

**IMPROVING STUDENTS' WRITING SKILL THROUGH THE
GENRE-BASED APPROACH IN GRADE XI/S3 OF SMAN 1
PLERET**

A THESIS

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



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LANGUAGE AND ART FACULTY
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2014

APPROVAL PAGE

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BASED APPROACH IN GRADE XI/S3 OF SMAN 1 PLERET**

A Thesis



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DEDICATION

*I dedicate this thesis to:
my beloved father, Païman Puspowardoyo
and
my beloved mother, Salimah*

MOTTOS

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

O Believers, seek help with fortitude and Salat, for Allah is with those who show fortitude.

(QS. Al-Baqarah: 153)

عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو رَضِيَ اللَّهُ عَنْهُمَا قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: رَضِيَ اللَّهُ فِي رِضَى الْوَالِدَيْنِ وَ سَخَطُ اللَّهِ فِي سَخَطِ الْوَالِدَيْنِ (اخرجہ الترمذی وصححه ابن حبان والحاكم)

From Abdullah bin Umar bin Ash ra. The Prophet (peace and blessings be upon him) said: “Allah’s blessing will depend on the parents’ blessing and Allah’s wrath will depend on the wrath of both parents.” (Narrated by al-Hakim)

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is not perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 20 January 2014

The writer

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IMPROVING STUDENTS' WRITING SKILL THROUGH THE GENRE-BASED APPROACH IN GRADE XI/S3 OF SMAN 1 PLERET

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Abstract

This research was aimed at improving the students' writing skills through the genre-based approach in grade XI/S3 of SMAN 1 Pleret in the academic year of 2012/2013.

The study was action research that consisted of two cycles and was done in collaboration with the English teacher, the students and researcher's colleague as collaborators. The research was carried out in May 2013. The subjects of the study were class XI/S3 students of SMAN 1 Pleret Bantul in the academic year of 2012/2013. The data were collected through observation, interviews, and test on the students' performance using instruments of interview guideline, observation sheet and writing rubric. The data from the observation and interviews were analyzed qualitatively and the students' test scores were analyzed using descriptive statistics. The validity used were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The reliability used were time triangulation and investigator triangulation. The steps of the research were reconnaissance, planning, action and observation, and reflection.

The results of the research demonstrate that the implementation of the genre-based approach was able to improve students' writing skills. Students' problems in writing can be diminished by implementing the stages in the genre-based approach. The building knowledge of the field and the modeling and deconstructing of the text stages improved the students' vocabulary and knowledge on the topic and context of the text, and their knowledge and ability on the text type including the text structure and language features. The joint construction and the independent construction of the text stages improved the students' ability in exploring ideas and developing them into a good text. Scores of the students' performance also indicate improvement in the students' writing skill. The students' mean scores gradually increased from 55.53 in the pre-conditional test to 58.68 in Cycle I and to 61.53 in Cycle II.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a language that is widely used all over the world. It is a means of communication that links people with different mother tongues. It has the role as a lingua franca. It is a bridge that communicates people in numerous occasions in all aspects of human life such as in economy, education, and government. The condition results in the high demand of learning English on the Earth. The century has seen the importance of English in human life in general.

Unavoidably, in Indonesia English has been considered important by the government. From the point of view of education, it is seen from its position as one of compulsory subjects in high schools, both in junior and senior levels. The importance of English in Indonesia is also reflected by the fact that English is one of the compulsory requirements that high schools' students need to pass to graduate from those levels of education.

According to the national standard of competency and basic competency (BSNP: 2006), English is learned in two levels; "functional" and "informational", both written and spoken language and both in junior and senior high school respectively as the standard of graduation. It means that the graduates of Indonesian junior high school are expected to be able to use English in their daily life to get things done. On the other hand, graduates of Indonesian senior high school are expected to be able to use English to have access to knowledge and information.

However, those high standards set by the government do not merely run as the expectation. While according to the national curriculum, all skills of English should have the same attention and time proportion; it is easily found that school teachers tend to focus more on certain skills, particularly those which are included in the national examination, listening and reading skills or the receptive skills. Teachers provide more time allocation for those two skills and fewer for the other two, speaking and writing or the productive skills. This condition certainly results in students' lack of ability in producing texts both spoken and written and that is what is happening in SMA 1 Pleret, Bantul, particularly at grade XI S3.

Students of grade XI S3 of the school find difficulties when they are to write. Students need much time to express their ideas and put them on a piece of paper. It could be because of two possibilities that have direct connection to the problem; student's language proficiency level and the natures of written language itself.

The problem of students' language proficiency level comes from the fact that the majority of students of the class are not very good in English. They have low mastery of English grammar and vocabulary. Some of them even find it hard to write a correct sentence. The characteristics of the skill, writing, could also be a problem. One characteristic of writing, which causes difficulties, comes from the fact that what is seen from writing is often the product. It means that once a written language is produced and finished, the writer can have no time to make any correction and mistakes and errors are not tolerable. The writer cannot put explanations or clarification if the writing is misunderstood by the readers. This is in line with what Harmer (2004) notes about writing in comparison with speaking.

“If we consider a face-to-face conversation to be a ‘work in progress’ (because through questioning, interrupting, and reformulating we can constantly change the messages being given out), writing usually turns up as a finished product. Whereas we are extremely tolerant of error (and stumbles and reformulations) when talking and listening to someone, the same generosity does not seem to extend to the written form. Here we expect the spelling to be correct, the nouns and verbs to agree with each other, and the punctuation and layout to obey certain conventions.”

In addition to those two possibilities, there are other problems in relation to the learning process in the classroom. It was found that students were not motivated to learn English and were passive. Students did not pay attention to the teacher and had negative attitudes towards English. On another side, the teacher dominated the class and did not give students sufficient time to express their idea and did not control the class thoroughly. In addition, the teacher is not a graduate of English department and she used to be a student of German Language Department. That is why she does not have good oral English.

Regardless of the obstructions found by students, writing is a very important competence. It is because nowadays people, who take technology as their means of communication, seem to be impossible to be separated from the activity of writing, from the simplest like sending short messages through mobile phones and to the more complex like making business letter via e-mail. The importance of writing is also seen from the fact that the skill has become a need for people to compete in the global era. Students need to prepare themselves for their future. They need to be able to write an application letter when applying a job and many other kinds of written texts when doing their job later. In addition, writing is a means of expressing idea or communicating with others, instead of speaking. There are situations in

which the ability of writing is crucial or written language is a need, as it is said by Nunan (1993) that writing is needed to communicate with others who are removed in time and space, or is used for those occasions on which a permanent or semi-permanent record is required. Such situations can be easily found in the real life every day, for instance, when someone was visiting a friend but he could not meet and he left a note.

With those facts, a solution to students' low proficiency, particularly in writing, in class XI S3 of SMA Pleret was needed. The writer believed that one of effective ways of improving students' ability was by implementing the Genre-Based Approach to language teaching and learning. Although the approach has been recommended by the curriculum, the teacher does not employ it and instead, she tends to apply grammar translation method.

According to Joyce and Feez (1998), Genre-Base Approach sees language learning as the outcome of a joint collaboration between the teacher and learners. It implies that both sides have equally important roles in the learning process; neither the teacher nor students are dominant in the classroom. This approach does not allow students to be passive in the classroom. In addition, there are points, coming from the principles of the approach, from which students can benefit. Students are advantaged of the explicit course requirements and explicit knowledge about language. In addition, scaffolded support of the teacher comes as a great asset to students.

This condition arouses the researcher's awareness to conduct the research in class XI S3 of SMA 1 Pleret, Bantul. The research is an effort to improve the students' writing skill through the implementation of the Genre-Based Approach from Susan Feez and Helen Joyce (1998). The research involved the school headmaster as the stakeholder of the school, a researcher's colleague, the teacher and students as the partners of the research during the research.

B. Identification of Problems

With the aim of gaining information about problems in the classroom, an observation was conducted in the class of XI S3 of SMA 1 Pleret. The information from the observation was combined with that from an interview between the researcher and the teacher. There were problems that affect the students' learning.

1. The teacher thought that the process of learning that she conducted was to prepare students with knowledge and ability to sit in the examination, both in school and national levels; not to prepare students with communicative competence as the demand of the national curriculum. It resulted in the lack of attention to the productive skills, e.g. writing.
2. The teacher believed that teaching English was teaching grammar and vocabulary. It was reflected from the fact that she tended to employ grammar translation method in her teaching in which there was a great emphasis on the mastery of vocabulary and grammar.

3. The teacher used English fewer than Indonesian and Javanese in the classroom during the lesson. She did not speak English regularly resulting in students' lack of English exposure. She was not also very good in speaking English and pronunciation.
4. The teacher managed the class loosely that the classroom was not conducive for learning for the students' noise. She rarely tried to warn and get the students' attention when they began to make noise. Seldom did she move around the classroom.
5. Students have low ability in English, particularly in writing. They also mastered limited vocabularies and grammatical features. Students found it difficult to express their idea in writing.
6. Students were passive during the lesson. They tended to sit and listen to the teacher and let the teacher dominant in the classroom.
7. Students did not pay attention to the teacher. They preferred to make themselves busy doing other things which were not related to the lesson like chit-chatting with their mates and played their mobile phones.
8. Students thought that English is a difficult subject to master. Students were reluctant to learn English and this attitude was seen when students were given tasks during the lesson.

Those all above problems are influencing factors towards the condition of English instruction in class XI/S3 of SMA 1 Pleret. They result in the state that the classroom needs to be improved, including the teacher and the students.

Students' English ability, particularly, in writing, is very important for their today and future. They need writing ability to communicate with others, to do assignments and to do many other things that cannot be done orally. However, the students of class XI/S3 have low ability in writing. Therefore, the researcher arouses this problem as the focus of the research study.

C. Delimitation of the Problems

Considering the feasibility of the research, the writer focused on the way to solve problems on students' writing skill which arise from the teaching method and students' limited knowledge of English by the implementation of Genre-Based Approach in the eleventh grade of SMAN 1 Pleret in the academic year of 2012/2013.

D. Formulation of the Problems

This research was conducted at class XI/S3 of SMAN 1 Pleret and is aimed to answer the question: how can students' writing skill be improved through the implementation of the genre-based approach?

E. Objective of the Research

The objective of the research is to improve the writing ability of grade XI/S3 students of SMAN 1 Pleret through the implementation of the genre-based approach.

F. Significance of the Research

The result of the study is expected to give some benefits to the following parties.

1. The research can be a reference for the teacher teacher in improving students' writing skill.
2. The research is useful for the school in terms of the improved quality of students, particularly in the skill in concern, writing.
3. The research can be a good reference for other researchers that are planning to have research studies in the same areas.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Writing

a. Nature of Writing

Writing is a skill which not all people can do. Someone needs a skill to write and the skill does not come by itself so that one has to learn to write to have the skill. “. . . that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behavior.” (Brown, 2001). The statement tells that writing is a special skill which is different from the other productive skill, speaking. Unlike speaking, which universally people learn and they do not need to be taught to be able to speak as long as they have devices for speaking, writing needs to be learned so that one have the ability to write.

Although both spoken and written languages, to some extents, are the same that they need to be learned, they remain different in this case. In learning spoken language, it is enough for someone to be exposed to the language. On the other hand, someone has to really learn to be able to write and commonly it also needs to be taught. Harmer (2004) seems to agree with the idea as he says that “spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.”

b. The Importance of Writing

The idea that learning writing is a need for students is agreeable. There are some reasons that make the ability of writing important as what Barras (2005) says:

1) Writing helps to remember

Writing is an aid to remembering. By taking notes, people can make information safe and semi-permanent or even permanent so that they can access the information anytime without being afraid of being lost.

2) Writing helps to think

Writing could be an aid to thinking. People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime.

3) Writing helps to communicate

In the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio, internet, etc.) that make it possible to communicate orally with people in distance, the importance of writing is still there. There is a limit in which the use of such devices is impossible, particularly when two people communicating are removed, not only, by distance, but also by time.

Writing also has importance in terms of its product that it has its specific purposes. Halliday (1985b), as quoted by Nunan (1993), says that written language,

the product of writing, is used for action (public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals), for information (newspapers, current affairs magazines, advertisements, political pamphlets) and for entertainment (comic strips, fiction books, poetry and drama, newspaper features, film subtitles). Those mentioned above are examples of written languages, starting from the simplest (public sign) until the more complex (newspapers), which are not separable from human life nowadays and, for sure, all are done with writing skill.

