

CHAPTER I

INTRODUCTION

1.1. The background of the study

Language is expected to develop communication in spoken or written so that people will possess the social skill while learn a language. Language is meaningful, when the meaning is delivered through language, people use language to interact and build relations, to influence their behavior and express of the word. Language is one of the most important aspects in social life. It means that language has an important role in everyday people in doing every interaction. People use different language because every country has own language. People need a universal language to communicate each other easily. The universal language used by people to communicate is English

English language is an international language that can help people to communicate with other people from different countries to necessary for the world of politics, information, technology business, medical, finding work abroad and education many schools English as an important subject to be taught and learned by each people includes the students English is an essential language for people around the world. People tend to use English to communicate and make relationship with others from different part of place and language in the world, of the important of English almost countries learn English especially in Indonesia.

In Indonesia, English is considered as foreign language. English is one of the subject which must be taught a part of curriculum of Indonesia education it has been introduced to educational institutions which are learnt from primary School up to university level as a compulsory subject to learn. Learning English, the student have to learn 4 basic skills like

reading, speaking, listening, and writing. English is used in various domains of the society such as education media, business and communication.

Teaching English in Indonesia has started since English becomes an international language. The teaching of English is begun from primary school, junior high school, senior high school and university school. The English curriculum in primary school up senior High school employing Educational Unit-oriented curriculum (kurikulum Tingkat SatuanPendidikan/ KTSP) expects that students are able to understand English well by four skills, such as writing, speaking, reading and listening.

Teaching writing is an activity in learning English. In teaching writing, the students can produce their idea in written aspect. The purpose of teaching writing is to improve student ability to function effectively in such written context. They are many kinds of texts which are studied. They are explanation, description, procedural, analytical exposition hortatory exposition, narrative text, etc. in this case are want focus on narrative text because it is essential material for vocation high school students and have essential function related in daily life. One of the methods that will be studied in this paper is the use of genre-based approach as one way of writing method by explaining some particular stages in special text. It can be the beginning, in the middle, and the end. Writing it can be complicated problem because they are to create their ideas. So, the writer chooses genre-based approach to make easy when write a text. it hopes that this method can increase and motivate the student ability in writing. By using genre-based approach, the student can write down what they are in their mind and state it on paper by using generic structure and language feature. So they are that writing language is getting more and more essential, it is one of necessary language skills that should be developed to the students.

A narrative text which has function to amuse, entertain and deal with actual or vicarious experience in different ways. A narration text is something interesting that ever happen in the real life. It usually has problem or conflict and the get the resolution in the end. It make students motivated and enjoyable to write the text, they neSed to know the contents and the other aspects become rules in writing narrative text, students who know these aspects will produce the good writing text.

Based on the writer's experience in Teaching Training Practice (PrakterPengalamanLapangan / PPL) at SMK NEGERI 1 Medan, the writer found that many student can't write narrative text. They can't develop their idea using sentence pattern and appropriate words and confuse to find out topic. Students' difficulty in writing good composition can be seen from their poor writing.students feel bored causing them to become noise. One effort to improve the quality of student writing learning is to innovative learning models through the application of the genre process approach.

According Paltridge (2001 p, 2) "" the genre-based approach is the teaching learning cycle this cycle consist of four main stages they are building knowledge of field, modeling of text, joint construction of text, independent construction of text"".

Based on explanations above, the writer will conduct a study en titled improve student's ability in writing narrative text by using Genre-Based Approach tenth grade students at SMK Negeri 1 Medan.

1.2.The problems of the study

Based on the background of the study, the problem of the study formulated as follow: Does Genre- Based Approach improve student's ability in writing Narrative text for the tenth grade students at SMK Negeri 1 Medan.

1.3.Objectives of the study

The objective of the study is to find out whether GBA improves students skill in writing Narrative text of tenth grade students at SMK Negeri1 Medan.

1.4.Scope of the study

In the world of education and teaching, there are various approaches that can be applied in learning. In recent times the most commonly referred approach to learning is the scientific approach or scientific approach. But besides the scientific-based approach (Scientific Approach), there are several other approaches that can be used by teachers in the learning process, one of which is the Genre-Based Approach.

