CHAPTER I

INTRODUCTION

1.1 Background of the Study

English Language as International language has an important role in the world. Not only used in communication, but also in transferring information. It's mean that the people need learn english language to get things who want to achieve in life. Language is the ability possessed by humans to communicate with each other in the form of sound system symbols and movements produced by human speech tools to convey meaning. Language can be considered as the nature of human criteria, to express the overflowing of one's heart delivered to someone who speaks in direct activities. People use language to find and convey messages to each other, express ideas given to others, also they believe that language is a way to provide important information about culture and introduce their identities to others, then build good relationships in interacting with people other. According to Algeo (2010:2) a language is a system of conventional vocal signs by means of which human beings communicate. Language is also defined as communication that always occurs in a social context. Each country has a different language. Linguistic dictionaries state that language is a system of sound symbols in arbitrators that is functioned by members of the community as a way of working together in identifying themselves, looking for patterns of interaction with humans. So the authors conclude that language is a communication system in interacting with one another in mastering every human ability to communicate for others using symbols.

English is a language that is widely used in daily activities applications. This is a means of communication that connects people with different mother tongues. It has the role of association

and a bridge to communicate with people in various opportunities and aspects of human life such as in the economic, educational, social, technological, and government fields. this condition results in high demand for learning English in human life in general. It is undeniable in Indonesia, English is considered important by the government because it becomes the provision of every student to be able to compete with developed countries. From an educational standpoint, viewed from its position as a compulsory subject in secondary schools, both at the junior and senior high levels. The importance of English in Indonesia is also reflected by the fact that English is one of the mandatory requirements that must be passed by high school students to graduate from that level of education. Watkins (2005:4) explain that English is a common language but not a first language. It is important to remember that the purpose of English as a communication tool is to interact with others who are able to establish a good interaction. Therefore an English teacher must be able to improve every major skill such as reading, writing, listening, speaking and good grammar is expected to be mastered by every student in learning English. Can indirectly improve student skills in learning it.

Indonesian government uses a curriculum known as school based curriculum (kurikulum tingkat satuan pendidikan) since 2006. In this curriculum, English is always taught from elementary school to high school, even in the college level semester. Every student who is still studying at school, is expected to be proficient in four standard English competencies, those are the competencies set for students who must be mastered as a result of learning English. Standards of English competence are listening, speaking, reading and writing. Students are expected to understand and make various texts and monologues such as in narrative, recount, procedural, descriptive, report, news item, analytical exposition, hortatory, spoof, explanation, and review. Here, the researcher focus on recount text.

There are four skills in English that must be taught to students. Namely listening, speaking, writing, and reading. Listening and reading are receptive skills. Speaking and writing are productive skills. The four skills in English are very important, useful to learn and understand at this time. Because learning English helps us compete with other countries. One of the four skills, which is the focus of this research is writing. In teaching practice, researchers see that, every student does not like writing text in English because it is very difficult to do. According to Nunan (2003:88) defines writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Therefore, it is clear that the message given in the text must be clear so that the reader understands the ideas written in the text. So the author tries to find and overcome difficulties in learning for students easily and solve problems that occur around learning English in Writing.

Genre Based Approach, where teaching and learning focuses on the understanding and production of selected genre texts. Hyland (2007:4) defines that GBA is a term for grouping texts together, representing how writers typically use language to respond for recurring situations. His definition states that there are many types in english texts that know students to learn and understand structure of the text correctly about writing skills in develop express idea to think critically.

Based on the author's experience, I found that students are lazy to write because of what they hear differently from what they have to write and hard to say. they do not have enough vocabulary or their limited vocabulary they know in learning to write, and they are also afraid of making mistakes in English grammar, then can not find the meaning of vocabulary words in text. Therefore, they think that writing activities that are boring and it does not appeal to them. Referring to the above conditions, the authors believe that writing is a skill that needs to be

mastered more. the purpose is to improve the teaching of writing skills and abilities that students understand each material to function effectively in a particular context.

one of the studies found was that the learning process in the classroom was not interesting and caused them difficulty in understanding the learning material. Maybe the interaction of the learning process is passive and boring which makes it difficult for students to understand. Here, researchers try to find solutions to facilitate learning to write to improve student skills that will be discussed in this study, the application of Genre Based Approach as a way to apply writing skills in learning and teaching. Teaching English will apply several general and specific stages in the type of English text. This can be the beginning, middle, and end of the learning process in teaching English learning. Based on the 2013 Curriculum, the known learning model is the Genre Based Approach. The teacher's task is to make students reach and improve their understanding in English text writing skills in accordance with the way done in learning using the GBA learning model. So, the authors choose a genre-based approach, so that students can understand learning easily and interestingly when writing text. It is hoped that this method can improve and motivate students' skills in writing through a genre-based approach. Students can write what they think in their minds and express it on paper using generic structure and language feature.

The reason of the researcher choose this study, because in this study, the researcher noticed that many students dislike, or hate learning writing skills in English. So that the researcher wants to make learning interesting, easy to understand for students namely the implementation Genre Based Approach for writing skills are very likely to improve student learning outcomes and play an active role in the activities and performance of reliable learning and development of creative thinking that may help students to facilitate that text genre mastery learning in the classroom,

especially in learning Recount text. Genre-Based Approach presents the stages and strategies to help students have a better understanding and to improve the text. GBA in applying the approach, is the process of learning to write well. using GBA in the teaching of writing, it is expected GBA can help teachers and students to make the learning process easier, efficient and more successful. Based on the explanation above, the writer will conduct a study entitled "Improving Students' Writing Skill in Recount Text Through Genre-Based Approach at the Tenth Grade in SMK Swasta Kesehatan Imelda Medan"

1.2 Problem of the Study

Based on the background of the study, the problem in this study is formulated as the following :

"Does Genre Based Approach improve students' skill in writing recount text"?

1.3 Objective of the Study

The objective of this study is to find out whether of using Genre Based Approach improves on students' skill in writing recount text.

1.4 Scope of the Study

This study use Classroom Action Research to improve students writing skill in recount text. In fact in teaching learning process, there are four main skills in English. That are speaking, listening, reading, and writing skill.the writer focus on writing. Then checking the result of writing student such as social function, language feature, etc based on materi about recount text who they are doing and the writer make assessment in writing skill such as: content, organization, vocabulary, language use, and mechanical skill The writer also use approach in

teaching writing skill, there are many approach to use in student writing skill, they are: scientific approach, teacher centered approach, expressive approach, critical approach, genre based approach. In this study the writer only focus Genre Based Approach in teaching writing skill in Genre Based Approach. And also apply 4 stages in GBA such as: building knowledge, modelling text, joint construction, independent construction. And then, there are so many kinds of text in English, they are: Narrative, Descriptive, Recount, Procedure, Explanation, Report, Analytical Exposition, Hortatory, News Item etc. in this study the writer focus on Recount Text. Tried to achieve ability students to finish the text writing skill based on the texts instructions. The focus analysis in this study are the way writing in recount text based on 4 stages and things who need to checked in write of text who doing by students.