In addition, the importance of writing skill can also be seen from the point of view of students' future, in their world of work. They have to keep their living in the society and inevitably need to apply for a particular job. In this case, they need to be able to write an application letter. Moreover, they need also to create other kinds of written texts in doing their job. This situation is supported by Harmer (2004) by saying “. . . as societies grew larger and more industrialized, the need for citizens to be able to write and read became vital in order for bureaucratic organization to be successful.” This means that the ability of writing is vital for people who are involved in an organization. Each individual who wants to build their career in a company needs to be able to write to compete with others not only when applying for a particular position but also when doing his job. On top of that, Barras (2005) put a further emphasis on the importance of writing ability, in relation to future jobs. He proposes the need of, not only the ability of writing, but also the ability of creating a good writing. This is based on a consideration that in the world

of work, their writing, in some occasions, is the only way people are judged, i.e. for example when writing business letters to people who have never been met..

2. The Teaching of Writing

a. Teaching Writing in Senior High School

English is a compulsory subject in Indonesian high schools. Passing the subject in national examination is one of requirements for students to graduate from the levels of education in Indonesia. It implies that English is considered important as a means of communication with people in the globe. According to Indonesian curriculum (BSNP, 2006), there are four skills that Indonesian students have to perform in their learning; listening, speaking, reading and writing. In addition, there are four literacy levels that the curriculum expects from Indonesian students to perform in all the skills; performative, functional, informational, and epistemic.

While students of elementary and junior high schools are expected to reach performative and functional literacy levels, in learning English students of senior high school are hoped to be able to perform the language at informational level. The output of the student learning in senior high school is the ability to have access to knowledge through English. Students should be able to enrich knowledge from various sources, including ones which are available in English.

According to the national basic competence and standard of competency (BSNP, 2006), there are three main competencies that students are expected to reach.

- 1) developing competencies on both written and oral communication for informational literacy level
- 2) understanding the importance of English to compete in the global era
- 3) developing students' understanding of the relatedness between language and culture

b. Types of Classroom Writing Performance

While there are a number of activities that an English teacher can apply in the classroom in teaching writing, the number of writing performance is generally limited in types. There are five types of performance in writing (Brown, 2000).

1) Imitative

This type of writing performance is intended for students to learn the conventions of the orthographic code. In intensive writing, students write down English letters, words or sentences.

2) Intensive

Intensive writing focuses on exposing students with grammatical concepts. Students typically work on controlled grammatical exercises.

3) Self-writing

In this writing performance, the activities no longer focuses on specific grammatical features and orthographic code. Students begin to write information for themselves, they themselves are the audience of their writing.

4) Display writing

Display writing is a type of writing performance which is commonly found in the school curricula context. Activities in this performance include short answer exercises, essay examinations and research reports.

5) Real writing

Real writing reflects the genuine communication of messages to audiences in need of the messages. In this writing, students write for fulfilling the need of information from the audiences.

The types of writing performance, to some extent, lie in a continuum of student levels of literacy. Intensive writing is a simple activity which is best given for beginners and so forth. Furthermore, each type of the performances must have its own focus and goal for student learning.

c. Feedback

Feedback is one of crucial points in teaching and learning process. It can determine students' progress in their learning, in this case in writing. It can also be a major factor that diminishes students' performance if it is not presented appropriately.

Feedback is one aspect of teaching which should be taken seriously by teachers. Providing feedback is, even, often seen as one of the ESL writing teacher's most important tasks, offering the kind of individualized attention that is otherwise rarely possible under normal classroom conditions (Hyland, 2003). At least, there

are two beneficial points of feedback given for students, according to Nation (2009). Firstly, feedback is a potential way for students to know views of the readers of their performance. They can have information on what is good and what is lack from their work so that later on they can improve the quality of their writing. Secondly, feedback on the content of students' writing can do a lot to increase the amount of writing that students do if it is positive and is given positively.

According to Hyland (2003), there are three kinds of feedback that is commonly happen in the classroom; teacher written feedback, teacher-student conferencing, and peer feedback.

1) Teacher written feedback

This kind of feedback is a popular way of giving response to students' writing done by language teachers. However, many experts questions the effectiveness of teacher written feedback, as seen from research on first language writing that suggests that much written feedback is poor of quality and frequently misunderstood by students, being too vague and inconsistent (e.g., Sommers, 1982), and often "authoritarian," "formalist," and "insensitive" (Connors and Lunsford, 1993) quoted by Hyland (2003).

2) Teacher student conference

Teacher student conference is advantageous for both teacher and students in terms of opportunities to negotiate meaning of a text through dialogue and to receive more focused and usable comments if compared with the written one (McCarthy, 1992; Zamel, 1985), in Hyland (2003). Nonetheless, there are facts

that often become problem in doing such convergences, including that it is time taking and is likely not to run well with students who are lack of interactive abilities and experiences in having conferences with teachers.

3) Peer feedback

Peer feedback is advantageous in terms of some points such as active learner participation, authentic communicative context, and writers' understanding of reader needs. On the other hand, there are also disadvantages of peer feedback that teachers should take into account, including tendency to focus on surface forms, cultural reluctance to criticize and judge, and students unconvinced of comments' value.

Overall, each of the three kinds of feedback has its advantages and disadvantages. It depends on the teachers' belief on the effectiveness, the type of feedback to select and apply in the classroom. Whichever it is, feedback is a key in learning writing. With all it offers, feedback can help writers improving their writing skills.

d. The Role of the Teacher

In the past view of language teaching, the role of teacher in the classroom was an authoritative director and arbiter. Nevertheless, it has shifted nowadays as the development of communicative language teaching, an approach to language teaching in which there is emphasis on learner-centered instruction, student-student recognition and strategies based instruction.

Based on Brown (2001) view on the current language teaching regarding the teaching of writing, one role of the teacher is as a facilitator. Brown states “As students are encouraged (in reading) to bring their own schemata to bear on understanding texts, and in writing to develop their own ideas, offer their own critical analysis, and find their own ‘voice,’ the role of teacher must be one of facilitator and coach.” The teacher acts his role by providing students with guidance during the thinking process of composing. However, the teacher should not come too deep in this point in respect of student own ideas. He or she cannot force his or her thoughts on student writing. Students should be given freedom to generate their own ideas and opinion on their writing without any intervention from others.

In addition, Harmer (2001) put emphasis on several roles of English teacher, among a number of others, which have special importance in the world of teaching writing. Those specially pointed out roles are as motivator, resource and feedback provider.

- 1) motivator: the teacher creates the right conditions for the generation of ideas, persuades them of the usefulness of the activity, and encourages them to make as much effort as possible for maximum benefit.
- 2) resource: the teacher is available for students when they find difficulties in which, in such situation, students need constructive advice and suggestion.
- 3) feedback provider: the teacher gives feedback on student performance according to the students’ need.

Although these three roles of teacher are specially emphasized as they are considered crucial in teaching writing, it does not mean that the teacher does not need to perform other common roles of teacher like organizing and controlling. The teacher is still in charge of the activities that take place in the classroom and of organizing them.

e. Approaches to Teaching Writing

In terms of how it is viewed, teaching writing is not a single side activity. Like the teaching of other skills, teaching writing has a number sides from which teachers can generate their views on how the process of teaching writing is. Teachers can decide which sides to approach the teaching that better help students learn to improve their writing skill.

There are two common approaches in writing that see writing as product and process (Brown, 2001). In the former approach, the final product of writing is the concern of writing teachers. The teaching of writing puts great emphasis on students' performance in the form of writing that has to meet three general points including prescribed English rhetorical style, language structures, and conventional organization. Brown says that the final product is assessed based on criteria of content, organization, vocabulary use, grammatical use, and mechanic.

In the latter approach to writing, writing is viewed as a process; writing is a thinking process (Brown, 2001). This approach focuses on the process within which there are steps that students have to go through before they come to the final product. It means that students are given opportunities and time to make revision

on their writing before it is published through the process that contains strategies of prewriting, drafting, and rewriting.

Hyland (2003) describes six approaches from which teachers can base their teaching on. Those are language structures, text functions, creative expression, composing processes, content, and genre and contexts of writing.

1) Language structures

Language structure is an approach that sees writing as a product. The approach focuses on grammatical features, meaning that activities within the approach are meant to encourage students developing their knowledge and ability in the structure of language. Students are expected to be able to produce well-formed sentences by means of habit formation and testing learner's ability. In other words, students are reinforced with language patterns through writing. Some activities that students do in this approach include manipulating sentences, filling gaps in a text and completing sentences with appropriate parts of speech, and transforming tenses or pronouns.

The goal of writing in this approach is the ability to show accuracy and clear exposition in the writing. Therefore, these two points comes as the measurement of a good writing. Students are considered good in writing if they have had linguistic knowledge, the ability of selecting appropriate words, and a mastery of syntactic patterns and cohesive device, and are able to put them into a writing. On the other hand, the meaning or the actual communicative content is of secondary importance

which will not be covered unless the teachers are ensured that students have done the main focus of the approach.

Hyland (2003) describes several stages in the process of writing learning in language structure approach. They include familiarization, controlled writing, guided writing and free writing.

- a) Familiarization: students are provided with a text from which they are taught certain grammar and vocabulary.
- b) Controlled writing: students do a particular degree of manipulation on fixed patterns.
- c) Guided writing: students imitate the model texts.
- d) Free writing: students write an essay, letter, and the likes by applying patterns they have learned.

2) Text functions

Text function approach comes from an idea that there is a connection between structures and meaning. It is believed that language forms contain particular communicative functions. In this approach, teachers can select particular structures that bring appropriate functions to student needs, to achieve the goal of writing, that is, for communication.

The approach aims at helping students develop effective paragraphs through the creation of topic sentences and develop different types of paragraphs.

Instructions in this approach include activities of using particular language forms to express particular meanings or functions and developing an outline into an essay based on the example texts.

3) Creative expression

Creative expression approach to writing is based from a principle that sees teaching writing as fostering students' expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous (Elbow, 1998; Murray, 1985 in Hyland, 2003). It means that writing is stimulating students to be expressive about their opinions. Students are led to situations in which they are able to express their own views on particular topics. Thus, the expressive ability runs as the goal of the learning. Because students' writing is expected to be fresh and spontaneous, their individual creativity in expressing ideas is highly valued.

The approach takes students as the focus of learning. Students are point where the learning departs. It is said so because the classroom is organized around students' personal opinions and experiences. In addition to this, the fact that the topics of students' writing are taken from their surroundings, students are free to develop their writing about given topics based on their own opinions and views on the topics. Students work by digging into their experiences and knowledge to construct the writing. Although this writing approach sees students' expressive ability as the main goal, it does not merely mean that there are no other goals to be achieved from conducting creative expression writing classroom. Writing is a creative act of self-discovery (Hyland, 2003). Expressing what they have in mind

enables students to recognize their social position, besides improving their literacy and creativity.

Individual performance in constructing views on a topic is of great emphasis. To keep the originality of students' ideas is a must in this approach so that teachers cannot impose their views and offer models or suggestions to students. Teachers' roles tend to be stimulating students' ideas and providing helps that touch matters like style, word selection, and other features by giving exercises.

4) Writing processes

Writing process is an approach to writing in which approach takes basic cognitive processes as its central. Students' metacognitive awareness of their process is to be improved. It sees writing as a thinking process in which there are stages that students have to go through to come to their final work.

The approach believes that there is a need of students to be able to plan, define a rhetorical problem, and propose and evaluate solutions (Hyland, 2003). Students are expected to be able to reflect the strategies they use in writing. Therefore, developing such ability of students becomes the priority of teachers.

The original stages in writing process are planning-writing-reviewing, established by Flower and Hayes (Hayes, 1989; Hayes and Flower, 1981, in Hyland, 2003). Those are stages that students go through to finish the writing. Writing is seen as a recursive process in which students can go backward and forward when they need to revise or put more information in their writing.

The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. Some techniques that is often used in process-oriented classrooms include brainstorming, planning, multiple drafting, peer collaboration and portfolio assessment. Teachers are also responsible in giving response towards students writing in which the language teaching often occurs explicitly.

5) Content

In content approach to writing, the focus is on the substantive content about which students are going to write. The classroom is organized based on topics which are selected from the point of view of students' interests so that students the most likely have had sufficient knowledge about the topics. With this, it is expected that students can write meaningfully.

Teachers serves as providing activities to develop students' schema of topics. Although the topics are based on the students' interests, or even students can select themselves, not all students have the same amount of information about particular topics. Some activities that often occur in classrooms with such orientation include extensive reading and brainstorming tasks to generate ideas.

6) Genre and contexts of writing

Hyland (2003) defines genre as socially recognized ways of using language for particular purposes, to get things done. There are socially acceptable conventions, in terms of its message organization, within a genre that enable readers to understand the purpose of a particular genre. Readers can see the distinction

among genres through their organizations because each genre has its typical organization and its own purpose.

Genre approach to writing is based on a belief that there are purposes to achieve in writing. Writing is not only putting words on a piece of paper, but also conveying messages containing the writer's intentions. In other words, writing is seen as a means of communication that communicates writers and readers. In addition, this approach recognizes aspects of language use which do not appear in other orientations like functions, structures, and processes. Those are discourse and contextual aspects.