1.5.Significances of the study

Findings of this study are expected to be theoretically and practically significant and relevant for some matters.

Theoretically

Giving input to the students to improve their ability in writing. The result of this study expected find out the use of Genre-Based Approach in teaching writing narrative text improve students writing skill

Practically

1. the writer more comprehend genre - based approach in teaching writing narrative text to improve students writing
2. for the students majoring English location , to enrich their knowledge in the preparation of the thesis about teaching learning process and use opinion about the genre-based approach as references in teaching writing in narrative text

3. The Teachers results of the study will improve the teacher's understanding of the application of genre-based approaches to teaching writing and the teacher can apply this to the learning process and help students master writing skills using a genre-based approach

CHAPTER II

REVIEW LITERATURE

2.1 Theoretical Framework

In conducting a research, more explanation about the theories, which are use in this research, are important in order to avoid misunderstanding between the writer and the readers.

The following terms are important to be discussed so that the writer the readers may have the same perception.

2.2 Language

Language is system of communication by sound-operating through the organs of speech, among members of given community, and using vocal symbols possessing arbitrary conventional meaning. Language is one of the important aspects in social life.

According Brown (2004:34) “Language is a system for the expression primary function, interaction and communication”.

Hulme in Wardhaugh Ronal stated (2006:24) Language is by its very nature a communal thing, that is, it expresses never the exact thing but a compromise that which is common to you, me and everybody.

Based on the explanations above, they can be concluded that language is a tool of communication one the other and rules for combining those symbols that can be used to generate and infinite variety of message.

2.3 Writing

Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing.

Richards in Tuan (2011:1471) stated Writing skill is deemed to be difficult for EFL students in the language learning.

State Harmer (2004:31) that writing is a way to produce language and express ideas, feelings, and opinions.

Based on the definitions above, writing is a productive process done through some stages. Writing skills is a complex activity in producing a qualified writing. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

2.3.1 The Writing Process

Process writing of mature and novice writers and no social consequences of writing and process of writing is the most important thing to know before writing.

According (Zammel 1983: 165) at the heart of this model is the view that writing is non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning.

Hamer (2004:12) The writing process is a way of looking at what people do when they compose written text the writing process teaches the students how do develop their ideas and record them in written form. Each stage of the writing process is important and needs to be explicitly taught. Also added, there four main elements in writing process, they are: planning, drafting, editing (reflecting and revising) and final version. All of them will be discussed in the following

a. Planning

When planning, students have to think about three main issues. In the first place they have to consider the purpose of their writing since it will influence (amongst other things) not only they type of the text they wish to procedure but also the language they use. Secondly, experienced writers think of the audience they are writing for, since this will

influence not only the shape of the writing (how is laid out, how the paragraphs are structured, etc) but also the choice of the language. Thirdly, writers have consider the content structure of the piece that is, how best to sequence the facts, ideas or argument which they have decided to included

b. Drafting

As the writing process into editing, a number of drafts maybe produced on the way to the final version. Drafting offers the students opportunity to get their ideas down. It may be in author's not book on separated of paper or on the computer. It offers writer a choice of ways to draft to motivate them write and to draw on their different strengths as learners.

c. Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (or editor's) who comment and make suggestion. Other reader reaction to a piece of writing will help the author to make appropriate revision. Doing editing gets the writing ready to go out into the world. It explains to the author that the purpose of editing is to make writing essay for readers to understand

d. Final version.

After editing the draft, making the changes is necessary to produce the final version. It may look considerably different from the original plan and the first draft, because things have changed in the editing process. The author is now ready to share the written text to its intended audiences.

2.3.2The Purpose of Writing

Writing Skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. When a person writes something, her or she has purposes for writing. The writer may have motivations of which her or she is unaware. The writer may also have mixed and even contradictory, motivations for writing.

According to Hyland (2009:2) The various purpose of writing it is myriad contexts of use and the diverse backgrounds and needs of those wishing to learn it all push the study of writing into wider frameworks of analysis and understanding.