1.5 Significances of the Study

The Writer hopes that this research can give some information which is needed to everyone and can be meaningful. The result of this study expected to give both theoretical and practical benefits as follows :

1.   Theoretically

The result of this study expected to find out the students writing skill in recount text through genre based approach. This research is also expected to improve the result of learning students and provide support the ability of teaching english especially in teaching writing recount text. In addition, this study is expected to give deeper understanding on the Genre Based Approach, and becomes a helpful information and useful reference to the next study.

2.   Practically

a.   For English teachers

1) This study help teachers to solve the problems and make easy in teaching related to recount text.

2) The teacher would consider that genre based approach is one of the method to improve the mastery of writing recount text.

b. For the students

This study gives an experiences for the students about effective method for writing recount text. The students more understand about the way of writing correctly and able to make a text according to learn in the classroom. The students would consider that genre based approach could improve their writing skill especially in recount text.

c. For research

This research doing to know increasing and apply about implemented Genre Based Approach in teaching writing skill and search the difficult and problems about this topic in the field especially to senior high school.

d. For other researcher

The result of the research can be a reference and describe about research title future for other researchers and give benefit about the material who want doing in research of genre-based approach in teaching writing skill and provide new information for other researcher about material can apply in daily life.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research this chapter, the writer would like writing and more explain about the theories based on experts where applied in the research, which are use in this research, to collect the theories for support my title research are important in order to avoid misunderstanding and mistakes between the writer and the readers. This research is also expected to support about the material Genre Based Approach and the ability of teaching english especially in teaching writing skill. The following terms are important to be discussed so that the writer and the readers may have the same perception.

2.2 The Nature of Language

2.2.1 Language

Language is a tool to interact or a tool to communicate, in the sense of a tool to convey thoughts, ideas, concepts or feelings. with language, everything we want to say can be conveyed properly. Language has an important role in everyday people tos communicate in doing every interaction. People use different language because every country has their own language.

According to Baugh & Cable (2005:341) "Language is the expression of the people who use it and should reflect the nature and the experience of the speakers. Pinker (1997:18) states that, language is a complete, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently"

Based on the opinions above, the writer concludes that Language is the way communicate to other people who understand the purpose wants to deliver from the topic who discuss.

2.2.2 English

English is a language used as a media of communication and an international language used to interact with other people throughout the world. English is a global language who must be known and used in education, technology, social status, and modernization. According to Wierzbicka (2006:3) "English is the language of international air traffic control and chief language of world publishing, science, and technology". Based on the explanation above, the writer concludes that english is the tool or media in doing interaction for other people as an intermediary language to establish good communication relationships and as international language.

At the Level of English, there are Four Skills that must be achieved, namely Listening, Speaking, Reading, and Writing it's all Called English Skills. And then the writer in this study focus on the Writing to more discuss.

2.2.3 Definition of Writing

Writing is a productive skill categorized which means learners doing these to produce language in form of word, sentences, and paragraph. It is the process of developing the idea, and ability in writing correctly, arranging the words becoming a good writing. Writing become important form of spoken communication in daily life. People communicate their ideas, meaning, messages, feeling, emotion, and love not only through speaking but also in writing related about it. Writing skill helps the learner gain independence, comprehensibility, mistake in write of words, fluency, and creativity in writing. And writing also helps students to think about ideas carefully and logically to achieve it. According to Hernowo (2004:43), writing is an

activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentence. Harmer (2001:31) state that writing is a way to produce language and express ideas, feelings, and opinions.

Based on the definitions above, the writer conclude that writing is a productive process based on the steps in writing activity to achieve the ability of writing correctly through some stages. Writing skill is a complex activity in understand of step writing way in producing a qualified writing. The writing productions are in the forms of readable texts which should be meaningful to everyone who read in writing.

Students also can answer questions about the text or imagine that will help them to connect the writer's idea to their own knowledge and experience clearly. By the step, they can express their idea in piece of paper and write what they want.

Writing is not as simple as imagined because it is a process to write linking words and grammatically into sentence and paragraph. The organization of ideas is very important. When someone talked about writing, he often thinks about elements like word choices, grammar, and how to produce final product in good writing who learn.

2.2.4 Teaching Writing

Teaching is the process how to transfer and convey the knowledge in learning activity which focus on written form, that is learn how to write the idea and experience on the students' mind. According to Harmer (1998:79) "The teaching of writing focused on the written product rather than on the writing process."

According to Donn Byme (1979:6), "it is possible to learn a foreign language without learning how to write in it and for many of our students, perhaps even the majority of them, writing will

be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have te least use.

Based on the opinion above, the writer concludes that teaching writing is the way of do learning process, and sharing information and knowledge that focused on the writing processin order to develop students' ability in writing that has an important function and use in the human's life.

2.2.5 Writing Skill

Writing skill is the way to develop writing clearly and correctly through their thought, ideas, opinions, facts, and stories, who express in writing on the paper. Writing skill are an important part of communication. Good writing skill allow you to improve effective communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversations. Correct grammar, punctuation and spelling are key in written communication. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. Nunan (2001:88) defines writing as a process of thinking to invent ideas, thinkimg about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Based on explanation above, writing is a process to invent some stages such as to thinking about find idea, make a good writing, and express statement. Writing skill is deemed to be difficult for EFL students in the language learning (Richards in Tuan, 2011:1471). The difficulties include those in:

1. Generating and organizing ideas using an appropriate choice of vocabulary, sentence and paragraph organization

2. Putting such ideas into an intelligible text.

If learners have mastered these skills, they will be able to write so that not only they can read what they have written, and also understand the meaning what they write, but also other speakers of that language can read and understand it.

Writing is much more than just putting words and write on paper. By its very nature, writing is a series of forward and backward steps as writer think, reflect, revise, detour, start over, and repeat earlier steps. The task of educators is to guide, and control the students through the process learning in order to help them become the best writers they can be. In order to give students the necessary skills. Therefore, writing must be taught explicitly and given time, because it is the most difficult subject in the school since the students have to produce a text by using english. Its mean that the writing give benefit to students in catch understand about the writing process clearly by the teacher who give explain easily and make the students able to understand the writing correctly and able to achieve it.

2.2.6 Basics of Good Writing

According Sorenson (2010:4) good writing starts with process. Essentially the process of writing involves creating a text that we assume the reader will recognize and expect and the process of reading involves drawing on assumptions about what the writer is trying to do (Hyland, 2009:31). Therefore, we will begin learn by telling you how to go about writing. How to get ideas, how to put them together, how to get them on paper, how to polish them into a fine piece of writing. Those are the four broad steps in writing anything: prewriting, writing, revising, and proofreading.

1. Prewriting: helps students create images and ideas about the assigned topic, as well as consider their emotions and values in relation to the topic (Robert, 2004). The prewriting

process refers to the kinds of things you do get ready to write. Helpful hints to suggest how to think. How to plan, how to make choices. Prewriting prepares you to write freely.

