gains score of 75, which is adapted from the school agreement at SMA Pembangunan Galang. It uses the formula:

$$P \frac{F}{N} X 100\%$$

Cahyanti (2010)

Where:

P: the class percentage

F: total percentage

score N: number of

students

After getting the mean of the students' score per action, the researcher identifies whether or not there might be students' improvement scores on vocabulary comprehension from pre-test up to post-test scores in cycle 1 and cycle 2. In analyzing that, the researcher uses the formula:

$$P = \frac{y1-y}{y} \times 100\%$$

Ika Rahmayani (2017)

Where:

P: percentage of students' improvement

y: pre-test result y1: post-test 1

$$P = \frac{y2-y}{y}$$

Where:

P: percentage of students' improvement

y: pre-test result

y2: post-test