State Fulwiler (1997:6) said there are there suggestion will help you think about your purpose for writing.

1. Attend closely to the subject words of your assignments. If limited to the Harlem Renaissance, make sure you know what literary period is who belonged to it and the titles of their books.
2. Attend closely to the direction words of all your assignments. Be aware that being asked to argue or interpret is different from being asked to define or explain-though, to argue or interpret well may also require some defining or explaining along the way.
3. Notice the subject to which your mind when jogging, driving, biking, working out talking, or just relaxing. Will any of your assignments let you explore one of them further

The writer concluded the purpose of the writing is the various and have three suggestions purposes of writing.

2.3.3Teaching Writing

Teaching writing is a big challenge for teachers. The teachers must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Many traditional approaches failed to apply writing process in teaching writing.

According Harmer (2004:11) for many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students attention was directed to the 'what' rather than 'how' of text construction.

Moreover, as a teacher, he should encourage and guide a student to explore and develop their ideas, involves and provides them with enough language and information to allow them to complete writing task or paragraph successfully.

In addition, in giving material for teaching, teachers should recognize the instruction given. Writing instruction can and should include real-life, interaction tasks.

2.4 Approach

An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

Moody in Hwang and Embi 2007:4 state that the importance of an approach is to provide a frame work, or sequence of operations to be used when we come to actualities.

According to Harmer (2001:178) Approach is the theories about the use language and learning that serve as the source of practices and principles in language teaching approach is very

important element managing students in the classroom. There are some approach can used they are:

1. Language experience approach

According to Mukalel (1995:87) sates that language experience approach (LEA) is an approach to language learning in which the student this oral compositions are written down and used as materials of instruction for writing, reading, speaking, and listening. As the name of approach suggest, beginning writing instruction in a language-experience program is based on language and on experience.

2. Communicative Approach

This is grew out the work of anthropological linguistics (eg, Hymes 1972) and Firthian linguistics (e,g,Haliday, 1973) who view language first and foremost as a system for communication.

- a. It is assumed that line the goal of language teaching is learner ability to communicate in the target language.
- b. It is assumed that the content of a language course will include semantic notions and social function, not just linguistics structure
- c. Students regularly work in groups or pairs to transfer (and if necessary, negotiate) meaning in situations where one person has information that the other lack.
- d. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
- e. Classroom materials and activities are often authentic to reflect real-life situations and demands

- f. Skills are integrated from the beginning a give activity might involve writing, reading, speaking, listening, and perhaps also writing (this assumes the learners educated and literate)
- g. The teachers role is primarily to facilitate communication and only secondarily to correct errors.
- h. The teachers should be able to use target language fluently and appropriately

3. Affective –Humanist Approach

This is a reaction to be general lack affective considerations in both audio lingual and cognitive code.

- a. Respect is emphasized for the individual (each students the teacher) and for his/her feelings.
- b. Communication that is meaningful to the learner is emphasized
- c. Instruction involves much work in pairs and small groups
- d. Class atmosphere is viewed as more important than materials or method
- e. Peer support and interaction is need for learning
- f. Learning a foreign language is viewed as self-realization experience
- g. The teacher is viewed as a counselor or facilitator
- h. The teacher should be proficient in the target language and students native language since translation may be used heavily in the initial stages to help students feel at ease, later is gradually phased out.

4. Comprehension –Based Approach

An outgrowth of research in first language acquisition, which led some language methodologist to assume that second of foreign language learning is very similar language acquisition

- a. Listening comprehension is very important and is viewed as the basic skill that will allow writing, speaking, reading to develop spontaneously over time give right conditions.
- b. Learners should begin by listening meaningful speech and responding nonverbally in meaningful ways before they procedure any language themselves
- c. Learners should not speak until ready to do so, their result in better pronunciation than when the learners is forced to speak immediately.
- d. Learners progress by being learners monitor (or become aware of) what they do, but it will not aid their acquisition or spontaneous use of the target language.
- e. Error correction is seen as unnecessary and perhaps even counterproductive the important thing is that the learners can understand and can make themselves understood
- f. If the teachers is not a native speakers (or near-native) appropriate materials such as audiotapes and video tapes must be available to provide the appropriate input for the learners

2.4.1 Genre – Based Approach

Genre based approach is as a text based approach sees communicative competence as involving the mastery of different types of text. Text here is used in a special sense to refer to structured sequences of language that are used in specific ways.