2. Writing: suggestions for writing follow with details about how to use the building blocks of good writing:

    1) Good sentences

    2) Good paragraphs

    3) Good multi paragraphs papers

3. Revising: then we help you with probably the toughest part of writing, polish you paper, improving content, improving structure, improving emphasis, improving continuity. Revising differs from editing. Revising is conceptual framework, where i reread, rethink, and reconstruct my thoughts on paper until they match those in my mind (Fulwiler, 1997)

4. Proofreading: finally, we show you how to eliminate those both are some mechanical errors. Refer to this basics of writing section regularly, no matter what you write. In fact, you can find cross references to the chapters in this section throughout the book in search point of problems, suggesting that you use it to suplement the book's step by step processes.

2.2.7   The Writing Process

In writing, students cannot only focus on their result of final writing. They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. Hyland (2004:10) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. It's mean that writing help the students able to learn seriously and significant through procedure in writing clearly. Teaching writing is one process learning English. Writing process is a process to develop ability of writing knowledge when a writer

begins to transfer or write down their feeling, expression, and ideas on the paper. It means the writer have to be able to write correct and clearly sentences and arrange them into a good paragraph. According to Harmer (2004:4-6) state that there are four main elements in writing process. Those are planning, drafting, editing, and final version it's mean that able to improve the students writing skill :

2.2.7.1 Planning

Harmer (2004:4-6) stated that in planning process, there are three main issues have to be thought by students. The first, the students have to decide the purpose of writing. Next, students have to think about language style. Finally, students have to consider the content.

2.2.7.2 Drafting

Harmer (2004:5) state that in drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

2.2.7.3 Editing

Harmer (2004:5) stated that in editing the students read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimize and make the right of writing.

2.2.7.4 Final version

Harmer (2004:5-6) said that the last stage is the final version. After all process have done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many change in editing process. Any unimportant information stated in the draft can be deleted.

After finishing the process, the result of writing is ready to share the written text to its intended audiences. It is different is write spontaneously. Therefore, the result of writing will be better with following those process.

2.2.8   The Purposes of Writing

When the writers do or teach their writing, they certainly have some purpose who want achieve and become a handle to make writing better than before. They have to consider the purpose of their writing since this will influence, not only to the types of text they wish to produce, but including the language they use, and the information they choose.

Furthermore, there are three purposes of writing to make the writing more easily to understand. They are to persuade, analyze and inform (Whitaker, 2009:2) it means that to develop writing quality properly, it is necessary to follow a number of good writing goals in order to improve. the explanation as follow:

1) Persuasive purpose

Is to persuade the readers to do something. It efforts to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product.

2) Analytical purpose

Is to analyze a topic and to persuade the reader that the opinion is correct and supported by arguments. Analytical writing includes analyze other people's arguments.

3) Informative purpose

In informative academic writing, the pirpose is to share knowledge or information, give directions, and state ideas. Informative writing involves describing events or experiences.

Based on explanation above, the writer conclude the purposes of writing means that the way to apply in teaching learning process and building knowledge the students about writing in

english and collect the product who doing it and try various to make a good writing. can make the quality of writing increasingly better, interesting, and easily understood by readers in all aspects of life.

2.2.9   Assessment of Writing

One important area must known and learn of writing assessment research has focused on trying to find the best way to score students writing skill. The purpose of assessing is to find out the level of knowledge and skill of the students achieve. Assessing writing is not simple for teacher. When we assess students writing, we need to be clear about your objective or criteria. The process of assessing students writing ability is generally taken from the test. Test is the simple term to know the students ability in writing.

Heaton (1988:138) state that the skill of writing includes five general components or main areas such as the following:

1)   Content

The ability to think creatively and develop thoughts including all of the relevant ideas to the assigned topics.

2)   Organization

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with the ability to select, organize and describe other relevant information.

3)   Vocabulary

The ability to write words most effectively and use appropriate register.

4)   Language use

The ability to write correct and appropriate sentences

5)   Mechanical skill

The ability to use correctly those conventions peculiar to written language e.g. punctuations and spelling.

2.3   The Nature of Genre

2.3.1   The Definition of Genre

Genre is quite easily used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspirations . The concept of   genre has maintained a central position in folklore studies ever since the pioneering work in the early nineteenth century on German myths, legends and folktales by the brothers Grimm (Swales, 1990:33-34). Most genre use conventions related to communicative purposes, a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationship, and an argument essay emphasizes its thesis since it aims at making an argument. Brown (2001:99) state that, "genre has drawn attention to the ways in which texts are constructed and has identified the characteristics of the different text types." It means that every genre has its own characteristics and social purpose.

Further explanation, Harmer (2007:113) says that genre will help students see how typical texts within a genre are constructed, and this knowledge will help them construct appropriate texts of their own. Besides, Swales (1990:58) defined genre is a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. His definition states that there are conventions in a certain style of genre. Every genre has a set of communicative purposes under social situations and each genre has its

own structural features. Brown (2001:99) stated that "practitioners who can identify the characteristics of different genres of texts will be aware of what needs to be taught and what children need to learn." Understanding each genre and its characteristics will help the teachers to understand the needs of the students. The term has been adapted to refer to different type of communicative events. It is one of the most important and influential concept in language education. Genres also refer to more specific classes of texts, such as newspaper reports or recipes.

Dealing with several definitions above, the researcher can infer that genre is a term for an organized concept and technique type of the text it has a particular text types both in oral and written according to the situations. Besides, genre can helps the students organizing information in paragraph used for communicative purpose.

2.3.2 Approaches to Student Writing

An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic and it describes the nature of the subject matter to be taught. According to Harmer (2001:257–261), there are six approaches to student writing.

2.3.2.1 Process and Product

In the simplest form a process approach, ask the students to consider the procedure of putting together a good piece of work. We might, for example discuss the concept of first and final drafts with our students and then ask them to say whether the following activities take place at first or final stages, and to put them in the best order.

1) Check language use (grammar, vocabulary, linkers)

2) Check the punctuation

3) Check your spelling

4) Check your writing for unnecessary repetition of word and/or information

5) Decide on the information for each paragraph, and the order of the paragraph

6) Note down the various ideas

7) Select the best ideas for inclusion

8) Write a clean copy of the corrected version

9) Write out a rough version

2.3.2.2 Writing and Genre

in genre approach to writing students study texts in the genre, they are going to be writing before they embark on their own writing. Thus, if we want them to write business of various kinds we let them look at typical models of such letter before starting compose their own. If we want them to write newspaper article we have them, study real examples to discover fact about construction and specific language use which is common in that genre. This forms part of the pre-writing phase.

Students who are writing within genre need to consider a number of different factors they need to have knowledge of the topic. The conventions and style of the genre, and the context in which their writing will be read, and by whom. Asking students to imitate a given style could be seen as extremely prescriptive, encouraging them to see writing as a form of reproduction rather than as creative act in doing something.