Classroom instruction with genre orientation focuses on enabling students to create coherent, purposeful prose of a particular genre. The activities are meant to help students understand the conventions of genres and use them to write texts and to get things done, e.g. to tell a story. They are packed into a cycle consisting of primarily four stages; contextualizing, modeling, negotiating, and constructing.

Based on the explanation above, writing can be approached in many ways, depending on what teachers believe. Teachers can make a choice on approaches that best facilitate their students in the classroom.

3. Genre-Based Approach

a. Definition of Genre

Genre has been long recognized as a word that refers to different literary discourse such as sonnets, tragedies, and romances (Nunan, 1993). However, the

term 'genre' now has shifted, in terms of what it is referred to. Genre is said to be different types of communicative events (Martin, 1984; Swales, 1990, in Nunan, 1993). When people are communicating with others in a specific situation, they have an intention or function that becomes the goal of their activity in that situation. This function, then, brings its own genre.

Genre, which is also known as text, is the use of language in specific contexts. 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. The context and the way of people communicating are specific since differences in one or both points will bring different texts. For example, a conversational exchange with a friend is different from another one with a teacher on the phone. The differences among genres or texts could be in the form of, such as, organization and content.

The previous definition is supported by Mark Anderson and Kathy Anderson (2003) who say, "We live in a world of word. When these words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text." This statement offers more specific description of text that a text can be in the form of both spoken and written. So, a letter or a conversation can be said a text as long as it has a meaning in a whole.

Regarding the definition of genre or text, Feez and Joyce (1998) put special emphasis on the meaning, that is, it has to come as a unified whole. They define a text as any stretch of language which is held together cohesively through meaning. It brings an idea that the stretch of language can be short, having not to be long, and can be in any form as long as it conveys a cohesive meaning. A clear example of a text is a word 'closed' on the door of a barber shop. Although it is only a word, the sign is a text because it carries a whole meaning.

From the explanation above, it can be concluded that genre or text is communicative events or languages use which happen in specific context. It bears a complete meaning or intention to convey. It has function that comes as the goal of communication. Due to the fact that every genre has a different function or meaning, a genre is specific and is different from others in terms of organization, content, and language features.

b. Genre-Based Approach

Genre-based approach is an approach which is also known as text based instruction. It is an approach that uses texts as a means of learning language. Richards (2006) says that genre-based approach sees communicative competence as involving the mastery of different types of text. It means that someone is considered to have communicative competence when he can create different text types. It is because language must occur within texts and language is spoken in the form of texts. Learners should master different types of texts since every type has its own purpose which is specifically different from others.

Genre-based approach is a methodology which is designed to support language learning as a social process (Feez & Joyce, 1998). The process of learning with the approach includes joint construction and scaffolding in which students and the teacher work together. At the stage, students are provided with opportunities to interact with other students through activities, like discussion, and with the teacher through guidance giving. Not only do collaborations occur among students, but also between students and the teacher.

Genre-based approach is developed based on three assumptions on language learning (Feez & Joyce, 1998). They are:

- 1) Learning language is a social activity.

Language learning is a social activity and is the outcome of collaboration between the teacher and the students and between the student and other students in the group. Language learning is learning to mean and to expand one's meaning potential (Halliday, 1992, in Feez & Joyce, 1998). With this description, there are three outcomes of language learning; students learn language, students learn through language, and language students learn about language.

- 2) Learning occurs more effectively if teachers are explicit about what is expected of students.

This assumption is based on the principle of 'visible pedagogy' (Bernstein, 1990, in Feez & Joyce, 1998). It means that what to be learned and what to be assessed should be clear for students. The teacher should let students know what competencies are expected from students to have at the end of the instruction so

that students can have a clear idea of what they are going to do and perform the best of them

- 3) The process of learning language is a series of scaffolded developmental steps which address different aspects of language

The work of Vygotsky (1934/1978) and Bruner (1986), in Feez & Joyce (1998), greatly influences this assumption. To Vygotsky, there are two levels of development that, in any given area of skills, knowledge or understanding, each learner has:

- a) a level of independent performance

At this level, students are given activities that are possible to do independently. In other words, the teacher encourages students to perform what they can already do as the starting point of the learning process so that students can be motivated to learn more.

- b) a level of 'potential performance'

This level is where students begin to develop their abilities. Students are provided with activities a little beyond their current reach which is made possible through social interaction and joint construction with 'more capable others'. In addition, this is stage in which the teacher shares his contribution to help students reduce the gap between what they have been able to do and what they have not, also known as 'zone of proximal development' (Vygotsky,

1934/1978, in Feez and Joyce, 1998), that is area in which students can develop their ability and in which the real learning happens.

It is proposed that learning is collaboration between teacher and student that must involve language in the form of a dialogue between teacher and student. In this case, Bruner used the term *scaffolding* to describe the teacher's role in the learning collaboration.

c. The Teaching and Learning Cycle of Genre-Based Approach

All the principles previously mentioned are packed in the teaching and learning cycle of genre-based approach. They are integrated into the stages of a genre-based cycle. According to Feez and Joyce (1998), there are five stages that the teacher and students go through to arrive at the objective of the learning, that is, mastery of a text type.

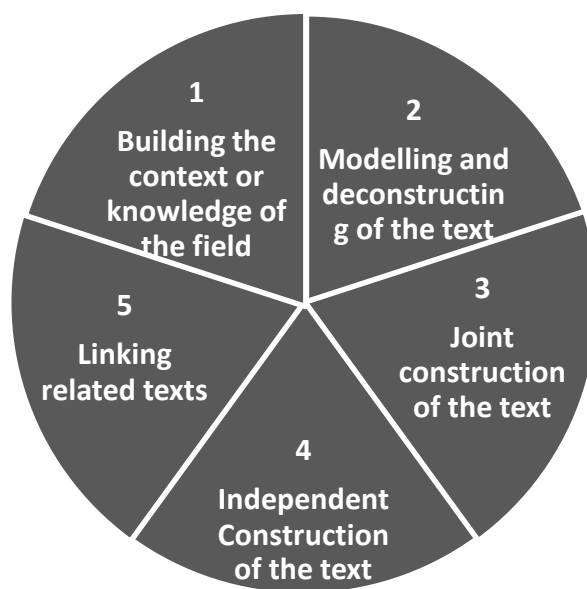


Figure 1: Stages of the cycle of teaching and learning

1) Building The Context

Students are introduced to the social context, explore features of the general cultural context and explore the immediate context of situation.

2) Modeling and Deconstructing the Text

Students investigate the structural pattern and language features of the model and compare the model with other examples of the text type.

3) Joint Construction of the Text

Students begin to contribute to the construction of whole examples of the text type and the teacher gradually reduces the contribution to next construction while students move closer to being able to control the text type independently.

4) Independent Construction of the Text

Students work independently with the text in which their work will be used for assessment.

5) Linking to Related Texts

Students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar contexts and to future or past cycles of teaching and learning.

After all, students need to go through a cycle of all the stages to be able to have comprehension on a type of text. Students are guided step-by-step so that at the end students are expected to comprehend text types in English. Since the

mastery of text types is involved in communicative competence, at this stage students' competence in communication is developed.

B. Conceptual Framework

The learning of English in the classroom should be interactive. Language is a means of communication so that in learning a language, there should be interactions in the process. Students should be actively involved so that they can really experience learning. In this case, the classroom needs to be designed to provide students with vast opportunities to improve their ability in English, particularly in writing.

The formula of providing students with opportunities can be achieved by applying an appropriate method or approach to language learning to the classroom. In this case, genre-based approach is a choice. There are principles, within the approach, that allow students to work on their own with the guidance from the teacher which is diminished as the next stage going further – that is, the process of learning language is a series of scaffolded developmental steps which address different aspects of language. The approach enables learners to be active and guided step by step by the teacher until finally it comes to their turn to work independently without the teacher's guidance.

The genre-based approach is an appropriate method to be implemented in class XI/S3 of SMAN 1 Pleret in which most of students have low ability in English and need tight guidance from the teacher.

With the implementation of genre-based approach to the XI/S3 class of SMAN 1 Pleret, it is expected that they can experience a real learning of English. They are expected to be more engaged to the classroom instruction and at last their writing skill can be improved.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research is action research. It is aimed at making changes on students' performance in Class XI/S3 of SMAN 1 Pleret. That is, to improve students' ability in creating written languages. It is in accordance with what Lodico, et al (2010) says that action research is a type of research that aims at enacting immediate changes in an education setting. The point saying that action research is an effort to make changes is also supported by Nunan (1992) as cited by McKay (2008) through his three major characteristics of action research: carried out by practitioners, collaborative and aimed at changing things. This research was conducted to improve the students' writing skill by implementing the genre-based approach.

The research study was conducted by the researcher in collaboration with the collaborators as a team; the English teacher and the researcher's colleague. The team uses the Kemmis and Taggart model of action research as cited in Burns (1999) with some modification, including the steps of reconnaissance, planning, action and observation, and reflection. The team collected information on the obstacles and what was lack from the English teaching and learning process in relation to the teaching and learning of writing. Then, problem identification was done before the plan of actions was made. Next, the team carried out the actions. During the implementation, the collaborators and the researcher observed the process of teaching and learning. Then, the team evaluated and reflected on the

actions. The result was used as the consideration for generating some further actions to make changes in the English teaching and learning process.

B. Setting of the Research

In describing the setting of the research, the researcher splits the setting into three issues. The first issue is the place of the research, the second issue is the schedule of the research, and the last issue is the learning setting. Each of them is described below.

1. Place of the research

This research was conducted in SMAN 1 Pleret, Batul, Yogyakarta, particularly in Class XI S3. SMAN 1 Pleret is located in Kedaton, Pleret, Bantul, Yogyakarta. The school has a number of facilities including the principle room, teacher room, an administration room, a guidance and counseling room, classrooms, laboratories of science, multimedia and language, a library room, a school health unit, a student organization room, a mosque, a sport field for playing basket and volley ball, a parking place, a student cooperation room, a school hall, and school canteens.

2. Schedule of the research

This research was conducted in the second semester of the academic year of 2012/2013 from May, 2nd to May, 30th 2013. As what was allowed by the English

teacher, the research was carried out one a week during English class. The class was on Thursday at 09.15 – 10.00 a.m. and 10.15 – 11.00 a.m.

3. Learning setting

The members of class XI S3 are 19 students consisting of nine male and ten female students. The English teaching-learning activity in this class is carried out three times a week with five total class hours and forty five minutes per class hour. Generally, the teacher uses the PPP method in her teaching. The materials given to the students are mostly taken from the course book that the teacher used in all English classes and that the students borrow from the library. While the classroom is equipped with an LCD projector, the teacher does not make use of it in her teaching.

According to the English teacher, the students of the class had low ability in writing. They were weak in grammar and vocabulary. They were also passive in the teaching and learning process. Given the facts, the researcher considered that the class needed some improvements. He planned to improve the students' writing skills using the genre-based approach.

C. The Subjects of the Research

The subjects of this research was the students at grade XI S3 of SMAN 1 Pleret Bantul, Yogyakarta, in the academic year of 2012/2013. The students in class XI S3 were selected to be the source of data collection considering the fact that the students in that class have problems in writing skill.

D. The Data and Data Collection

This research was aimed to improve students' ability in creating written languages. The data of this research were qualitative and quantitative. The qualitative data were in the forms of interview transcripts and observation vignette and field notes, while the quantitative data were in the form of scores.

The qualitative data were obtained through interviews with students and the collaborators and observation of teaching-learning process in the X1/S3 class of SMAN 1 Pleret. The quantitative data were collected through students' performance in the classroom which was transformed into numbers of scale.

The data collected were in the form of opinions and expectations of individuals involved in the research. They were collected using some techniques as follows:

1. Class Observation

While the researcher took the role as the teacher in the research, the collaborators observed the teaching and learning process in class XI S3. They took notes on what happened in the classroom, particularly those that were related to behavior shown by the students in the classroom – specifically in learning writing, actions performed by the researcher, and problems in the teaching and learning process. The data were used for the basic consideration of the next actions.

2. In-depth interview

In order to get the data in details about the teacher's and students' behavior during and after the action implementation, the researcher had in-depth interviews with the students and the collaborators.

3. Evaluating the Students' Writing Performance

The researcher and the collaborators gave a pre-conditional task before the implementation of the actions. Then, after Cycle I and Cycle II of the research, there also tasks, parts of the genre-based approach, in which the students performed their ability in writing.