Genre based is used by the teachers in Indonesia to School Curriculum which recommended a new approach that is the Genre based Approach four stages

1. Building knowledge

This stage focus on building up a shared experience and cultural context about the topic of text. The interactions mostly happen between teacher and class, and students the focus is on the content information and language of genre of the text that is going to be use. it particularly focuses on controlling relevant vocabularies and grammatical patterns of the particular genre.

2. Modeling

This stage focuses on introducing particular genre though a model of the text that deals with field that the students have already explored in the stages of building knowledge of field. Through the model text, teacher and class work together exploring the cultural context, social function, schematic structure and linguistics features of the text using spoken language to focus on written text.

3. Joint construction of text

In this stage, when students already familiar with all of the features of particular genre, teacher and students work together to construct texts that are similar to the text that have already being learn in the previous stage in constructing the text, attention should be paid to the schematic structure linguistics features and knowledge of the field of the text.

4. Independent construction of text

In this final stage, students are ready to work independently to produce their own text within the chosen genre. Teachers can let students work on their own. In other words, teachers should minimize their support, scaffolding and interference on students' learning process. It will provide students with the opportunity to show their ability to create a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied.

2.4.2 Characteristic of Genre-Based Approach

According to Tuan (2011: 147) there are some characteristics of the genre-based Approach

1. The genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing.
2. This approach highlights the magnitude of the readers and the linguistic convention that a piece of writing needs to follow in order to be successfully accepted by its readership.
3. It underscores that writing is a social activity.
4. A genre-based approach to writing instruction looks beyond subject content, composing process and linguistic forms to see a text as an attempt to communicate with readers. This approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing.

5. This approach emphasizes the important role of writer-reader interaction on a piece of writing.
6. The teacher 's role in this approach is viewed as authoritative rather than authoritarian
7. The genre –based approach emphasizes the explicit of the linguistic conventions of the genre for second language novice student write

2.4.3 Genre

Genre is based on the idea that members of a community usually have little difficulty in recognize similarities in the texts. Genre is term for grouping texts together, representing how writers typically use language to respond to recurring situations .Every genre has a number of features which make it different ton other genres each has specific purpose an overall structure, specific linguistics features, and is shared by members of the culture. Formany people it is an intuitively attractive concept which helps to organize the common-sense labels we use to categorize texts and the situation in which they occur.

Further explanation, Harmer (2007:113) says that genre will help students see how typical texts within a genre constructed and this knowledge will help them construct appropriate texts of their own

According to Pardiyono in Dewi and Suswati Brown (2007:5) states that genre is a text type which functions as a frame of reference: a text should be based on the genre. pso the text can arrange effective, in purpose, diction and arrangement of the element of the text.

The writer concludes that genre is term for an organized concept and technique type text and element of text it has particular text types both in oral and written according to situation. Besides genre can helps the students organizing information in paragraph used for communicative purpose.

2.4.4 The types of Genre

Siahaan and Shinoda in their book *Generic Text Structure* (200:128) describe that there are some types of writing, namely narrative, recount, descriptive, headlines (News item), expository, anecdote, procedure , etc

1. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people and to deal with actual or vicarious experience in different ways.

2. Recount

Recount is a Narration text too. This has explained in chapter one, the detailed explanation will be presented on part of Recount on the next pages.

3. Descriptive

Descriptive is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on specific details of the object being described.

4. Headlines (News Item)

Headline (new item) is neither paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which ore considered news worthy or important.

5. Expository

It is about the truth of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In this case, it is

just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object

6. Anecdote

It is any written English text which the shares with the others an account of an unusual or amusing incident

7. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step.