2.3.2.3 Creative Writing

The term 'creative writing' suggest imaginative tasks such as writing poetry, stories, and plays. When teacher set up imaginative writing task so that their students are throughly engaged, those students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments. There is a danger that the

students may find writing imaginatively difficult having 'nothing to say' they may find creative writing a painful and de-motivating experience associated in their minds with sense of frustration and failure.

2.3.2.4 Writing as a cooperative activity

Although many people in their personal lives write on their own, whether at home or at work. In language classes, teachers and students can take advantages of the presence of others to make writing a cooperative activity, which great benefit to all those involved. Cooperative writing work well both process and genre-based approaches.

2.3.2.5 Using Computer

Where schools have computers which students have access to. There are many good reasons for using them for writing. As following shows:

1) A word-processing package removes the problem of poor handwriting that some students suffer from

2) A word-processing package allows the competent user to edit his or her material a great speed and with a great facility.

3) Spellcheckers can ease to task of achieving correct spelling

4) If student are working in a group, a computer screen can sometimes be far more visible to the whole group than a piece of paper might be.

2.3.2.6 The Role of the Teacher

1. Motivator: one of our principle roles in writing tasks will be to motivate the students, creating the right conditions for the generations of ideas, persuading them to the usefulness

of the activity, and encouraging them to make as much effort as possible for maximum benefit.

2. **Recourse:** especially during more extended writing tasks, we should be ready to supply the information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in constructive and tactful way. Because writing takes longer than conversation, for example there is usually time for discussion with individual students, or students working in pairs of groups.

3. **Feedback provider:** give feedback on writing task demand special care. Teacher should respond possitively and encouragingly to the content of what the have students.

2.3.3 The Genre Based Approach To Writing

2.3.3.1 The Genre in Writing

In addition, Badger and White (2002:18) add that genre approach to writing is also influenced and determined significantly by features and situational environmental such as subject matter, relationship between writer and reader, and text organization. Based on explanation the genre in writing have relation between writer and reader to finish the text genre by instruction above.

Ann (2003:18) states that actually teaching and learning writing through genre based approach is a matter of one coin with two facets. On one side, genre is viewed as a type of text or writing text. It is a typical model of writing product having its own features, variables, attributes, and characteristics. The distinctive ones may range from physical structure of text or generally known as generic structure or rhetorical structure, linguistic features usages, the purpose of the writings, style, reader, etc. The genre based writing is a matter of an approach to how writing is viewed and seen. It can be said that seeing writing through genre approach will produce a typical

writing work. On the other side, it is judged as one model or approach or strategy to teaching and learning writing.

Based on explanation above, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things such as the product of the writing and the way or technique or strategy of how the product is produced. Then, it also covers the social context and practice in teaching and learning writing through genre approach.

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. This of course, will vary due to different context and situation. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction. Genre as an approach, of course provides some stages or steps to follow. These will guide the writer systematically in order to be able to produce the writing work itself.

2.3.4 Genre Based Approach

Genre-Based Approach (GBA) is an approach which guides or helps students to understand the social purpose, organization, and language features on every kind of text. Genre-based approach is one of the writing learning models emphasizes understanding of how to construct texts. This model too emphasizing the learning process on the ability to distinguish various types studied text. Ability to understand various types of texts and their construction strategies obtained through several stages of learning that focuses on lexico grammatical differences as a marker of text.

Tuan (2011:1) states that "each of texts has the social purpose that reflects its schematic structure or text organization and language features, namely grammar, vocabulary, connectors, etc. It's mean that GBA help the students to understand the way of good writing and more interesting to apply in the beginning of writing. Genre based approach is used by the teachers in indonesia to school Curriculum which recommended a new approach that is the Genre Based Approach have four stages to apply in writing students skill. According to Feez & Joyce (2002: 28) and Emilia (2011: 33), there are five stages of teaching English using GBA, Those are building knowledge of the field, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text.

2.3.4.1 Building Knowledge of Field (BKOF)

This stage aims to build the knowledge of students about topics that will be written. The activities of this stage differ with the building knowledge of the text. Many teachers think that building knowledge of the field aims to explain the text that will be written by students such us explaining the generic structure and linguistic features of the texts, but it is inappropriate. If doing so, the teachers do not apply the building knowledge of the field but applying the building knowledge of the text (Emilia, 2011: 33).

To help students about topics that will be written, the teachers are able to teach all language skills such as reading, speaking, and listening. According to Emilia (2011: 33), the students are given any text relating the topics that will be written. This activity is able to be made as opportunity for teacher to teach reading, listening, or speaking activities. The teachers ask to students to discuss about the text based on their reading comprehension. The teachers also enable to teach grammar relating to some expression in texts. For instance, the teacher uses recount texts.

For these activities, the students are asked to read the first text and then they are given some questions about the text. From this activity, the teachers grade the students‟ reading comprehension. In this point, the teachers have done reading skill and they can apply against the reading techniques that they use usually, such as three phase techniques; pre-reading, whilst-reading and post-reading. After that, the students identify some words and expressions that students do not understand from the text. The teachers also ask to the students to guess word or expression meaning from the text. If the students do not understand some vocabularies, the teachers allow to students opening the dictionary. From this stage, the students are taught by doing reading well, such as skimming, scanning, and predicting. Finally, the students are heard a topic that is teaching through tape recorder or the teachers read a text relating to the topic and the students hear it. The students also are given some questions about grammar and their comprehension of what they hear. Nevertheless, the teachers grade the students‟ listening skill in that time.

2.3.4.2 Modeling of Text (MOT)

This stage is designed to introduce and to familiarize the students with the discussion genre, so they could read it and deconstruct it. It is also aimed at building up students‟ understanding of the purpose, overall structure and language features of the genre. According to Amelia (2005: 153), the activities of Modeling involves in this stage are: (1) familiarizing students with the function and social context of the discussion genre; (2) presenting the schematic structure of the discussion genre; (3) presenting a model text of a discussion genre; and (4) presenting other texts in the discussion genre.

The first step is familiarizing the students with the power of the discussion genre in the social context of English (which takes a similar form in Indonesian) and the current Indonesian context.

The step here stresses that the discussion genre, which weighs up two or more sides of an issue enables the students to practice the concept of decision making and conflict resolution through rational debate such as argument for, argument against, and recommended course of action (DSP in Amelia, 2005: 140). The second step is presenting and explicitly explaining the schematic structure of discussion genre on an overhead transparency. This aims to allow the teacher and students to share comment and to talk about the text as a class more easily. Each student is also given a copy which they could use for their own reference on future occasions when they write a discussion genre.

In presenting a model text of a discussion genre, the teacher creates the title of the text, for instance: should people receive more education than they need to function in their job? The teacher and students then collaboratively identified the purpose, the schematic structure, the function of each stage in the model text and the linguistic features. Then, the next stage is presenting other texts in the discussion genre. This stage, the teacher gives students the texts other than texts of genre given in advance. The other texts are used mainly to strengthen students" understanding of the schematic structure and to show the students various linguistic features and expressions that could be employed in their writing later.

