

**IMPROVING THE TENTH GRADE STUDENTS' WRITING ABILITY AND ACTIVE PARTICIPATION
THROUGH PROCESS-GENRE BASED APPROACH
AT SMKN 1 TAMANAN-BONDOWOSO
IN THE 2015/2016 ACADEMIC YEAR**

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Writing is one important skills to learn English and writing is often found as the most difficult skill of all the English skills, both as the first and second language. Process-GBA is an approach that have activities to directly interact with process writing by using genre.

The problem that should be answered in this research is formulated as follows: "How Process-GBA can improve the tenth grade students' writing ability and active participation at SMKN 1 Tamanan-Bondowoso in the 2015/2016 Academic Year?". The research purpose is to know whether Process-GBA can improve the tenth grade students' writing ability and active participation at SMKN 1 Tamanan-Bondowoso in the 2015/2016 Academic Year. Based on the research problem and the related literature, the hypothesis of this research is described as follows: The use of Process-GBA can improve the tenth grade students' writing ability and active participation at SMKN 1 Tamanan-Bondowoso in the 2015/2016 Academic Year.

The kind of this research is a classroom action research. The research design was collaborative research between the researcher and English teacher. The subject of the research was the X-A students of SMKN 1 Tamanan-Bondowoso in the 2015/2016 Academic Year, which consists of 20 students. In this research, the researcher conducted two cycles that covered planning, implementating, observing, and reflecting. Each cycle of this study consisted three meetings. The first meeting was focused at the BKoF (Building Knowledge of Field) and MoT (Modeling of Text) stages. Then, at the second meeting was JCoT (Joint Construction of Text) and ICoT (Independent Construction of Text). At the third meeting was writing test. To collect the data, the researcher used writing test and observation checklist. In order to analyze the data of students' writing score, the alpha formula is used.

The result of the research showed that the mean score of the pre-writing test was 63.35 cycle1 was 76.15 and cycle2 was 78.6. and the result of students who got score ≥ 75 in pre-writing was 45%, cycle1 was 60% and cycle2 was 80%. Based on the result above it could be conclude that this approach was suitable to teach writing, it can improve students writing ability in writing recount text and it can decrease their chatting that is not useful in the class, automatically all of the students are active in the class.

**MENINGKATKAN KEMAMPUAN MENULIS DAN KEAKTIFAN SISWA KELAS SEPULUH
MELALUI PENDEKATAN BERBASIS GENRE
DI SMKN 1 TAMANAN BONDOWOSO
TAHUN AJARAN 2015/2016**

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Menulis adalah salah satu kemampuan penting untuk dipelajari dalam pembelajaran bahasa inggris dan menulis sering dianggap sebagai kemampuan tersulit dari semua kemampuan yang ada dalam pembelajaran bahasa inggris, sebagai bahasa pertama ataupun bahasa kedua. Pendekatan Berbasis Genre adalah pendekatan yang aktivitasnya melibatkan proses menulis berdasarkan genre.

Masalah yang harus dijawab pada penelitian ini adalah “Bagaimana Pendekatan Berbasis Genre dapat meningkatkan kemampuan menulis dan keaktifan siswa kelas sepuluh di SMKN 1 Tamanan-Bondowoso tahun ajaran 2015/2016?”. Tujuan dari penelitian ini adalah untuk mengetahui apakah Pendekatan Berbasis Genre dapat meningkatkan kemampuan menulis dan keaktifan siswa kelas sepuluh di SMKN 1 Tamanan-Bondowoso tahun ajaran 2015/2016?. Dari permasalahan yang ada, dapat disimpulkan bahwa hipotesis penelitian ini adalah “Penggunaan Pendekatan Berbasis Genre dapat meningkatkan kemampuan menulis dan keaktifan siswa kelas sepuluh di SMKN 1 Tamanan-Bondowoso tahun ajaran 2015/2016”.