E. Validity and Reliability of the Data

1. Validity

In terms of validity, the researcher employs the concept of Burns (1999) about criteria fulfillment of the research validity that are divided into five points; democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. How the criteria were fulfilled are explained as follows:

a. Democratic Validity

Democratic validity is related to stake holders' chance to give their personal opinions, ideas, and comments about the implication of the action research. In the research, the researcher, the collaborators and the students were given the same

opportunities to express their ideas, opinions and suggestions. It was made feasible through conducting discussions among them. The results of the discussion became consideration in evaluating the actions implemented.

b. Outcome Validity

Outcome validity is related to the notion of actions leading to the result that are successful within the research context. This validity is fulfilled with some indicators showing the improvement of the students' writing skills.

c. Process Validity

Process validity is related to the criterion of the research dependability. The research were conducted by doing classroom observation, making field notes on what happened in the classroom, having interviews with students, and conducting discussion with the collaborators.

d. Catalytic Validity

Catalytic validity refers to the extent to which the research allows the participants to deepen their understanding of the social realities of the context and how they can make change within it. In the research, changes that happened to both sides of students and teacher were taken into account so that it was expected that both students and teacher will be more aware of their social roles in the classroom.

e. Dialogic Validity

Dialogic validity is related to the state that members of the research can participate in the research process. This validity was fulfilled by the researcher regularly having dialogues with the collaborators about the future plans, exchanging opinions or ideas and reporting any steps that the researcher had done to the students.

2. Reliability

In order to obtain the trustworthiness of the research, the researcher used triangulation. According to Burns (1999), the aim of triangulation is to gather multiple perspectives on the situation being studied. In this case, the researcher used two forms of triangulation described as follows:

a. Time triangulation

Time triangulation means that the data are collected over period of time. It is aimed at getting a sense of what factors are involved in change processes. The triangulation was achieved with the fact that the researcher conducted the research study from May, 2nd to May, 30th 2013.

b. Investigator triangulation

Investigator triangulation refers to the state that more than one observer is used in the same research setting. This triangulation was fulfilled as during implementation of the actions, the researcher were accompanied by two collaborators in the classroom, the English teacher and the researcher's friend.

F. Data Analysis Technique

There are two kinds of data used in the research, qualitative and quantitative data which were analyzed differently. In analyzing the qualitative data, the researcher followed Miles and Huberman (1994). According to Miles and Huberman, there are three steps of qualitative data analysis; data reduction, data display and drawing and verifying conclusions. After collected, the data were selected, simplified and transformed the field notes and interview transcripts. Then, in the data display, the data were organized and displayed in the form of vignettes and interview transcripts. After that, the researcher and collaborators made the conclusion based on the vignettes, interview transcripts and the students' scores on writing test.

The quantitative data was derived from students' performance during English instruction. Students' performance was transformed into scores through rubric and scales. The result of the students' performance was computed using Excel program to find out the mean and standard deviation. Those scores were used to analyze the improvement from each student. The analysis was done collaboratively with the collaborators.

G. Procedure of the Research

The research was done in two cycles. Each cycle comprises of activities including reconnaissance, planning, action and observation, and reflection from Kemmis and Taggart.

1. Reconnaissance

The first step in conducting the research is deciding the thematic concern. The researcher first and the colleague observed the classroom situation and identified the problems concerning the writing skill happening during the instruction, as well as the possible causes of the problems. The researcher also had discussion with the teacher and the students to confirm the causes and enquired information about them from the point of view of both the teacher and the students. Then, the researcher selected the major problems in the classroom that impacted the students' writing skill and consulted them to the teacher.

2. Planning

The researcher created plans of actions with the collaborators giving help through advice and comments. The plans were aimed at improving the students' writing skill through the genre-based approach. The genre-based approach was employed as the approach in the teaching and learning process.

3. The actions and observations

The researcher along with the collaborators, the English teacher and the researcher's colleague, implemented the actions. The actions were implemented in two cycles or four meetings. During the implementation of the actions, the researcher acted as the teacher while the collaborators observed the process of teaching and learning. Besides, the researcher did some discussions with the collaborators and interviews with the students after the actions had been done. The

results of the discussions and interviews were used in the reflection for the implementation of the next actions.

4. Reflections

The researcher and the collaborators had discussions about the future actions and the significance of the actions implemented towards students' performance. The results of the observations were discussed with the collaborators to enquire whether changes were needed to the plans. All members of the research were involved in this process. Each of them was given opportunities to give their perceptions and suggestions.

CHAPTER IV

RESEARCH PROCESSES AND FINDINGS

Chapter IV presents the process of the research, the findings of the research and the interpretation of the findings in the form of qualitative data. The process of the research consists of two cycles, Cycle 1 and Cycle II, in which each cycle covers planning, actions and observations, and reflection. In addition, this chapter provides quantitative data to support the qualitative. The details of this chapter are presented below.

A. Reconnaissance

This step contained some activities conducted to seek for field problems. The research commenced with a classroom observation aimed at collecting information concerning the teaching and learning process in the writing class of Class XI/S3 of SMAN 1 Pleret. Then, it was continued with interviews with the teacher and students to get some input on what needed to be added and what were suggested for the teaching and learning.

1. Identification of the Field Problems

The first step of the research was a classroom observation. It came out with a vignette describing the teaching and learning process of writing in XI/S3. The vignette is presented below.

Vignette

December 3, 2012

XI/S3 Classroom

R : Researcher

ET : English Teacher

Ss : Student

1. R entered the room several minutes after ET. ET introduced R to Ss and told that R planned to do an observation. R took a seat at the back row and observed the teaching and learning process.
2. The classroom was clean and neat. The seats were twice the number of Ss so there was a number of unseated chairs. The class was equipped with a number of facilities including an LCD projector and a screen for the LCD, a speaker and a fan. The classroom was located close to the street in front of the school so that it was quite noisy when vehicles passed. Nonetheless, the class was conducive.
3. The class discussed an analytical exposition text titled “The Importance of English”, led by ET. The material came from a piece of paper distributed to each of Ss, in addition to a course book provided by ET for each table.
4. ET started the discussion by reading the text loudly and translated it. Few students were listening and some others were busy with their own business like chatting, playing with their mobile phones and doing other noisy activities. Sometimes Ss gave responses in Indonesian and Javanese when ET delivered questions. Ss found difficulties in expressing ideas in English.
5. ET asked one S to read a part of the text and find the thesis statement of it. S refused it but ET insisted so that S finally read the passage. While reading, S made some pronunciation mistakes and ET directly corrected. ET spoke in Indonesian and Javanese very often, instead of English.
6. ET and Ss discussed the text. Ss were silent most of the time while ET kept explaining and occasionally delivered questions, as well as occasionally reminded Ss who got bored, starting to make noise.
7. ET gave the quiz as the discussion ended. Ss should answer questions following the recently discussed text. ET told Ss that it should be submitted but some Ss disagreed. While starting to be noisy, Ss said, “Ga usah bu”. ET distributed a piece of paper to each S.

8. Some Ss began to do the quiz but some others preferred walking around and making noise. ET reminded Ss by asking them to answer the question. However, the students did not kept making noise. Instead of doing ET's instruction, one S did his history assignment. Often when ET reminded Ss to be quiet but before they were silent, some of Ss often made fun of ET's reminder.
9. ET collected the course books distributed to Ss before the class started and left to her room. While ET was out, some Ss moved around the class to gain the answers from their mates and made noise. Mostly, Ss found the questions difficult and made mistakes in expressing their ideas in writing, in terms of both grammar and diction.
10. ET returned to the classroom and sat on a chair in the front part with students. Ss returned to their seat. An S told ET that the quiz was not easy. ET told Ss about the text and questioned Ss how they could find the quiz difficult since ET thought that the text was short and simple. They had discussed the content of the text, as well.
11. In response to Ss' complaint, ET left the class and, after a while, returned with a course book. ET tried to provide Ss with more explanation by reading a passage from the book related to the text type being discussed. However, Ss did not really pay attention. Instead, some Ss moved around and cheated their friends' work. One S even did another subject homework and let others cheat her work on the quiz. ET realized it and reminded S.
12. The bell rang and ET collected the quiz, though, some Ss had not finished. ET ended the class.

After conducting the observation, the researcher had an interview with the teacher and the students regarding the teaching and learning process.

From the observations and interview, it was found that there were some problems in the teaching and learning process in Class XI/S3 of SMAN 1 Pleret. Given the fact, the researcher, in collaboration with the teacher, identified the problems that affected the teaching and learning process. Those problems could be seen in the table below.

Table 1: **The Field Problems in XI/S3, SMAN 1 Pleret**

No	Problems	Code
1	The students frequently lost their focus.	S
2	The students were bored during the teaching and learning process.	S
3	The students did not pay attention to the teacher.	S
4	The students made a lot of noise during the teaching and learning process.	S
5	Most of the students had difficulties in responding to the teacher's questions.	S
6	Most of the students had difficulties in spelling English words.	S
7	Students had low mastery of English grammar.	S
8	The students had limited vocabulary mastery.	S
9	The students found difficulties in exploring and developing ideas.	S
10	The students showed low participation in classroom activities.	S
11	The teacher lacked classroom management.	T
12	The teacher was dominant in the classroom.	T
13	The technique of teaching was not varied.	Met
14	The teacher taught students English to sit in the examination.	Met
15	The teacher tended to focus more on teaching grammar and reading.	Met
16	The materials were lack of visual aids.	M

S = Students T = Teacher M = Materials Met = Method

2. Selecting of the Problems to be solved

It had been stated in the previous chapters that the research focused on improving the students' writing skill through the implementation of genre-based approach in the teaching and learning. Hence, the researcher and the teacher decided

to solve the problems based on the urgency and feasibility level. The field problems to include in the research can be seen in Table 2.

Table 2: The Problems to be Solved

No	Field Problems	Code
1	The students frequently lost their focus	S
2	The students did not pay attention to the teacher.	S
3	The students made a lot of noise during the teaching and learning process.	S
4	Most of the students had difficulties in spelling English words.	S
5	The students had low mastery of English grammar.	S
6	The students had limited vocabulary mastery.	S
7	The students found difficulties in exploring and developing ideas.	S
8	The students showed low participation.	S
9	The teacher lacked classroom management.	T
10	The teacher was dominant in the classroom.	T
11	The technique of teaching was not varied.	Met
12	The teacher tended to focus more on teaching grammar and reading.	Met
13	The materials were lack of visual aids.	M

S = Students T = Teacher M = Materials Met = Method

After identifying the field problems based on the level of urgency and feasibility, the discussion shifted to analyzing the possible main causes of the problems. This step needed to be carried out to have a clear view of the causes from which appropriate actions towards the problems could be generated. The researcher and the teacher conducted some discussions that resulted with the same idea of the causes of the problems. The main causes were:

- a. uninteresting and ineffective strategies and method in the teaching and learning process of writing
- b. lack use of facilities and media for learning writing
- c. inappropriate classroom management

B. Reports of Cycle I

1. Planning

a. The Concept of Course Grid and Lesson Plans

1) Designing the Course Grid

After some efforts on formulating the field problems, the researcher and the English as the collaborator continued the discussion on the plans for Cycle I. The team – the researcher and the English teacher – determined the standard of competency and basic competence for the second semester of Grade XI. Then, the team design the course grid for the cycle by considering the standard of competency and basic competence, as well as the school syllabus. The standard of competency was 12 (Expressing the meaning of short functional texts and essays in the form of narrative, spoof, and hortatory exposition in daily context) and the basic competence was 12.2 (Expressing meaning and rhetorical steps in essays using accurate, fluent and acceptable written language in daily context in the form of narrative, spoof, and hortatory exposition). These were used as the basic consideration of designing the course grid. After some discussion, the team finally agreed to focus on hortatory exposition text as the learning with the topic “agriculture”.

After deciding what to teach in the classroom, the team discussed how the materials were taught. The team agreed to employ the genre-based approach in the teaching and learning process. It was because the main concern of the research was improving the students' writing skill through the genre-based approach. The approach consisted of five stages of learning; building knowledge of the field, modelling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking to related texts.

2) Making Lesson Plans

As the course grid had been ready, the researcher designed the instruction by making a lesson plan. The lesson plan consisted of information about the series of class activities, time allocation, classroom management, aims and principle of the task and activities designed, as well as competencies that students needed to achieve. The lesson planned served as a teacher guideline of the teaching and learning process. It helped the teacher, in this case the researcher, administer the class smoothly and systematically so it could improve the students' writing skill and the teaching and learning process.

b. The Concept of Action Plans

In addition to the plans in the form of course grid and lesson plan, the researcher and the collaborator also design a plan of action to solve the problems that had been identified. The plan was aimed at improving students' writing skill and designed for some expectations including:

- Students were actively involved in classroom activities.
- Students paid attention during the learning process.
- Students were cooperative and the class was conducive.
- Students could use appropriate word order or pattern.
- Students improved their vocabulary mastery.
- Students could use cohesive device in writing.
- Students could use appropriate word order.
- Students could write with control over grammar.
- Students could apply the conventions of the text type in their writing.
- Students could develop and accomplish the communicative function of a text type.
- Materials and activities were more varied and had visual aids.