2.3.4.3 Joint Construction of Text (JCOT)

Emilia (2005: 144) mentioned that the steps of joint construction consist of five steps that are: (1) grouping the students into threes and familiarizing them with the task they would do in the stage; (2) approaching each group at the start of the Joint Construction; (3) consultation with each group on their draft.

First, grouping the students into threes and familiarizing them with the task they would do in the stage. This stage, the teacher first of all asks the students to make groups of threes, the

members of which are entirely decided by them. The teacher then informs the students that activities conducts in this stage would be different form that they are used to, in that they would write a whole text (not only paragraphs as they are used to), in groups, in several sessions, during which consultations with the teacher is made. Moreover, the students are also reminded about the importance of note taking.

Second, approaching each group at the start of the Joint Construction; at this stage, the teacher approaches each group to see if they have any difficulty in starting their writing. To those who seemingly have difficulty, the teacher should propose some guiding questions, such as: what will you start with?; how many arguments or points will be included in the arguments for and against? Why will you take those arguments? Do you have enough data/evidence to support the arguments? In this case, the teacher stress that the arguments for and against should be balance (Emilia, 2005: 145).

Third, consultation with each group on their draft; in this consultation, the teacher focuses first of all on the strengths of the students" writing. This aims to encourage and reinforce students" first attempt at approximating the genre, even though the text produced may not contain all language features or show full control of the generic structure. At this stage, the teacher encourages the students to focus on all aspects of writing, modeled the process of writing, when the teacher would cross out, amend and add words (Amelia, 2005: 151).

2.3.4.4 Independent Construction of Text (ICOT)

The first case here may suggest students" consciousness of the impact of a text on different group of readers and their capacity to develop resistant reading or tactical reading (Martin in Emilia, 2005: 154). This also suggests students" emerging understanding that the writer"s background does influence the way a text is constructed and that writing is relative to particular

groups and contexts, and can be seen as one among many practices, which are open to scrutiny and contestation (Hyland, 2002: 48).

Moreover, the second case may seem from this stage above to evidence students" awareness of the impact of grammar, specifically mood of sentences or the use of modality and pronouns on power relations between the writers and readers and thus their awareness that nearly all aspect of language serve to express the power relations between participants in an interaction. Finally, the third occurrence seems to suggest the students" capacity to relate the text with their reality and to make sense of the world around them.

After the discussions, when students have sufficient background knowledge about the topic and are ready to write independently based on students" agreement, the teacher moves on to the independent construction. Feez & Joyce (2002: 31) describe that the independent construction of the text is that the students work independently with the text and student performances are used for achievement assessment.

2.3.5 Characteristics of Genre Based Approach

According to Tuan (2011:1472) 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 following 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 attempt to communicate with readers. This

approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful writing process.

5. This approaach emphasize 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.

2.3.6 Kinds of Genre

According to Gerot and Wignell (1994), a genre can defined as a culturally specific text–type which result from using language (written or spoken) to helps accomplish something. It's mean that to inform for people about kinds of genre in writing correctly and easy to understand.

Richards (2006) says that text, or genre, refers to structured sequences of language that are used in specific context in specific ways. People create texts, when they are communicating with others, which are different at each stage, depending on the context. It's mean that genre is a text about the way to write correctly with the analysis the structure, grammar, content, vocabulary, etc. The concept of genre is based on the idea that remembers of a community usually have little difficulty in recognizing similarities in the text they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily."

There are kinds of genre mentioned by Gerot and Wignell (1994:192–219) :

1) Spoof

The social function is to retell an event with a humorous twist. The generic structure in spoof is orientation (sets the scene), events (tell what happened), and twist (provides the punch line)

2) Recounts

The social function is to retell events for the purpose of informing or entertaining. The generic structure in recount is orientation (provides the setting and introduces participants), events (tell what happened, in what sequence), and re-orientation (optional-closure of events).

3) Reports

The social function is to describe the way things are with reference to a range of natural, man-made and social phenomena in our environtment. The generic structure in report is general classification (tell what the phenomenon under discussion is), and description (tells what the phenomenon under discussion is *like* in terms of parts, qualities, and habits or behaviour.

4) Analytical Exposition

The social function is to persuade the reader or listener that something is the case. The generic structure in analytical exposition is thesis (introduces, topic and indicates writer's position, outlines the main arguments to be presented), arguments (restates main argument outlined in thesis, develops and supports each point/argument), and reiteration (restate writer's position).

5) News item

The social function is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. The generic structure in news item is newsworthy event (recounts the event in summary form), background events (elaborate what happened, to whom, in what circumstances), and sources (comments by participants in, witnesses to and authorities expert on the event).

6) Anecdote

The social function is to share with others an account of an unusual or amusing incident. The generic structure in anecdote is abstract (signals the retelling of an unusual incident), orientation

(sets the scene), crisis (provides details of the unusual incident), reaction (reaction to crisis), and coda (optional, reflection on or evaluation of the incident).

7) Narrative

The social function is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The generic structure in narrative is orientation (sets the scene and introduces the participants), evaluation (a stepping back to evaluate the plight), complication (a crisis arises), resolution (the crisis is resolved, for better or for worse), and re-orientation (optional).

8) Procedure

The social function is to describe how something is accomplished through a sequence of actions or steps. The generic structure in procedure is goal, materials, and the steps.

9) Description

The social function is to describe a particular person, place or thing. The generic structure in description is identification (identifies phenomenon to be discussed) and description (describes parts, qualities, characteristics).

10) Hortatory Exposition

The social function is to persuade the reader or listener that something should or should not be the case. The generic structure in hortatory exposition is thesis (announcement of issue of concern), arguments (reasons for concern, leading to recommendation), and recommendation (statement of what ought or not to happen).

11) Explanation

The social function is to explain the processes involved in the formation or working of natural or socio cultural phenomena. The generic structure in explanation is a general statement to position the reader and a sequenced explanation of why or how something occurs.

12) Discussion

The social function is to present (at least) two points of view about an issue. The generic structure in discussion is issue (statement and preview), arguments for and against or statements of differing points of view, and conclusion or recommendation.

13) Reviews

The social function is to critique an art work or event for a public audience. Such works of art include movies, TV, shows, books, plays, operas, recordings, exhibitions, concert, and ballets. The generic structure in review is orientation, interpretative recount, evaluation, and evaluative summation.

Those are types of genres, in this research, the writer choose Recount text as the material used. Recount text is a text that tells story or experience the researcher itself in the past.

2.3.7 Recount text

According to Anderson (1997:48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. In this study, students are assigned to write a recount text correctly. Gerot and Wignell (1994: 194) found that recount text has social function, generic structure, and linguistic features that are as follows:

a. Social fuction of recount text is to retell events for the purpose of informing or entertaining.

b. Generic structure:

1) Orientation provides the setting and introduces participants. It tells who has involved, what happened, where the events took place, and when it happened.

2) Events tells what happened and in what sequence.