Metode penelitian ini adalah penelitian tindakan kelas. Design penelitian ini adalah penelitian kolaborasi antara peneliti dan guru bahasa inggris. Subjek dalam penelitian ini adalah siswa kelas sepuluh SMKN 1 Tamanan-Bondowoso tahun ajaran 2015/2016, yang berjumlah 20 siswa. Dalam penelitian ini peneliti mengadakan dua siklus yang mencakup perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam setiap siklus terdiri dari tiga pertemuan. Pertemuan pertama fokus pada BKoF (Membangun Kemampuan Dasar) dan MoT (Memberikan contoh Teks). Lalu yang kedua adalah JCoT (Bekerja Kelompok) dan ICoT (Individual). Di pertemuan ke tiga adalah tes menulis. Untuk mendapatkan data, peneliti menggunakan tes menulis dan observation Check-list. Untuk menganalisis data dari nilai menulis siswa digunakan alpha formula.

Hasil dari penelitian menunjukkan rata-rata skor pre-writing tes adalah 63.35, siklus 1 adalah 76.15 dan siklus 2 adalah 78.6. dan hasil dari siswa yang mendapatkan skor ≥ 75 dalam pre-writing adalah 45%, siklus 1 adalah 60% dan siklus 2 adalah 80%. Berdasarkan hasil diatas dapat disimpulkan bahwa pendekatan ini sesuai untuk mengajar menulis dan pendekatan ini dapat meningkatkan kemampuan menulis siswa dalam membuat recount text dan dapat membuat siswa mengurangi obrolan yang tidak bermanfaat didalam kelas, secara otomatis semua siswa akan aktif didalam kelas.

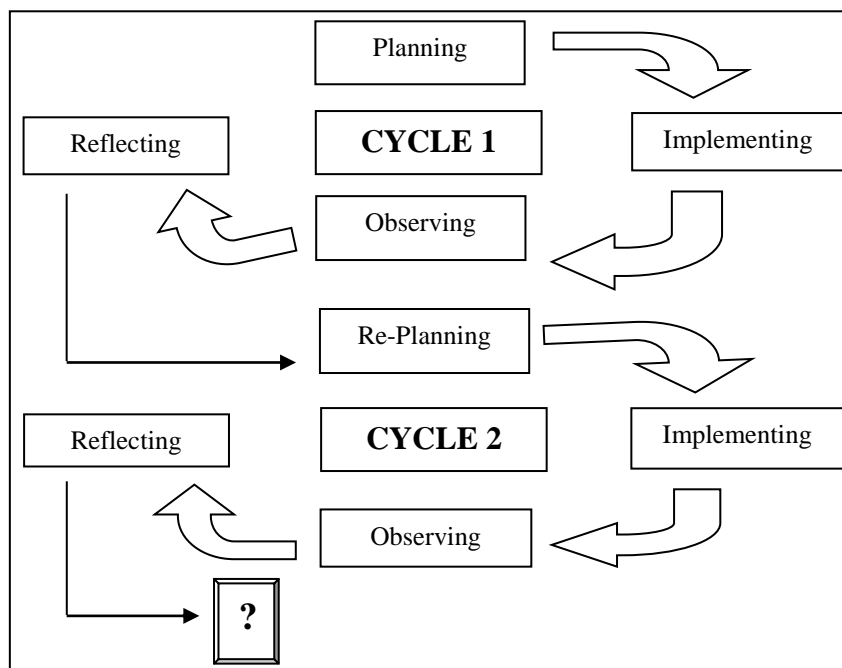
INTRODUCTION

In learning English there are four skills that must be mastered by students, they are listening, speaking, reading and writing. Writing is one of the important skills to learn English and writing is often found as the most difficult skill of all the English skills, both as the first and second language. According to Richard and Renandya in Tuan Trong (2011:121), the difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary and (2) putting such ideas into an intelligible text. In overcoming these problems, the researcher proposed an approach of teaching writing which was more effective on students' writing process. The approach is Process-Genre Based Approach. Process-Genre Based Approach is an alternative approach that teachers can apply in writing classroom. A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, cited in Trong, 2011:123). Based on the problem above, it was taken a title of this research "Improving The Tenth Grade Students' Writing Ability Through Process-Genre Based Approach at SMKN 1 Tamanan Bondowoso in The 2015/2016 Academic Year".

RESEARCH METHOD

Kind of this research is Classroom Action Research (CAR). Action research has a purpose to develop new skill or new approach to solve problem in the field or the actual problems by using direct implementation. The function of an action research is basically as a tool to improve the quality of the teaching learning process and the efficiency of the application of the educational activity. Harmer (2007:414) states action research as a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or appropriacy of certain activities and procedures. The research will be conducted at SMKN 1 Tamanan Bondowoso. This research uses class X A which consist of 20 students.