Based on the discussion with the collaborators, it was agreed that the class implemented the genre-based approach. In addition, there were also some strategies included in the implementation of the approach to help the students improving their writing skill. Those were providing the students with a handout on new materials as a brief guideline, displaying the materials through the LCD projector and applying rules of conduct. The plan of the implementation of the genre-based approach in the teaching and learning process was outlined below.

Pre Teaching

Early as the class began, the researcher planned to propose rules of conduct to the students. It was aimed at keeping the class conducive for the teaching and

learning process. The code was in the form of a sign shown by the researcher, raising his hand, when the students made too much noise. The idea creating the code coming from the fact, the observation data, that students made a lot of noise in the classroom during the teaching and learning process most of the time regardless of the teacher presence. Often, the teacher reminded the students to be quiet. However, it rarely worked and the class did not even turn quiet a little. Realizing that it seemed to be unlikely to completely prevent students from making noise, the researcher planned to create rules of conduct to limit the students' noise from being excessive. This action seemed to have more than one benefits since, not only for making the students cooperative, it could also increase the students awareness on a value that they should be responsible for what they had agreed to do. The support to such an action comes from Harmer (2001) regarding effective classroom management on problem behavior and what to do about it. He says that it is important for the students to 'know where they stand' and it can be done by creating rules of conduct.

1) Building Knowledge of the Text

At this cycle, the researcher planned to evoke the students' background knowledge of the topic through discussions. The topic was agriculture and it was chosen considering that agriculture was a topic the students had been familiar with since most of them lived in agricultural areas. At this time, the researcher planned to provide the students with some pictures presented through the LCD projector to help them generate ideas and knowledge they had already had about the topic. The researcher planned to use the LCD projector considering, besides the fact that it was

available in the classroom, the benefits it offered. Based on interviews with the teacher and students, the teacher did not take the benefit of using the LCD projector in the classroom. Harmer (2001) says “Overhead projectors (OHPs) are extremely useful pieces of equipment since they allow us to prepare visual or demonstration material.” In this case, the LCD projector works more or less the same as the OHPs meant by Harmer. Therefore, the researcher planned to use the LCD projector to display the materials, although they had been included in the handout. This action was taken as an attention getter through which the students could have visual aid. In the discussion, the researcher involved all students so that no individual in the classroom was left behind in terms of the knowledge of the topic.

Then, the researcher gave a model text to students to discuss from which the students might improve their knowledge. The researcher distributed a handout consisting the text to each student. The handout ran as the guideline of the teaching and learning process. It consisted of materials about the hortatory exposition and its features, as well as activities that followed the materials. The text discussion was done through oral question and answer sessions. They were given time to study the input text. Yet, to equip the students with sufficient vocabularies needed to comprehend the model text and to improve their vocabulary mastery, there was an activity on vocabulary, finding the meaning of some words, before studying the input text. After that, to make sure that the students had comprehended the text, there were tasks following the text in the form of free questions and true-false statements. The tasks touched the content and contexts of the text. Since the text was about a problem in agriculture, the researcher also planned to try to stimulate

the students to think of other agricultural problems so the students had some ideas that they might use in the next stages.

2) Modelling of the Text

As the students had had clear ideas about the sample text, in terms of the content and the context, the class moved to the discussion of the generic structure and language characteristics of the text type being focused on. The students read a short explanation about the generic structure of the text type. Then, they re-sequenced jumbled paragraphs to make a meaningful hortatory exposition, of the same field, by matching the criteria, the generic structure and language characteristics, they had just learnt. This activity aimed at examining the students' understanding about the general information of the text type through practising.

The students were given a short explanation and some practices on the commonly found language characteristics of a hortatory exposition that included connectives, the typical modal verb and the simple present tense. In terms of the modal verb, there were a short explanation and a task for students while there were more tasks for the simple present tense. Based on the interview and observation, the students were weak in grammar. They found difficulties in composing a simple sentence so the researcher decided to pay more attention on this basic type of tenses by giving more exercises. In doing the tasks, the students were put in pairs with an expectation of increased collaboration among the students. During the activities in this cycle, the researcher went around the class to provide students who found

difficulties with more explanation and to make sure the students' understanding. Then, all of the points were discussed together with the researcher.

3) Joint Construction of the Text

In this cycle of genre-based approach, the researcher planned to set the students to start writing and developing ideas. At this stage, the researcher planned to organize students to brainstorm more ideas in agriculture first as the basis of their writing. The students thought of agricultural problems in their surrounding and the causes of the problems. Since the students were going to write a hortatory exposition, they also thought of the possible solutions to the problems. After all students had had ideas, the class wrote a hortatory exposition text with the researcher acting to fix the vocabularies, grammatical forms and text structure inappropriateness. The students gave the ideas and the researcher typed them on the computer displayed on the screen through the LCD projector.

After that, they worked work in small pairs to start writing. The whole class created a hortatory exposition text in which the text were divided into some parts. Then, the pairs worked on each part of the text. During this process, the researcher moved around the class to provide guidance and help for students. At the end of this cycle, the researcher gave feedbacks to students.

4) Independent Construction of the Text

After the students had some practices in writing in the previous cycle, the students selected one problem in agriculture to develop into a complete text. They wrote a whole text independently in this cycle. The researcher did not provide helps

for students any longer. Instead, the researcher only encouraged the students to write and make sure that they worked.

5) Linking to Related Text

At the end of the class, the researcher planned to lead the students to observing the key language features of a hortatory exposition that were used in other text types. The researcher gave other two texts of different types; procedure and report, and the students were to observe and discuss them.

2. Actions and Observations in Cycle 1

The actions were carried out in two meetings on May 2nd and 16th. Each meeting consisted of two 45-minute sessions with a 15 minute break between the sessions. The class ran from 09.15 a.m. – 10.00 a.m. and 10.15 a.m. – 11.00 a.m.

The actions were focused on implementing the cycles in the genre-based approach and the principles of the genre-based, which were implicitly done in the process. However, there were also other plans of actions in Cycle 1. In executing the actions planned, the researcher ran the class as the teacher while the English teacher of the school did as the collaborator. In addition, the researcher worked with another collaborator who took notes during the teaching and learning process. The data in Cycle 1 were collected through classroom observations and interviews. The details of the process is presented below.

a. Meeting I

At the beginning of the class, after greeting and praying, the researcher proposed rules of conduct that students had to follow during the teaching and learning process. The rules said that the students could make some noise in the classroom but it should not be inappropriate in amount. When they had got excessive, the researcher reminded them by giving a code, raising one of the researcher's hand, and the students should be quiet. Most of students agreed to keep the code, except one student. He showed his objection by questioning what it was for, at first. However, he finally accepted the proposal after the researcher gave more reasoning and explanation about the rules. Then, the researcher prepared the computer and LCD projector.

1) Building Knowledge of the Field

The initial activity was discussing pictures shown on the screen through the LCD projector. The discussion was led by the researcher. The pictures were about agriculture, paddy field and ploughing buffaloes. The researcher delivered some questions to the students randomly to encourage them such as, "*What pictures are they? What do you think about them?*" With such questions, the students looked so enthusiastic that they tried to give their voices to the class. They wanted to tell others what they knew about agriculture. However, the students did it at the same time and made the class noisy so the researcher could not hear clearly what they said. Then, the researcher pointed at students one by one so their opinion could be clearly stated and the class got interactive. The students paid attention and actively

participated in the discussion. At the end of the discussion, the students listed words they knew about agriculture and the researcher wrote them on the whiteboard. Because of their problems in vocabulary, some of them mentioned Javanese and Indonesian words. The researcher helped them by giving the English word equivalences. The students' enthusiasm was reflected in the field note below.

=====

The researcher asked the students to mention words that they knew about agriculture. The class turned noisy as soon as the students began to speak. They mentioned many words related to agriculture and the researcher wrote them on the board. Some students mentioned Indonesian words, "*rumpuk*", "*padi*", "*pupuk*". Then, the researcher gave the English equivalence and wrote them on the board. (Vignette 2, May 2nd 2013, see Appendix A)

=====

The researcher, then, distributed a handout of materials to the students. The class discussion continued on the sample text given. It started with discussing some words in the list coming before the text. In this activity, the students were asked to find the meaning of the words. They were excited to the activity since the words were new for them. Some of them opened the dictionary while some others asked their friends. At the end, the researcher discussed the words and asked the students to practice the pronunciation of the words by repeating after the researcher. After that, the researcher gave the students chance to read and study the text. The researcher moved around making sure that all students read the text. The students were silent and looked focused on the activity. They also occasionally asked the researcher about the meaning of words in the text. The words asked were relatively common so that they were not included in the list before the text. The situation was described below.

=====

While the class was reading the text, a student asked the researcher for a word meaning, “*Sir, important artinya apa?*”. The researcher replied it by asking the class, “*ada yang tau artinya important gak?*” “*Penting, sir*”, answered some students. As the student mispronounced the word, the researcher then gave the correct pronunciation. (Vignette 2, May 2nd 2013, see Appendix A)

=====

The researcher, then, asked one student to read parts of the text for the class. In the middle of reading, she made some pronunciation mistakes and it made other students laughed and noisy. Preventing from being excessive, the researcher showed the code by raising his right hand and the students turned quiet. The situation was illustrated in the note below.

=====

. . . . Since no one volunteered, the researcher asked one student to read the text. In the middle of reading, she made some pronunciation mistakes. The students laughed at her and the class turned very noisy. Then, the researcher raised his right hand and the class returned quiet and conducive. . . . (Vignette 2, May 2nd 2013, see Appendix A)

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After one student finished reading his part, the researcher asked him about the idea of the part he read. The researcher also asked the students for their opinion about the text. This activity went on with other students. It happened for several times that the student could not answer or could only give insufficient information about what he just read, and the other helped him. However, it also happened that the class could not provide the expected answers or misunderstood the text. So, the researcher completed and gave correction to their misunderstanding. This activity was aimed at checking the students’ understanding and stimulating discussions

among the class members. In this way, the students were active and the class was interactive. The vignette below described the situation.

=====

While discussing the input text, the researcher regularly delivered questions for the students' opinion. "*Muafikhoh, what do you think about agriculture I Indonesia? Is it important? Agriculture di Indonesia itu penting gak?*" "*Penting, sir*", she answered. "*Why?*" "*Because people in Indonesia is farmer*". . . . (Vignette 2, May 2nd 2013, see Appendix A)

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The class shifted to exercises that followed the text. There were free questions and true-false statements tasks. At this time, the students worked in pairs. Although the text had been discussed together, it was possible that each student had different ideas and perception about the information in the text. The students looked working well in pairs that the students discussed the tasks intensively with their pair. By working in pairs, the students could share the information and have more comprehensive ideas. It made the exercise easier for them to do, as well. During the time the students were working, the researcher moved around the class and found some students who skipped some numbers in the exercise. So, the researcher came to them and helped by guiding them to finish the questions, without directly telling the answers.

After that, the researcher asked representatives of the pairs to read the answer and the reason for it. They did it well, but some students made mistakes. Each time one pair was delivering the answer, the researcher compared it to others' so they could have chance to contribute to the class and it happened for all numbers

of the task. The class was active. The illustration of the situation could be seen below.

=====

They worked in pairs answering questions that followed the text. The researcher moved around the class to see the students' work. The researcher stopped at a table where a pair of students were working. He questioned why questions number one was skipped. The students were confused of the questions. They said, "*Mas, what do Indonesian people do mostly maksudnya apa?*". *Gini, kalau pertanyaan seperti ini, misalkan juga What do you do, itu nanyain tentang pekerjaannya, jadi kalau kaya gini berarti nanyain apa?.*", the researcher helped by giving clues. Then, the researcher asked representatives of pairs to read the questions and gave the answers. The researcher asked one pair to do question number one and asked other pairs' opinions. The students were excited and the class was active. (Vignette 2, May 2nd 2013, see Appendix A)

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However, some students seemed not to really understand the content of the text. They found difficulties in doing the exercises following the text. During the provided time to do the tasks, some students walked around the class to get the answers and some checked other pair's work in front and the back of their chairs. In addition, not all students were actively involved. When questions were delivered, several students kept silent while the others competed to tell the class what they knew about the text. They did not take parts in classroom discussions and preferred playing with others of the same desk.

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While the class was discussing the questions, a student at the back row were busy playing with her pair. The researcher noticed and delivered one question to them while coming closer. They could not answer and got silent. Then, the researcher asked the class to help them. Other students gave the answer and the researcher gave additional explanation to the two students. (Vignette 2, May 2nd 2013, see Appendix A)

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The teaching and learning process proceeded by discussing the context of the text. The discussion began as the researcher delivered questions like “*Where can you find this type of text? What do you think the text is written for?*”. At first, the students looked confused with the questions. They did not really catch the point of the questions. The researcher gave clarification on the questions so they got clearer for the students and told some clues to answer. The students began to speak and again, the students gave their voice at the same time so the researcher chose one student, and one after another, to speak and share ideas. The activity lasted until the bell for break.