2.4.5 Narrative

Narrative is familiar in the human's life. People used the narrative to tell the events, information, stories, experience and feeling to entertain the other people. Narrative is story with complication or problematic events and it tries to find the resolution to solve the problems

Hyland (2004:6) states that the text is an autonomous object which can be analyzed and described independently of particular context, writer or reader. Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words or sentences. Text has structure. It is orderly arrangement of words, clauses, and sentences by following the principles which guides the correct of element.

Pardiyono (2006:165) states narrative is kind of text that tell about world event,it can be informative and entertaining and can be in the past world events, present happenings.

Based on the explain writer concluded narrative is elements events it can be informative and entertaining and can be in the past world present happenings.

2.4.6 The Generic Structure Narrative Text

- a. Orientation: sets the scene and introduces the participants.
- b. Evaluation: a stepping back to evaluate the plight.
- c. Complication: a crisis arises.
- d. Resolution: the crisis is resolved, for better or for worse.
- e. Re-orientation: optional

2.4.7 Example Narrative Text

THREE FISH

Once three fish lived in a pond, one evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left

Orientation

When the eldest of the three fish heard this, he was trouble ed. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave the pond."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return am not going anywhere – my luck will keep me safe".

Complication

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he was caught and kill

Resolution

2.5 Using Genre- Based Approach in Teaching Writing

As an international language, English is also though in Indonesia a foreign language. Many students find writing is the most difficult lesson since they have to write down what they think of their paper by using correct steps, writing by them van be complicated because; they have to create their ideas.

The students must know the generic structure and language features grammatical so they can write text in a good structure because that is important for students to a make a text. So, when the students understand about it, of course they are able to write a good text especially, about Narrative Text by using genre-based approach

By using genre-based approach are very important because they give brief explanation about how apply genre-based approach in teaching writing

2.6 Previous Research

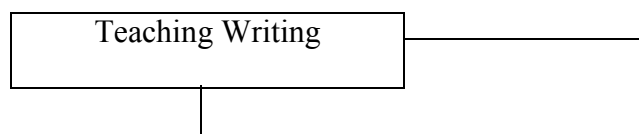
Teaching English speaking skill through genre-based approach (a case study in mts N Boyolali in the Academic Year of 2011/2012). Genre Based Approach can help the learners improve communicative competence. In genre there are two cycles namely oral and written cycle. The aim is developing the ability to use oral language. The objective of the study is to describe the procedure of teaching speaking cycle by using Genre based Approach kinds of the activity during the speaking cycle, the problems faced by teacher. the data was taken by using descriptive qualitative. The research will be conducted at MTs N Boyolali on jl.Kemuning NO 32 Boyolali. The subject of the research is the English teaheer at MTs N Boyolali.

2.7 Conceptual Framework

Teaching language needs to take into consideration many factors that may influence the process of teaching, such as the teacher, the learners and the environment. If one factor does not support the teaching and learning process, the goal of teaching and learning will likely be difficult to achieve. If such Problem occurs, there must be an effort to solve the problem and improve teaching and learning quality. Action research then is conducted as an attempt to deal with problems found in the classroom context.

Writing is essential skill in learning English since it determines student academic success. Writing through there so many things to be considered students write in order to succeed in mastering the subject master, but students face difficulties to write narrative text. Most of them are not interested in writing, writing is also important for our life and become prominent part in people's daily life.

Teaching writing for SMK is not easy job. The students have to master four languages skills: they are listening, speaking, writing and reading. Here the students concentrate in writing procedural text by using genre-based approach (analyze the generic structure and language feature). In teaching Narrative text suggested to apply genre-based approach, because by using genre-based approach the student's writing result will be in good structure write the result and the present it in front the class. Narrative text is text that has purpose to explain something is done through sequences.