Figure 3.1 The Design of Classroom Action Research



Kemmis and Mc Taggart in Arikunto, (2010:137)

THE RESULT OF THE RESEARCH

The Result of Writing Test Cycle 1

The writing test in cycle 1 conducted on June 11, 2016 at 07.00-08.30 a.m. the writing test was conducted to measure the students ability in grammar, vocabulary, mechanism, and organization and there were 12 students who got ≥ 75 . (see appendix 17)

Table 4.1 The result of writing test cycle 1

Score	Total	Percent (%)
≥ 75	12	60%
≤ 75	8	40%
Total	20	100%

Based on the result of writing test, it was found that the percentage of the students writing skill through process genre based approach in cycle 1 was 60% as mentioned before, the cycle of this research was considered to be successful if the main score of the students writing tests had reached ≥ 75 and it was achieved by least 75% of the total students. It means that the target percentage requirement in this research had not been achieved yet.

The Result of Writing Test Cycle 2

The test was held on June 18, 2016 at 07.00-08.30 a.m, in this test the researcher asked the students to answer the writing test. Based on the result, the researcher found that 16 students got score ≥ 75 and only 4 students who got score ≤ 75 in writing achievement and the result of the second cycle test will be mentioned in appendix 20.

Table 4.2 The result of writing test cycle 2

Score	Total	Percent (%)
≥ 75	16	80%
≤ 75	4	20%
Total	20	100%

Based on the result of writing test, it was found that percentage score of the students writing through process genre based approach in cycle 2 who got score ≥ 75 was 80% and students who got score ≤ 75 was 20%, it means that the target percentage requirement in this research had already achieved.

DISCUSSION

Based on the reflection in cycle I and cycle II, the percentages of the students who got score ≥ 75 were improved from cycle I to cycle II. It had improve from 60% in cycle I up to 80% in cycle II. In the first cycle, the actions was carried out by teaching writing through process genre based approach to improve the students' ability in writing. On preliminary study only 9 students passed the minimal standard score. It means that 55% from 20 students had low ability on writing. Then on cycle 1, there were 12 students were successful on writing test, 60% of all students could pass the writing test and 40% students were failed. The researcher conducted the next cycle because it has not reached the criteria of success that 75% should passed the test. In the cycle 2, there were 16 students could pass the standard score. It means that 80% of all students passed the test and only 20% students was failed. From this study, the researcher found that the research was successfully. The implementation

of process genre based approach as proposed by Hyland (2003:18), and Harmer (2004:86) was able to make the students more confidently.

CONCLUSION

Considering the result, it can be concluded that The use of process genre based approach could improve the tenth grade students' ability in writing recount text at SMKN 1 TAMANAN in the 2015/2016 academic year. The reason is because the process-genre based approach dealing with a process writing by using genre. In the process of writing, the researcher starting from prewriting, drafting, proofreading, revising, editing and publishing both cooperative and independently. Those activities have made more confident in producing a piece of writing because they have known what to write and how to write it well.

SUGGESTION

This suggestion are given to the implementation of using directed activities related to texts (DARTs) method to students, teacher and future researcher.

1. The English Teacher

In order to make students enjoy and interest in the teaching and learning process, the teacher must be more creative to find alternative ways in teaching and learning process. In writing, the English teacher is suggested to apply process writing, such as prewriting, drafting, editing, revising, and publishing. It is suitable in teaching learning writing and it had been proved that writing recount text through process-genre based approach as the strategy can help students improve their writing ability.

2. The English Teacher

The students are suggested to use process genre based approach in writing since it can be used as a guide to generate and organize their ideas in writing a text. In addition, process genre base approach gives them a chance to develop their ideas, increasing their motivation and courage them to write and express their ideas. Moreover, the students are suggested to improve their writing ability through practice writing. Besides, the students need to improve their writing understanding, especially in using suitable words to develop their ability in writing recount text.

3. Future researcher

Because of the limited time for conducting the action research, the future researchers are suggested to give more attention to the students who are the low achievers and use the results of this research as a reference to conduct a further research with the same research design to develop the students' writing ability.

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