2) Modelling and Deconstructing of the Text

The bell rang to tell that the break was over. The students began to enter the class, joining others who stayed in the class during the break. Some seats were empty, meaning that some students were still outside. The class was conducive with a little noise. The researcher continued the class discussion. Ten minutes later, some students entered the class and went straight to their seats without saying anything to the researcher. They began to laugh at their own and made noise. The researcher raised his hand but the students did not turn silent. At last, the researcher regularly moved around the class to get to the students who made noise.

The class continued, the students read an explanation of hortatory expositions and discussed it. One student read a part of it about the purpose of the text aloud and the others listened. After finished, the researcher assured that they understood by asking, “*So, what is the purpose of a hortatory exposition?*”. Few

students responded with unclear voice. The researcher asked two students respectively to tell the class what the purpose of a hortatory exposition is. They did not answer it well so the researcher translated the explanation into Bahasa Indonesia and asked them to paraphrase it into their language. The students were excited in telling the class about it that they spoke simultaneously, indicating that they had had some ideas of the purpose of the text type. It could be seen in the extract below.

=====

After the students reading the explanation, the researcher delivered a question, “*So, what is the purpose of a hortatory exposition?*” Few students responded with unclear voice. Then, the researcher asked two students respectively to tell the class what the purpose of a hortatory exposition is. They kept silent and the researcher explained in Indonesia. Once again, the researcher asked them the same question but in Indonesia. The students answered it simultaneously. (Vignette 2, May 2nd 2013, see Appendix A)

=====

Then, the researcher chose another student to read the generic structure of the text. The students read it aloud while the others paid attention to it. Often, other students corrected their friend who made mistakes in reading the explanation. Since reading alone did not really work in making them understand the structure of the text type, the researcher explained it to the students. The researcher explained the parts of the structure and what information each part contained. To ensure that all students understood, the researcher reviewed what had been just explained by delivering questions to encourage discussion among the class.

Since each structure had its own language characteristics, the students read a short explanation about the language features of a hortatory exposition that was provided in the handout. The first features to focus on was the use of common

connectives and a modal verb. The researcher wrote some typical connectives, such as firstly and finally, on the whiteboard and the students located them in the sample text. Then, the researcher explained the use and function of the connectives in the text. In addition, the researcher told the students that another characteristic of a hortatory exposition was the presence of a modal verb at the end of the text and they located it in the text. To ensure their comprehension, the students were given chance to practice their knowledge of the text structure and those language features by rearranging jumbled paragraphs into a meaningful hortatory exposition text. They worked in pairs to arrange the paragraphs by considering the position of the connectives and modal verb in the paragraphs and the information each of them contained. Anticipating that the students needed additional explanation, the researcher came to the students' table and asked if there were any difficulties. Some pairs found a problem that they could not differentiate the information among the parts of the text so the researcher approached them to give some help and explanation. At the end, the students did it well that none of them made any mistake in this task. They made a good text from the paragraphs.

After that, the students read an explanation about the modal verb previously mentioned, 'should'. While previously, the students only looked at the common position of the modal verb in the text, at this time, the students learned about the function and the form, how to use it in sentences, of the modal verb. The students were quiet during the reading time. Then, the students worked on the next task, matching the situations with the possible phrases based on which the students made sentences using the modal verb. Considering that they were low in sentence

construction, the students were set to work in pairs to make it easier for them while the researcher moved around to make sure that the students could do the task. The students were focused on the task. After some minutes, the researcher and the students discussed the task together. It started with sentence number two – number one had been done as the example. The researcher asked two pairs as the representative of the class to read their first sentence. Then, the researcher asked whether there was any different sentence. The whole class had the same answers and it happened to the rest numbers.

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“Tatang, could you please read sentence number two?” “You should look for another job”. “What about yours, Hendra?” “Sama, sir.” “What about the others, do you have the same sentence?” “Yes”. The students had also the same answers for the next sentences. . . (Vignette 2, May 2nd 2013, see Appendix A)

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Next, the class focused on the simple present tense, the typical tense to occur in a hortatory exposition. In this part of the teaching and learning process, the students studied some illustrations of the tenses in the material. There were an illustrated picture and situation and the example of simple present tense with the rules. Then, they went to the exercises that followed. Working in pairs, the students completed sentences using the available verbs. They chose verbs that fitted the sentences the most and determined the forms which were in concord to the subject of the sentences. Some students made mistake and mainly it was on the verb form. They were confused about the rules of putting ‘s/es’ at the end of the verb. Due to the problem, the researcher then explained it and the students seemed to understand.

There was another activity focusing on the simple present tense that the students did. The students rearranged jumbled words into meaningful sentences. Although they had had ideas on the concept of the tenses, the students seemed to find difficulties in this task. It was seen from the number of students who failed in constructing the words on some numbers. Nearly half of the class made, at least, one mistake. So, the researcher added some explanations about sentence construction to bring students more ideas on how to construct sentences until meeting I ended.

=====

After the students had finished, the class discussed the task. The researcher asked some students to read the sentences. Some gave grammatically incorrect sentences. Then, the researcher checked them whether there were any more students who made mistakes. Many students raised their hands, so the researcher explained about sentence construction. (Vignette 2, May 2th 2013, see Appendix A)

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b. Meeting II

Meeting II commenced with a review of the previously learned materials. After preparing the computer and LCD projector and reminding the students about the rules of conduct, the researcher delivered some questions to check the students' memory and understanding about hortatory exposition, "*Hortatory exposition, what is it about?*" "*What did we discuss in the previous meeting?*"

3) Joint Construction of the Text

Then, the activity moved to brainstorming ideas for the text they were going to write. The researcher asked them to think of problems they knew that might occur in agriculture. The researcher delivered questions like “*what do you think of problems that are commonly found in agriculture?*” The students were excited to give their opinions. They seemed to know a lot about agriculture that they actively suggested many agricultural problems. However, they did it in Bahasa Indonesia. The students said, “*gagal panen, hama, banjir. pupuk, irigasi, kekeringan*”. The researcher and the students looked for the English equivalent together. It was aimed at enriching the students with ideas that they could use in the next activities. It was also intended to give the students pictures of agricultural problems so it helped them to bring inspiration of other problems in the same sector. That the activity helped the students in finding ideas could be seen in the interview transcript below.

=====

“*What do you think of problems that are commonly found in agriculture?*” The students replied it together in Indonesian and the class turned lively, “*gagal panen, hama, banjir, pupuk, irigasi, kekeringan*”. “*What is gagal panen in English?*” No one answered and the researcher said, “*It is crop failure*”. Then, the researcher and the students searched for the English equivalents to the words mentioned.” (Vignette 3, May 16th 2013, see Appendix A)

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After that, the researcher asked the students to choose one agricultural problem based on which the class wrote a hortatory exposition text. The researcher led the class to discuss it and it came out with a problem, that was, flood. Then, researcher asked the students to think of the reasons and to find the solution to the

problem as the framework of the text. The students agreed to set the text that the class wrote to have three reasons and one solution so there were five paragraphs, one for the topic statement and solution and three for the problem causes. To make it easier for the students since they seemed to be at the beginning level of writing, the class wrote a simple hortatory exposition and it was set to have at least three sentences for each paragraph.

The whole construction was begun by composing the first paragraph, in which the topic statement lay. The researcher invited the students to contribute to the text. The class turned noisy as the students began to give their suggestions to the text. The students was active that they intensively proposed ideas to the text. Then, the researcher filtered their ideas considering that not all of them could be included in the text. However, the decisions came from the students. The researcher took all them in and asked the students which ones to use in the text. After the students agreed on particular ideas, the researcher gave feedbacks on inappropriate words or grammatical forms and typed them on the screen, displayed through the LCD projector. The same activity were also done for the second paragraph, the first cause to the problem. The students' enthusiasm was reflected from the following extract.

=====

After finishing the framework of the text, the researcher invited the students to contribute to the text. The students actively gave so many inputs that the class needed to select which one to include in the text. The students made the decision led by the researcher. Then, the researcher gave some correction in the language before he typed them on the computer and displayed through the LCD projector. (Vignette 3, May 16th 2013, see Appendix A)

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Then, the text was continued through pair works. The students worked in pairs to compose the rest of the text. Some students were excited. However, most of the students showed their reluctance to do the task. The researcher moved around the class making sure that all students worked. During this period, some students often moved around the class, looking at others' work. They waited for others to start writing first. Due to the situation, the researcher came to them to find problems they found. It was known that they felt it difficult to develop ideas and expressing them in English. As the time was running out, the researcher gave helps and suggestions about their task. The researcher also used the moment to encourage the students to start writing. At the end, all the students' works were displayed through the LCD projector and the researcher gave feedbacks on some points of the works until the break.

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As the students had not started to write, the researcher moved around the class and encouraged them to write. The researcher several times gave some helps to them. Some students asked the researcher about the English equivalents of some Indonesian phrases. The students began to write as the researcher helped them in the language. (Vignette 3, May 16th 2013, see Appendix A)

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4) Independent Construction of the Text

The break was over at 10.15 a.m. yet some seats were still empty. Some students entered the class at 10.25 and made the classroom uncondusive. They began making noise and did not listened to the researcher. The researcher tried to manage them by showing the code yet few of them paid attention while the others went on making noise. The researcher needed to come to the students' desk to get

them silent when they made noise. After that, the researcher asked the students to get ready for independent writing, preparing the framework of their writing. Although there had been some problems proposed by the class in the previous stages, the students seemed to find difficulties in deciding which agricultural problem to be their topic that they spent some minutes to do that. Then, they looked for the problem causes and its solution for the text framework.

The researcher made sure that all students had had their framework by visiting them table-by-table. After they were ready with it, the researcher asked the students to start writing. Some students did the researcher's instruction, however, some did not. They seemed to find it difficult to develop the framework. As what they did before when they were asked to write, they waited each other to write first while there were only few students who started writing. Some even preferred to chat and play with their mates.

=====

As the students were ready with the topic, the researcher asked them to start writing. Some students began to write while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the class encouraging them to write while the students were still busy doing their own preference. Some students said, "*susah mas.*" The researcher replied, "*susahnya dimana?*". "*Susah ngomongnya, mas.*" (Vignette 3, May 16th 2013, see Appendix A)

=====

Realizing the time kept running while most of the students did not started, the researcher moved around the class to encourage them to get started. After few minutes, they began to write. During the process, the students frequently asked the researcher the English equivalences of Indonesian words they wanted to use in their

writing. Although, at this stage, the researcher actually should no longer provide helps, the researcher gave them the English words. In addition, some students left their seats to see others' work. However, some boys had not started yet until the end of the class. Due to this fact, the researcher asked the students to finish it at home and submitted on Monday the next week to their English teacher.

=====

The researcher, then, came to them and gave some helps. Some students asked the researcher about the English words of some Indonesian. (Vignette 3, May 16th 2013, see Appendix A)

Some students were busy working on their writing while some others were chatting with their friends and had not even started their work. As researcher frequently reached them and asked to write. However, the students refused to write until the end of the class. The bell rang and the students had not finished the writing. Then, the researcher told them to finish it at home. . . . (Vignette 3, May 16th 2013, see Appendix A)

=====

5) Linking to Related Text

The researcher planned to lead the students to analyze and discuss two other text types and to compare them with the text type under focus, a hortatory exposition. However, it could not be done. The class was running out of time when the students were writing the text independently and this cycle of the method was skipped.

3. Reflection

The implementation of the genre based approach in Cycle I was not performed without any obstruction. Therefore, the collaborators and the researcher had a discussion to make some reflections after the implementation of the actions.

It was conducted to meet the democratic validity and the dialogic validity as mentioned in Chapter III. The collaborators and the researcher analyzed the data from the observations and the interview guides to evaluate the actions, finding out what was good and what was lack from the action. All individuals were equally free to give their voices, feelings and expectations related to the implemented actions.

At the very beginning of Cycle I, in the first meeting, the researcher proposed rules of conduct to the students as an effort to manage the classroom. Generally, the implementation of the action was effective in keeping the class conducive. The action was able to control the students from making excessive noise during the teaching and learning process. The students could turn quiet as soon as the researcher gave the code for them to be quiet as seen in the extract below.

=====

. . . . Since no one volunteered, the researcher asked one student to read the text. In the middle of reading, she made some pronunciation mistakes. The students laughed at her and the class turned very noisy. Then, the researcher raised his right hand and the class returned quiet and conducive. . . . (Vignette 2, May 2nd 2013, see Appendix A)

=====

In addition, the action offered convenience to the students. Basically, the students preferred learning in a quiet and focused classroom situation. The action could maintain the class focus so that the students could learn the materials conveniently. It was based on the students' opinion on the rules of conduct as presented in the transcript below.