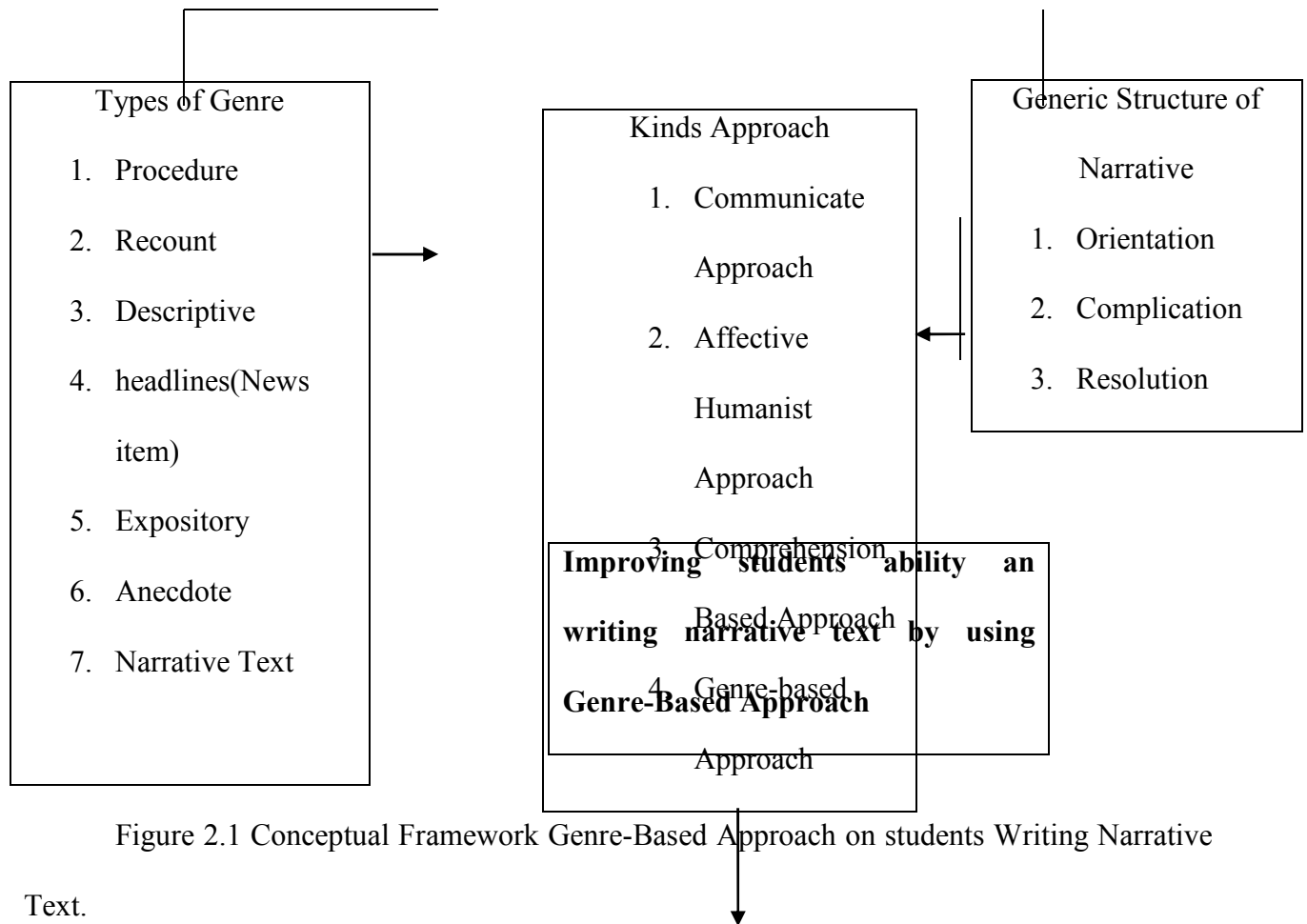


Figure 2.1 Conceptual Framework Genre-Based Approach on students Writing Narrative

Text.

CHAPTER III

RESERCH METHODLOGY

This chapter describes the design in this study, participant and place, the data collection, the setting of the study, data collection technique, data collection instrument and the analysis data.

To get the clearer view of the above matters each of them elaborated in the following description.

3.1 Research Design

The study will be conducted by using classroom action research. The only theories are involved ideas that you already use to make sense of your experience. Action research literally starts where you are and take you as far as you want to go. Classroom action research will be help a teacher to find out what is happening in his or her classroom and to use that information to make the wise decisions for the future. The approach will use in the classroom action research is about taking action based on research and researching the action taken.