3) Re-orientation consists of optional-closure of events.

c. Linguistic features:

1) Focus on specific participants

2) Use of material processes

3) Circumstances of time and place

4) Use of past tense

5) Focus on temporal sequence

Example of Recount text :

My adventure at Leang Cave

Orientation

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang. It was my first time to visit the cave, better yet, my best friend came to visit it with me

Event 1

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some

seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.

Event 2

The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

Reorientation

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives.

The researcher concludes that Recount text is one of type of text in learning English that functions to retell events, action, or experiences that occurred in the past events. This text aims to invite, and entertain readers to hear this text, and provide information on past experiences, actions, and then entertain readers who read the text about past events. This text use simple past tense, conjunction, time connection, specific participant, etc. And then this text have 3 types of recount text. They are: personal, factual, and imaginative recount.

This story tells in 3 parts, such as orientation, sequences of events and reorientation. The text is started by orientation that introduce who, where, when the story happened, sequences of events that tells the events orderly and ended by the writer comment as the ending of the story in reorientation stage. It's mean that to measure the students ability in recount text based on pattern of writing recount text correctly and according with the teaching learning process.

2.3.8 The Assessment of Recount Text in Writing

This stage to analysis the score writing recount text of students use the theory assessment by Jacob. It's mean that the researcher try and know the students score achievement based on teaching learning material from apply by the researcher. Adapted from Jacob, et al. (1981:90) there are five components to measure the students' test of writing recount text would be scored using Jacob, et al. (1981:90) scoring technique which was analyzed every aspect in writing.

Adapted from Jacob, et al. (1981:90) there are five components of analytic scale for evaluating writing, there are: Content, Organization, Vocabulary, Language use, and Mechanics. The scores for each components are mentioned below :

Tabel 2.3.8

Assessment of Writing Recount text By Jacob, et al. (1981:90)

No	Aspect	Description		
		Score	**Level**	**Criteria**
1	Content	30 – 27	Excellent to very good	Knowledgeable substansive, through development of thesis or topic relevant to assigned topic.
		26 – 22	Good to average	Some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.
		21 – 17	Fair to poor	Limited knowledge of subject, little substances, and inadequate development of the topic.

		16 – 13	Very poor	Doesn't show knowledge, not pertinent, or not enough to evaluate.
2	Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated / supported, succinct, well-organized, logical sequencing, cohesive and correct the generic structure of recount text such as orientation, events, and reorientation..
		17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing and correct the generic structure of recount text such as orientation, events, and reorientation. .
		13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development and still incorrect to arrange the generic structure of recount text.
		9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
3	Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word or idiom choice, and usage word from mastery, appropriate register.
		17 – 14	Good to average	Adequate range, occasional errors of word or idiom choice and usage but meaning not

				obscured.
		13 – 10	Fair to poor	Limited range, frequent error of word or idiom for choice, and usage meaning confused or obscured.
		9 – 7	Very poor	Essentially translation, little knowledge of vocabulary, idioms, word form, or not enough to evaluate.
4	Language Use	25 – 22	Excellent to very good	Effective complex construction, few errors of agreement, tenses, number, word order/function, articles, pronouns, prepositions.
		21 – 18	Good to average	Effective but simple construction, minor problem in a simple construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscure.
		17 – 11	Fair to poor	Major problem in complex/simple construction, frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions, meaning confused, or obscured.

		10 – 15	Very poor	Virtually not mastery of sentences construction rules, domination by errors, does not communicate, or not enough to evaluate.
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
		4	Good to very good	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

2.4 Previous Study

A number of studies in improving writing skill in recount text through genre based approach had been carried out by several researchers in the area of writing in order to support teaching and learning activities. Firstly, the research study was conducted by Ikawati (2010). She *improved the students' ability in writing recount text through genre – based approach.* The subjects of this

research were 24 students of the eighth grade students of SMP 1 Batu in the 2010 / 2011 academic year. The study was conducted in one cycle which was carried out in three meetings. The steps include the stages: 1) BKof and MoT are recount text followed by the exercise in terms of organization, grammar and mechanics, 2) JCoT is to invite the students in group work and group conference for feedback from the teachers by correcting and discussing organization, grammar, and mechanics, 3) ICoT is the last stage where the researcher let the students work individually to compose the text independently. Then, she asked them to write their ideas by themselves using clustering form and to continue writing their ideas into recount text. The result of the research showed that the genre – based approach could improve the students' ability in writing recount text.

Furthermore, Sari, Zuraida & Fiftinova (2015) also conducted the same type of research. She *improved the quality of the eight grade students' recount text writing of SMP N 11 Palembang through GBA*. By using an experimental design, it was found out that there was a significant difference on the recount text writing achievement between the students who were taught through GBA and those who were not. The students who were taught through GBA got better score than those who were not taught through GBA. In addition, spelling and grammar aspect were the aspects of writing which the students mostly improved after they were taught through GBA.Considering the results of previous research, it can be concluded that GBA is considered suitable to solve the students' writing in recount text.

From those researches, it can be concluded that the set of materials is suitable for teaching and learning process to improve students' writing skill because it is based on the result of need analysis and considers students interest. But, the set of the materials need to achieve in order to be more interesting.

2.5 Conceptual Framework

Writing is one of language skills that should be mastered by students in senior high schools. As a complex activity, there are many elements included in it, such as grammar, sentence structure, vocabularies, and the type of text that should be learnt by the students. Because of the necessities of learning those elements, the use of materials is a crucial factor in the teaching and learning process. Teaching language needs to take into consideration many factors that may influence the process of teaching and learning 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. In such problem occurs, there must be an effort to solve the problem and improve teaching and learning quality in writing correctly.

Teaching writing is an activity in learning english language to develop express the idea of think. In teaching writing, can produce their idea and find solution in written aspect to solve problem from topic in learn that should be watched carefully in teaching writing. The purpose of teaching writing is to improve student ability in writing process to develop idea in function effectively in such written context. Writing is very important in develop writing process in academic and everyday life. Teaching writing using GBA can improve the ability students in writing skill who teach in learning process by teacher especially types of english text clearly until the structure of many types of text. The writer will apply GBA in teaching learning process in four stage there are: Building knowledge, Modelling text, Joint construction, Independent construction. Writing through there so many things to be increasing students write in order to success in mastering the subject and add knowledge about writing skill so that can to share and receive in communicate to other people in english. In here will discuss about the implementation of GBA in writing skill to students and see result the ability of writing who achieve of students.