=====

R: *Iwan, menurutmu kesepakatan yang dibuat tadi biar siswanya tenang efektif gak?* (Iwan, do you think the rules of conduct agreed before effective?)

S: *Efektif mas, tapi ya..* (I think it was effective, but)

R: *tapi gimana?* (But what?)

S: *tapi butuh kesadaran* (but it needed awareness from the students)

(Interview transcript 12)

R: *Oiya, kesepakatan yang dibuat tadi supaya siswa tenang ketika guru mengangkat tangan menurutmu efektif gak?* (Do you think the rules of conduct agreed before effective?)

S: *Efektif mas, aku jadi bisa lebih konsen belajarnya.* (It was effective. I could focus better in learning.)

(Interview transcript 13)

=====

The condition definitely helped the students in their learning. The class conduciveness enabled the students to focus better on the materials and join in the activities conveniently to improve their writing skill.

However, the action did not work the whole time of the teaching and learning process. While the action was able to manage the students to be quiet and focused on the lesson in the first session of the class, what happened in the second session was the opposite. Some of the students were turning uncooperative right after the break. They were difficult to control and the class were harder to manage. They became more frequent in making noise and when they started to do that, they rarely listened to the researcher. They seemed no longer to think about the rules of conduct they had agreed. This time, the researcher found it hard to handle the students. The researcher needed to go around the class more frequently, approaching and reminding those students. The condition occurred possibly because some students lost their focus and spent much energy during the break so

they were no longer interested in learning. It resulted in the fact that they did not focus on the materials and feeling reluctant to join the activities.

So, the researcher and the collaborators worked in finding solution to the problem. After some discussion, the team agreed that the students needed something that was interesting for them and could get them engaged in the learning process. Then, the team decided to include some ice breaking games in the teaching and learning process. The games came as a support to the rules of conduct, which was retained since it was able to manage the students and the class conduciveness, to some extent.

Then, the class was filled with discussions. The discussions were stimulated through some ways; pictures given at the beginning of the class presented through the LCD projector, oral questions in the input text reading session, and written questions following the text. The discussions were helpful to the students that they enabled the students to improve their knowledge on the topic and the text. The students' improvements could be gained from the materials, such as pictures and the input text, and the researcher through his explanation. The students' improvement was reflected from the extract below.

=====

While discussing the input text, the researcher regularly delivered questions for the students' opinion. *"Muafikhoh, what do you think about agriculture in Indonesia? Is it important? Agriculture di Indonesia itu penting gak?" "Penting, sir", she answered. "Why?" "Because people in Indonesia is farmer."* (Vignette 2, May 2nd 2013, see Appendix A)

=====

The student in the extract above was able to give her opinion about a particular point based on the input text. However, not all students could directly grasp it, so the researcher also gave explanations of the materials during the discussion. It happened when the students were reading the input text. Most of them did not understand the text completely that it was known from their answers to the researcher's questions about the text delivered after they had read it. In this case, the researcher explained the text in details so that the students could comprehend meanings in the text.

In addition to the materials and the researcher, their friends were a source to their' improvements. Considering that most of them lived in agricultural areas, they had been quite rich of knowledge on the topic. During the discussions, the researcher tried to involve the students' background knowledge of the topic before he gave more explanations. It made it possible for them to share knowledge with their class mates. Moreover, in the occasion of answering questions following the input text, the researcher set the students to work in pairs that it offered more chances for them to share information with their pair. The students' opinion about the activities were reflected in the interview transcript below.

=====

R: *Dik, tadi gimana paham gak belajarnya?* (Anyway, what do you think, did you understand the text?)

S: *lumayan paham mas, dikit-dikit, tadi kan dibantuin sama masnya juga, jadi lebih paham.* (I did a little. Moreover, your help made us better understand it.)

R: *oh, terus tadi kan ngerjain soal-soalnya kan berpasangan ya, itu gimana menurutmu?* (I see, then, what do you think about working in pairs in doing the task?)

S: Kalo menurut saya ya jadi enak mas, bisa diskusi sama pasangannya. Kalau bingung jadi ada temen buat mikirnya. (I think it really helped. We could discuss and find the answers together.)

(Interview transcript 14)

=====

The activities also improved the students' participation in the teaching and learning process. By suggesting discussions, the students were given opportunities to express their ideas that they knew about the topic. As the result, the students were active and were enthusiastic about demonstrating their knowledge. They competed to give contribution to the classroom. They actively took parts in discussion so they could share information and improve their knowledge on the topic. The students' active participation was shown in the formula below when the class was discussing the pictures.

=====

"Can you see the pictures clearly? Gambarnya jelas tidak?" "Yes" "What pictures are they? What do you think about them?" Some students answered in Javanese and some others in English, they spoke in nearly simultaneously, *"sawah" "paddy field" "buffaloes" "bajak" "kerbau"*. The researcher pointed students to speak in turn. *"So, what do you think we are going to talk about?" "sawah" "agriculture". "That's right, agriculture."* Then, the researcher asked the students to mention words that they knew about agriculture. The class turned noisy as soon as the students began to speak. They were enthusiastic. (Vignette 2, May 2nd 2013, see Appendix A)

=====

However, as the students were individually different in terms of their ability to take meaning and their motivation in joining the class, there were few students who did not pay attention to the class. They did not involve themselves in the activities and prefer doing something else. As a result, they did not really understand the text and the topic. For these students, the researcher and the

collaborators agreed to gave special treatments by regularly giving questions to stimulate them and explanations personally.

Along with their knowledge and participation in the classroom, the students' vocabulary was also improved as there was an activity of finding the meaning of some words. There were a number of new words that the students did not know before. However, in relation to vocabulary, there still needed some improvements considering that it was still found problems with their vocabulary mastery. Some students asked the researcher the meaning of relatively common words. The sttudents' problem with vocabulary could be seen in the note below.

=====

While the class was reading the text, a student asked the researcher for a word meaning, "*Sir, important artinya apa?*" The researcher replied it by asking the class, "*ada yang tau artinya important gak?*" (Vignette 2, May 2nd 2013, see Appendix A)

=====

As a response to the students' problem with vocabulary, the researcher and the collaborators thought of a strategy to overcome the problem. This problem was considered urgent since sufficient vocabulary was needed for students to be able to write. The team decided to make practical action by providing the students with more vocabulary in the handout. While in the current handout there had been some words to study taken from the input text, the team agreed to provide the students with more words in a page that were predicted to be useful for students in the text construction in Cycle II. With this, it was expected that the students improved their vocabulary mastery and their skill in writing.

At the beginning of the meeting, the researcher distributed a handout of materials to the students. It was given as a brief guideline of what they were going to learn and to do. The handout had helped the students in learning the materials. They did not need to write all explanation as it had been included in the handout. It resulted in the fact that the students could focus on the researcher's explanation and could save time for comprehending the materials, instead for taking notes. It was supported by the interview transcripts below.

=====

R: *Menurutmu gimana, kalau pake handout seperti ini belajarnya jadi terbantu gak?* (What do you think about the handout, does it help you in learning?)

S: *kalo aku sih iya mas, kan jadi bisa buka-buka materinya lagi di rumah. Kadang kalau di rumah mau belajar bingung karena catatannya gak lengkap, pas di kelas gak bisa nyatet semuanya, udah kebanyakan nulis jadi capek.* (I think it is helpful, it gives me chance to review the materials at home. Sometimes, I cannot learn at home because I don't have the materials. I cannot write all materials given in the classroom, they are too much.)

(Interview transcript 8)

R: *Tadi belajarnya terbantu gak dengan adanya handout yang dibagikan?* (Did the handout help you in learning?)

S: *Iya lah, sir. Jadi kita gak perlu capek-capek nulis, kan sudah ada di handoutnya. Terus, waktunya juga jadi tidak habis buat nulis aja.* (Of course, sir. We don't need to bother ourselves writing. It saves our time, as well.)

(Interview transcript 9)

=====

Then, the students were exposed to the structure and key language features of a hortatory exposition. There were a short explanation and tasks for practices in each of the points. Concerning that the students were weak in these points, the students worked in pairs during this stage.

In general, the activities in this method cycle worked well in improving the students' knowledge in terms of the structure and grammar. The first activity done by the students was focused on the generic structure of the text. They studied the structure of the text and its purpose, as well as what characterized parts of the structure – the connectives. Then, they rearranged jumbled paragraphs to make a good hortatory exposition. The students did the tasks well, indicating that they had understood the text structure, though, they might not understand the content of the newly-arranged text. After that, the class focus shifted to the language features, the use of modal verb 'should' and the simple present tense. In terms of the modal verb, the students did very well in the task. They were aware of the verb form of the modal verb and what followed it. The improvement on the key language features was reflected below.

=====

. . . the researcher and the students discussed their work together. *"Tatang, could you please read sentence number two?" "You should look for another job". "What about yours, Hendra?" "Sama, sir." "What about the others, do you have the same sentence?" "Yes".* The students had also the same answers for the next sentences. (Vignette 2, May 2nd 2013, see Appendix A)

=====

However, some of the students failed in the simple present tasks. They did not really understand the concept of the simple present tense. They made mistakes in determining the verb forms and they were confused of the rules of the verb ends. In addition, they failed in rearranging jumbled words for meaningful and grammatically correct present simple sentences. It demonstrated that they also did not really understand about sentence construction. The condition was presented below.

=====

The researcher asked some students to read the sentences. Some gave grammatically incorrect sentences. Then, the researcher checked them whether there were any more students who made mistakes. Many students raised their hands, so the researcher explained about sentence construction. (Vignette 2, May 2nd 2013, see Appendix A)

=====

Considering the existing problem, the researcher and the collaborators decided to put special attention to the point of concern. Based on the reflection, the students had had some comprehension on the generic structure of the text type and on some language features of the text. However, the students found problems in the simple present tense so the team agreed to give more tasks concerning the simple present tense in Cycle II.

In addition to the materials and activities, the role of the teacher was also pivotal by in helping the students improving their ability in writing in terms of the language feature. The researcher regularly moved around the class to find students who find difficulties. The teacher's role, in this case the researcher, in the classroom was seen in the extract.

=====

While the students were working, the researcher moved around the class to give the students help. The researcher went to the students' chairs. Once, he stopped at a student and took a look at the student's work. He saw some mistakes and he clarified them. (Vignette 2, May 2nd 2013, see Appendix A)

=====

After some exposures to the generic structure and the language features, the students began to construct a complete hortatory exposition text and it was done in two ways, class construction and pair construction.

The activities in this cycle were able to improve the students' writing skill, to some extent. At the beginning, the researcher asked the students to brainstorm problems in agriculture together to be the case in the class construction. It helped them in finding ideas and giving pictures of which matters in their surroundings were agricultural problems. It improved their creative thinking. It was seen that there were plenty of problems proposed by the students. The students' participation in finding ideas was seen in the vignette below.

=====

"What do you think of problems that are commonly found in agriculture?" The students replied it together in Indonesian and the class turned lively, *"gagal panen, hama, banjir, pupuk, irigasi, kekeringan"*. (Vignette 3, May 16th 2013, see Appendix A)

=====

Then, the class construction also improved the students' ability in developing ideas as, at this stage, the ideas of the text purely came from the students. Although they needed to be stimulated first, the students actively gave input to the text. Unfortunately, problems occurred when it came to the pair construction. While previously most of the students were active, some of them were unwilling to start writing at this time. They found difficulties in terms of the language. The situation was illustrated below.

=====

Then, the activity went on in pair work. The students worked in pairs to finish the text. While some students were excited, the majority of the class showed reluctance. They frequently moved around the class, looked at others' work and waited for others to start writing. (Vignette 3, May 16th 2013, see Appendix A)

=====

From the illustration, it was seen that the students had actually had ideas to write. However, they found problems in terms of the language. They did not know how to express the ideas in English. In addition, they turned uninterested when they had to write. Therefore, the students needed to be intensively encouraged to write. In response to the problem, the researcher and the collaborators decided to put the students in group work, instead of pair work. It was expected that by working in groups it was easier for the students to develop a text since they had more partners to discuss and share so they could improve their ability in writing.

At the end of the session, the students' work was displayed through the LCD projector to be compared and given feedbacks. In this case, the use of the device brought some benefits that contributed to the successfulness of the students' writing learning. The LCD projector helped in gathering the students' attention and focus in the classroom. When the class was discussing a certain point, it could be used to lead the students to focus on it so they could know where they were in the discussion by looking at the screen, as what happened at the beginning of the cycle. At this occasion, the LCD projector was used to make the students focus on pictures shown on the screen. The situation was described below.