According to Alberta Teachers Association (200:12) the action research process can generally be describe as a series of four steps: planning, action, observing and reflecting on the action. Depending on the research question, purpose of the study and number of researchers involved, each of these steps can be expanded. A single teacher researcher studying a classroom issue may work through the steps of the process in a relatively short time.

3.2 The Population and Sample

3.2.1 Population

The population include all elements that meet certain criteria for inclusion in a study. Christensen(2000:158) states that population is a large group to which a research wants to generalize his or her sample result. According to Burke (2000:158) population is the set of

element it is the large group to which a research wants to generalize his or her sample result. In line with Burke, Arikunto (2002:108) says that population is all the individuals of that group. The population in this research is the students of SMK NEGERI 1 Medan. They will be divided into four classes where each class consist 30 students, so the total population is 360 students.

3.2.2 Sample

Sample is a part of population of the population, which is use as the source of the real data of the research. Arikunto (2002:109) states that sample is part of population being research. It will be conclude that sample is a small portion of a population assigned according to certain rules. In order get the representative samples, the sampling will be in the correct way. Sampling will be define as the process of selecting individuals that could represent different characters of the large group (population).The sample will be taken by a class consist of 30 students. The writer chooses the tenth grade as the sample

3.3 The Instrument of Collecting Data

The instrument for collecting data is by administering writing test. It used to know student achievement in writing. Students will ask to write a Narrative text through genre-based approach.

3.4 Technique of Collecting Data

The data of this study will be collect by using quantitative data. Quantitative is Quantitative data will use is used to describe what can be counted measure. In collecting will

collect writing Test. The components of writing test will cover content, organization, vocabulary, language use and mechanics.

On Quantitative, this data will be collect and analyze by computing the score of the writing test.

1. Scoring the students tests in cycle 1
2. Tabulating the students score in cycle 1
3. Comparing the student scores 1
4. Making the conclusion

3.5 The Scoring System

According Jakob (1981:47) scoring showed that general the students writing is at the level of good to Average as can be seen in

Table 3.1

Writing aspects	Level score	Criteria	Description
1. Content	30- 27 point	Excellent to very good	Knowledge substantive, through development of

			thesis, relevant to assigned topic
2. Language	26-22 point	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17 point	Fair poor	Limited knowledge of subject, little substance
	16-13 point	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate
	26-22 point	Excellent to very good	Effective complex

			construction
	21- 18 point	Good to average	Effective but sample construction
	17-11 point	Fair poor	Major problems in sample/complex construction, frequent errors of negation
	10-5 point	Very poor	Virtually no master of sentence
3. Organization	20-18 point	Excellent to very good	Fluent expression, idea clearly stated supported, logical sequencing
	17-14 point	Good to average	Fluent expression, ideas clearly stated supported succinct, well –

			organized, logical sequencing
	13-10 point	Fair to poor	Non- fluent ideas confused or disconnected, lacks logical sequencing and development
	9-7 point	Very poor	Does not communicate, or organization not enough to evaluate
4.vocabulary	20- 18 point	Excellent	Sophisticated range, effective word/ idiom choice and usage
	17-14 point	Good to average	Adequate range, occasional errors of word
	13-10 point	Fair poor	Adequate range, effective word/ idiom choice and

			usage
	9-7 point	Very poor	Little knowledge of English vocabulary, idioms, word from, essentially translation
5.Mechanics	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
	3	Fair to poor	Frequent errors of spelling punctuation
	2	Very poor	No mastery of conventions,

			dominated by error of spelling, punctuation
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3.6 Technique of Analyzing Data

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, researcher gets the data from document, observing the teaching learning process and the result of the students test. In processing the data, the research uses descriptive analysis. It is to explain the condition in raising indicator ability of every .The result of observation is analyzed such below:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

In this research, the research as uses mean formula also uses mean formula to know the average of students score and to check student improvement in writing.

The formula is as follow:

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

Where

X = The mean of the students

$\sum x$ = The total score

N= The Number of the students