There are some who must achieve the students in writing skill such as: social function, generic structure, and significant/lexicogrammatical features. The students will get the assessment in doing exercises of Genre text in writing there are components to achieve such as : content, vocabulary, organization, language used, and mechanic skill.
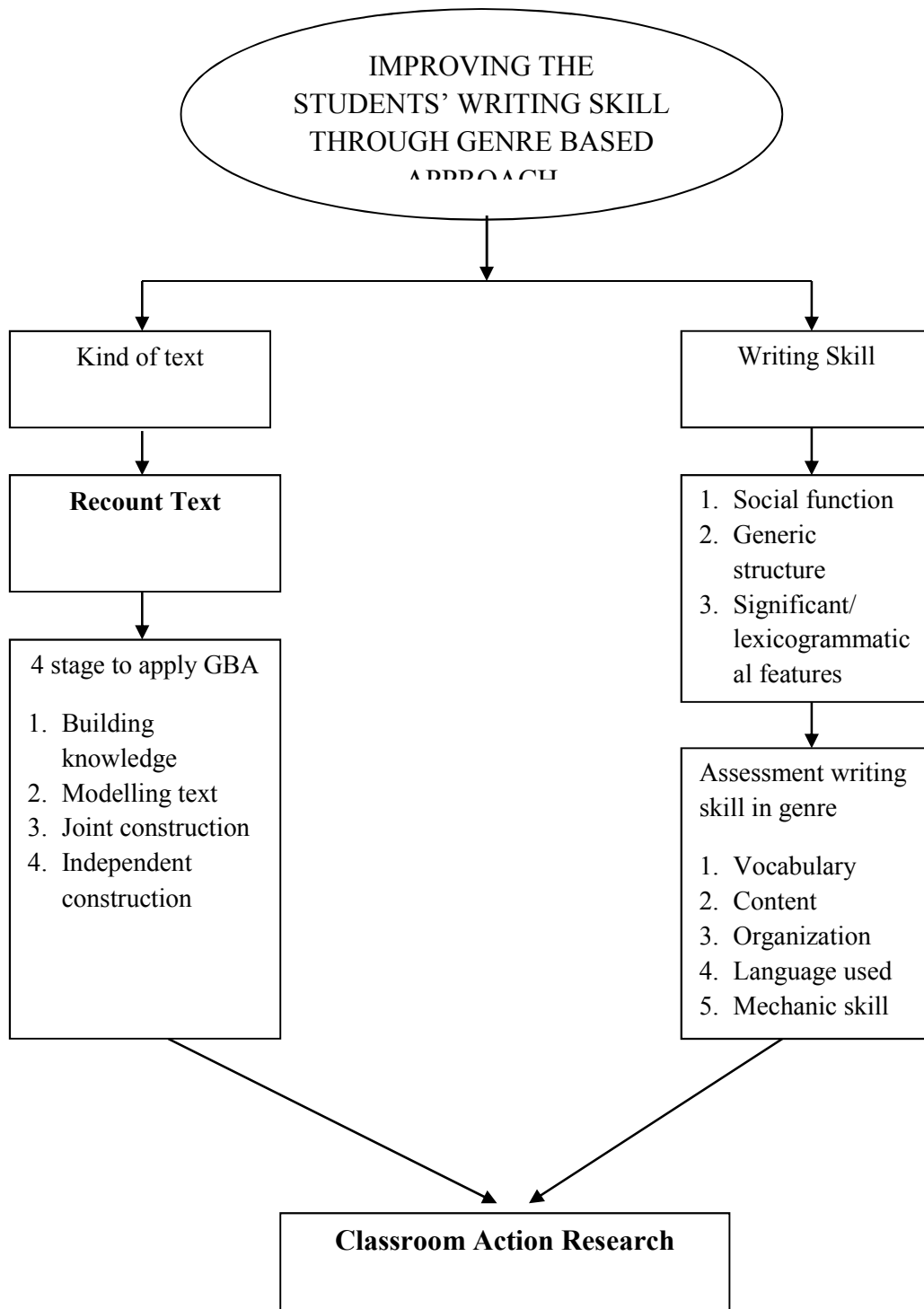
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                    ┌─────────────────────────┐
                    │    IMPROVING THE        │
                    │ STUDENTS' WRITING SKILL │
                    │  THROUGH GENRE BASED    │
                    │       APPROACH          │
                    └─────────────────────────┘
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Kind of text		Writing Skill

Recount Text

1. Social function
2. Generic structure
3. Significant/ lexicogrammatical features

4 stage to apply GBA

1. Building knowledge
2. Modelling text
3. Joint construction
4. Independent construction

Assessment writing skill in genre

1. Vocabulary
2. Content
3. Organization
4. Language used
5. Mechanic skill

Classroom Action Research

Figure 2.5 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by applying a Classroom Action Research. Classroom Action Research was aimed at developed innovative instructional strategy or method could help enhance the succes in students ' learning English , Taggart (in Nunan, 1993:21). The techniqhue that was used in chain story techniqhue to improve the students skill in writing recount text. In the classroom , the writer found the problem namely the students can't produce Recount text. To overcome the problem, the writer used classroom action research because the writer found the problem from the classroom and solved the problem by using Genre Based Approach in classroom. Carr and Kemmis in Burns (2010:5) argue that action research was a self–reflective study conducted by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out. The approach used in the classroom action research can be qualitative or quantitative, descriptive or experimental. Action research is about taking action based on research and researching the action taken.

This research were held in two cycles. They were first and second cycle, and each cycle is the series of activity which have a close relation. The realization of the second cycle was continuing and re–correcting from the first cycle. Each cycle was conducted in four meetings. (Kemmis and Mctaggart , (1992:14) was quoted the acrion research spiral as can be seen in the following figure :
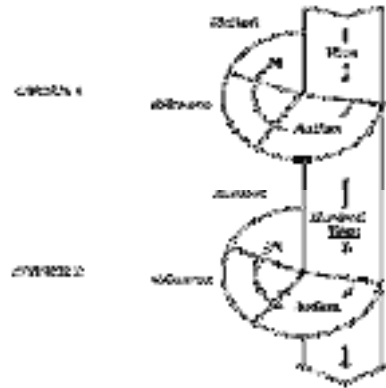
Figure 3.1 Classroom Action Research

3.2 Subject Of The Study

3.2.1 Population

The population of the study were all students senior high school at the tenth grade of SMK Kesehatan Imelda Medan in the academic year of 2020/2021. There are three Majors Classes. They are X Farmasi 1 (30 students), X Farmasi 2 (30 students), X Keperawatan (30 students), X Analis Kesehatan (28 students). Total number of participants are 118 students.

3.2.2 Sample

The sample of the study was taken in X FARMASI 1 that consists of 30 students. The sample of this research is one class. So the writer choose this class because the students' skills in writing recount text is still needed to be improved.

3.3 The Procedure of Collecting Data

The procedures of collecting data conduct in two cycles and there meeting of this cycles. At first was the pre-test in the first meeting before treatment in order to get data and information of students' writing skills before apply cycle 1 and cycle 2. These include four steps namely: plan, action, observation, reflection.

3.3.1 Cycle I

3.3.1.1 Planning

Planning should be based on the problem idenfitied. Below are thing should be prepared ; (a)The lesson plan, (b) The materials for teaching writing, (c) The instrument for collecting data such diary, observation sheet and interview sheet, questionnaire sheet (d) Preparing the facilities and media (book and dictionary) that will be used while doing teaching, (e) preparing the assignment needed for students.

3.3.1.2 Action

Action was the implementation of project that research has planned. In this phase the scenario of teaching and learning writing skill in apply learning of model writer found the pre data. It was the difficulty which faced by student in doing the exercise. There are many activities in action, they were:

1. The teacher explain the definition of writing skill and the teacher presented question about the material for the students.

2. The teacher asked the students about the material learn before and then the students gave response.

3. The teacher give task to the students to do individually

3.3.1.3 Observation

The researcher was used observation sheet that had been arranged before. Observation is aimed to record the process and to get the information of action during teaching and learning process, such as the students' attitudes,behavior and even obtacles that happen. It was done by interview, observation sheets. Observation was done carefull by the writer because it would be collected as the data which was used as basic reflection. In this phase the writer was also observe

the students while they write good recount text and the problem or obstacles was found by writer when they write recount text was putted on her notes.

3.3.1.4 Reflection

Reflection was the evaluation of the action that has been done. In this step the data about process, problem and difficulities that was founded in the previous step were continued by reflection toward the effect of action

3.3.2 Cycle 2

The researcher was do cycle 2 if the students score was still low,it means that the researcher was arranged the plan based on the problem or the procedure in cycle 1 that steal have some weakness. So it would be needed to do cycle 2. This cycle also consist of your phrase like cycle 1 : Planning, Action, Observation and Reflection.

3.4   The Instruments For Collecting Data

In this study, the data were collected by quantitative and qualitative data. Quantitative data was collected through look the result score of achieve students or administering of writing test in recount text consist of writing competence test which was administrated by the researcher. It used to know students' achievement in writing skill. Students were expected to be able to work on and write recount text through GBA learning models that have been taught by the teacher.

Qualitative data were collected through observation, interview, and diary notes related to the students' writing recount text in learning process in the classroom. It was used by researcher to observe the students in identifying all condition that happen during teaching learning process. It was done at the ending of cycle one and cycle two. Then in this study, the researcher need documentation such as pictures, lesson plans, and syllabus as files and evidence who owned by

the teacher to teach recount text material to support the implementation of learning in action research .

The students were asked to write their ideas in recount text into Genre Based Approach as model who applied a teacher and finally write a good based on pattern of recount text. Since the qualitative data was the data which cannot be counted in an objective way, it was gathered by using diary notes during teaching learning process, note the development and mistake happened in the classroom and through interview to ask and discuss more detail about learning for students which are got during observation sheet.

3.5 Technique of Data Analysis

The data of this study were collected by using qualitative and quantitative data. Qualitative data was used to describe data which was not able to count or measure in an objective way and therefore subjective. The data qualitative were taken from observation result sheet, interview sheet and diary note. The observation sheet was provided by the researcher. It was filled by collaborating and observing the students difficulties about learning in some aspect during the teaching learning process in the class. The observation sheet was the reflection of how the teaching and learning have been done in the class. The diary notes consist of contents comment happened about the teaching learning process.

The data quantitative were collected and analyzed by the computing the score of the writing test. It was used to know how the development of the students' score in each cycle, the mean of the students was computed and categorize the master of students in writing. The percentage of students who got up to 65 was calculate.

To get the score, the writer used in formula :

$$\overline{X} = \frac{\Sigma X}{N} \; x \; 100\%$$

Where :

$\overline{X}$: The mean of the Students

ΣX : The total scores

N : The number of the students

In categorizing the number of master students, the following formula has been applied :

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

Where

P : the percentage of students who get the point 75

R : the number of students who get the point up 75

T : the total number of students who have done the test.

3.6 Scoring Writing of Recount Text

In evaluation the students' improvement in writing of recount text, the writer used five scoring writing. The components were content, organization, mechanics, grammar, and style. Each of them had his own highest score. The highest for content was 20 points, organization was 20 points, grammar was 20 points, mechanics was 20 points, style was 20 points. Therefore, the total was 100 points. The components could be seen followed :

Tabel 3.1

Assessment of Writing Recount text By Jacob, et al. (1981:90)

No	Aspect	Description

		Score	Level	Criteria
1	Content	30 – 27	Excellent to very good	Knowledgeable substansive, through development of thesis or topic relevant to assigned topic.
		26 – 22	Good to average	Some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.
		21 – 17	Fair to poor	Limited knowledge of subject, little substances, and inadequate development of the topic.
		16 – 13	Very poor	Doesn't show knowledge, not pertinent, or not enough to evaluate.
2	Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated / supported, succinct, well-organized, logical sequencing, cohesive and correct the generic structure of recount text such as orientation, events, and reorientation..
		17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing and correct the generic structure of recount text such as orientation, events, and reorientation. .
		13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development and still incorrect to arrange the generic structure of recount text.
		9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
3	Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word or idiom choice, and usage word from mastery, appropriate register.
		17 – 14	Good to average	Adequate range, occasional errors of word or idiom choice and usage but meaning not obscured.

		13 – 10	Fair to poor	Limited range, frequent error of word or idiom for choice, and usage meaning confused or obscured.
		9 – 7	Very poor	Essentially translation, little knowledge of vocabulary, idioms, word form, or not enough to evaluate.
4	Language Use	25 – 22	Excellent to very good	Effective complex construction, few errors of agreement, tenses, number, word order/function, articles, pronouns, prepositions.
		21 – 18	Good to average	Effective but simple construction, minor problem in a simple construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscure.
		17 – 11	Fair to poor	Major problem in complex/simple construction, frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions, meaning confused, or obscured.
		10 – 15	Very poor	Virtually not mastery of sentences construction rules, domination by errors, does not communicate, or not enough to evaluate.

5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
		4	Good to very good	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

Based on the writing assessment above, to measure and know the result of the students skill in writing recount text, there are five components and the highest score is 30 in the content, 20 in organization, 20 in vocabulary, 25 in language use, and 5 in mechanics. So the total maximum score is 100. Here was to calculated the final score in writing skill of students:

Score = *Σ categories (C + O + V + L + M)*

3.7 Procedures of Analyzing the Data

There were some procedures that the researcher to do in analyzing the data of this research as the following:

3.7.1 Collecting the data from both quantitative and qualitative

Here, the data obtained from the Quantitative data that score the achievement of student learning in the text recount of the results of such assessments are 5 types there were content, organization, grammar, mechanics, and style. From these results could be seen whether the result of increased student achievement or not.

To obtain Qualitative data that is from observation, interview, and diary notes related to learning process the students' writing recount text in the classroom. It would be used by researcher to observe the students in identify all condition that happen during teaching learning process. It was done at the ending of cycle one and cycle two. Then in this study, the researcher need documentation such as pictures, lesson plans, as files owned by the teacher to teach recount text material to support the implementation of learning in research.

3.7.2 Analyzing the data

Data in classroom action research, were all forms of information related to the conditions, processes, implementation of learning, and learning outcomes obtained by the students.

in quantitative data analysis, data analysis that used that answer the problem formulation used a formula that was already available in calculating the score and the average student learning outcomes.

in qualitative data analysis, the data obtained from the results of observations, interview during the learning process and from various sources. here using that analysis-qualitative narrative or outline clearly the findings acquired in the implementation of the action.