=====

The researcher showed pictures of paddy field and ploughing buffaloes on the screen. *"Can you see the pictures clearly? Gambarnya jelas tidak?"* "Yes" *"What pictures are they? What do you think about them?"* Some students answered in Javanese and some others in English, they spoke in nearly simultaneously, *"sawah"* *"paddy field"* *"buffaloes"* *"bajak"* *"kerbau"*. (Vignette 2, May 2nd 2013, see Appendix A)

=====

In addition, it could also make the students more focus on the materials. The condition was described in the transcripts below.

=====

R: *Oh gitu, Terus kalau LCD-nya gimana? Tadi kan pakai LCD selama belajar di kelas, menurutmu bagaimana? Membantu gak?* (Well, what about the LCD projector? It used LCD projector during the teaching and learning process in the classroom, what do you think about it?)

S: *Kelasnya jadi lebih enak mas, sayang juga LCD-nya gak pernah dipake.* (I think it was good, it was never used before)

(Interview transcript 10)

R: *Menurutmu penggunaan LCD di kelas bagaimana?* (What do you think about the use of LCD projector in the classroom?)

S: *Bagus mas, aku jadi bisa lebih fokus, pandangannya nggak kemana-kemana, hehe.* (It was good, I could put my view on it so I can focus on the materials better.)

(Interview transcript 11)

=====

Having benefits did not mean there was no problem with the use of the LCD projector. The only thing to concern was the preparation. On the one hand, the preparation needed time. The researcher needed to prepare the computer and the LCD projector itself, though it had been available in the classroom. On the other hand, the time provided by the school to conduct the research was really strict. However, the effect of the problem could be diminished by using the time as efficiently as possible at the beginning of the class. The researcher could do the preparation while opening the class.

After doing some practices in writing a hortatory exposition, the students should actually have started to work independently composing a complete hortatory

exposition. However, it was unlikely to do since many of the students were not ready for it. They found difficulties in deciding the topic. In addition, they still found difficulties in English sentence construction and vocabulary. On the one hand they had had the idea, on the other hand they did not know how to express it. Moreover, they were reluctant when they were to write. The situation made it very hard for the researcher to make them write. As a result, they spent much time with their paper left blank. It could be seen in the extract below.

=====

As the students were ready with the topic, the researcher asked them to start writing. Some students began to write while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the class encouraging them to write while the students were still busy doing their own preference. Some students said, “*susah mas.*” The researcher replied, “*susahnya dimana?*” “*Susah ngomongnya, mas.*” (Vignette 3, May 16th 2013, see Appendix A)

=====

Realizing the problem, the researcher tried to encourage by providing them with helps yet in terms of vocabulary and phrases only. Instead of the fact that most of the students found difficulties in their writing, some students showed some improvement. They had started to gain control over their text in terms of the text structure and the use of connectives and the modal verb.

The activity in this session left two problems, the first was the fact that some students did not work independently and the second was the fact that the class spent too much time that there was no time left for the conducting the last stage of the genre-based approach. In response to them, the researcher and the collaborators agreed to make some revisions on the plan for Cycle II. The team decided to pay

more attention on what was lack from the students and to be tight in the time management.

In summary, the reflection can be seen in Table 4 below. The reflection came out with some improvement and some problems that still occurred after the implementation of actions in Cycle I.

Table 3: Reflection of Cycle I

Reflection
- The students' participation was improved and the class was lively. However, some students still did not take part in the activities and preferred playing with their friends. - The students' knowledge on the topic and text type and their vocabulary was improved. - The students comprehended the text generic structure and the language features of connectives and modal verb. However, some students found problems in the simple present tense and sentence construction. - The students had been able to build their text framework and their creative thinking was improved. But, only few of them could develop into a good text. - The students began to gain control over the text structure and language features of a hortatory exposition in their text.

C. Reports of Cycle II

1. Planning

Based on the reflection in Cycle I, there were some problems that occurred in the classroom, both in relation to the process and the students. Therefore, the researcher and the collaborator decided to revise actions. After some discussion, the team finally agreed to revise the plan by including additional strategies, providing a vocabulary page and giving ice breaking games. The actions was planned for the

sake of improvement of the students' writing skill and the teaching and learning process.

a. The Concept of Course Grid and Lesson Plans

1) Designing the Course Grid

After the identification of the existing problems after the action implementation in Cycle I, the researcher and the collaborator worked collaboratively in designing the course grid for Cycle II. The competencies the students needed to achieve were the same. The standard of competency was 12 (Expressing the meaning of short functional texts and essays in the form of narrative, spoof, and hortatory exposition in daily context) and the basic competence was 12.2 (Expressing meaning and rhetorical steps in essays using accurate, fluent and acceptable written language in daily context in the form of narrative, spoof, and hortatory exposition). In addition, the text type was also the same, hortatory exposition, yet with different topic, tobacco.

After deciding what to teach in the classroom, the team discussed how the materials were taught. The team agreed to employ the genre-based approach in the teaching and learning process. It was because the main concern of the research was improving the students' writing skill through the genre-based approach. The approach consisted of five stages of learning; building knowledge of the field, modelling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking related texts.

2) Making Lesson Plans

As the course grid had been ready, the researcher designed the instruction by making a lesson plan. The lesson plan consisted of information about the series of class activities, time allocation, classroom management, aims and principle of the task and activities designed, as well as competencies that students needed to achieve. The lesson planned served as a teacher guideline of the teaching and learning process. It helped the teacher, in this case the researcher, administer the class smoothly and systematically so it could improve the students' writing skill and the teaching and learning process.

b. The Concept of Action Plans

After designing the course grid and lesson plans, the researcher and the collaborator redesigned the plan of actions. To solve the existing problems including the facts that some students ignored the rules and entered the class late after the break and that some students were still passive, the team put additional actions in the plan. The actions were aimed at improving students' writing skill through the genre-based approach.

Pre Teaching

The Cycle II began with ice breaking games at the beginning of the class. The finding in Cycle I suggested that the rules of conduct proposed to the students had not worked as the expectation. Therefore, after a discussion with the collaborators, it was planned to give ice breaking games to the students. The action was aimed at gaining the students' interest with an expectation that they were more

excited to the classroom activities. It was also expected that the students found the activities provided by the researcher enjoyable and, at last, they better listened to the researcher. It came as a support to the rules of conduct, which was applied in Cycle II. The games were be given at the beginning of each meeting. In addition, they were given at the beginning of the second session of each meeting, after the break. Then, the researcher also reminded the students about the rules of conduct.

1) Building Knowledge of the Field

As in Cycle I, the researcher, at this stage, planned to fill the class with discussions. It was based on the finding in Cycle I that discussions offered the students more opportunities to participate in the classroom and share knowledge among the class members. The topic of the meeting was be tobacco. It was chosen considering the availability of materials.

The activities in this cycle were more or less the same as those in the previous cycle. At the beginning of the cycle, the students discussed some pictures related to the topic and dug out ideas and their background knowledge. The pictures were displayed through the LCD projector. Then, the researcher provided the students with a model text to read. The text, along with the whole materials, were contained in the handout distributed to the students. In addition, there was a page of vocabulary list coming with the handout. With it, the researcher planned to provide the students with more vocabulary in the form of a vocabulary page to which the students could refer every time they needed. It consisted of words found in the materials and a number of words that were possibly used by the students in

the text construction. The action was intended to facilitate the students so that they could do effectively during the teaching and learning process. Moreover, the page was expected to be able to improve the students' vocabulary mastery.

After that, the researcher led the class to discuss the content and context of the text while making sure that there was no piece of information in the text that the students did not know. There was also a list of vocabularies before the text to equip the students in the text comprehension and improve their vocabulary mastery. The words in the vocabulary list were taken from the text. In addition, there were some exercises after the text in the form of questions to ensure their comprehension and generate their opinion about the topic.

2) Modelling and Deconstructing of the Text

After talking about the content of the text in the knowledge building session, the students studied about the generic structure and language characteristics of the text. Since the information was not new for the students, the researcher planned to only review their memory about materials and explained them in a glance. The students had been quite good in the text structure and language features of the connectives and modal verb. Instead, the researcher planned to focus more on the simple present tense, considering the finding in Cycle I that the students were weak in sentence construction. There were some exercises that was expected to help them in understanding the concept of sentence construction. The students were set to do the tasks in pairs. At the end of each task, the researcher invited the students to

discuss their works together. The researcher also used the moment for giving the students feedbacks.

3) Joint Construction of the Text

At this stage, the students began to construct a hortatory exposition text. As what they did in Cycle I, the researcher asked them to brainstorm ideas of problems on the topic. Then, they decided one problem as the topic of the text and work on finding the causes of and solution to the problem or building the framework of the text. After the framework was ready, the class wrote a hortatory exposition text in small groups. Each group was assigned to write a part of the text. At the end, the researcher displayed the students' work on the screen and gave them feedbacks. During this process, the researcher regularly moved around the class to provide guidance and help for students.

4) Independent Construction of the Text

After the students had some practices in writing in the previous stage, they then wrote a hortatory exposition independently, like what they did in Cycle I. However, there was be a slight difference in the activity. In Cycle I, the students were independently free to select their own problem or topic for their hortatory exposition. They were also free to decide the causes of the problem and its solution that they wanted to include in the writing. However, the finding showed that the students found difficulties in deciding the topic of their writing that they took quite some time. Therefore, the researcher planned to predetermine the topic but, still, let the students build their own framework. So, the students wrote on the same problem

yet with different causes and solution. During the students' writing, the researcher planned to no longer provide helps for students. Instead, the researcher only encouraged them to write and make sure that they worked.

5) Linking to Related Texts

In this stage, the researcher provided the same activity as that was planned in the same stage in Cycle I, which was failed to be conducted. The researcher led the students to observe the key language features of a hortatory exposition that were used in other text types. The researcher planned to give an example of another text type, procedure and the students were to observe and discuss how they were different in terms of the language features.

2. Actions and Observations in Cycle II

As Cycle I, there were two meetings in Cycle II. They were conducted on May 23rd and 30th, 2013. The class consisted of two 45-minute sessions for each meeting with a 15 break in between, making a ninety-minute meeting. The class lasted from 09.15 a.m. – 10.00 a.m. and 10.15 a.m. – 11.00 a.m.

During the implementation of the actions planned, the researcher took the role as the teacher while the school English teacher did as the collaborator. There was also another collaborator who took notes on important events happening during the teaching and learning process. The data during the Cycle II were collected through classroom observations and interviews. The details of the process is presented below.

a. Meeting III

After greeting and asking the students' condition, the researcher reminded the students about the rules of conduct and asked about their readiness to join the class. Since many of them did not give response and did not pay attention, the researcher offered the students to play a game, "*Well, I have a game for you, a simple game, the name is Simon Says*". The students were excited that they cheered up. The game was 'Peter Says', a simple and not taking-time game. The game said that the students must followed the researcher's words coming out after he said, "Peter says". But, when the researcher did not say "Peter says" before telling what to do, the students should not make any movement. They lost if they could not meet the rules. The students joined the game with great enthusiasm. They really paid attention to the researcher's explanation about the game. They also focused on the game that they did it well. All of them were engaged to the game and enjoyed the class. They got more excited to join the class. The following extract reflected the students' excitement to the activity.

=====

All of the students were engaged to the game and they were enthusiastic. After that, the researcher asked the students' opinion about the activity that had just been done, "*anyway, what do you think about the game? Susah gak?*". The students replied, "*seru, sir,*" and some students added, "*lagi, lagi*". The researcher told that there would be one more game later after the break. (Vignette 4, May 23rd 2013, see Appendix A)

=====

1) Building Knowledge of the Field

The researcher distributed a handout of the materials and continued the class with conducting discussions. The first was discussing some pictures about the topic of the meeting, tobacco. As the researcher displayed the pictures through the LCD projector, he invited the students to the discussion by delivering questions to the class. The students were interested that they began to fill the class with their voice. The pictures were given to introduce the topic so they could have some ideas when they were reading the input text. The situation was reflected in the extract below.

=====

After doing the game, the researcher distributed a handout of the materials and displayed some pictures about tobacco through the LCD projector. Then, he asked the students, *“Look at the pictures, what are they about?”*. *“tembakau”*, *“tobacco”*, *“mbako”*, they replied simultaneously. The class became noisy and the students were active. *“di mbantul ada gak?”* *“ada, akeh mas, mushroom juga akeh”*. (Vignette 4, May 23rd 2013, see Appendix A)

=====

After the pictures, the class moved to the input text, a hortatory exposition titled ‘Tobacco’. Before the students read the text, the researcher asked them to study the vocabulary list before the text. The words in the list had been given the meaning so it was quicker for them to comprehend the words. Then, the students read the text. During the reading time, some students made use of the vocabulary page as they found some words unfamiliar for them. The illustration of students using the page containing the vocabulary list was reflected below.

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The researcher gave the students time to study the text. The students made use of the vocabulary list that they frequently opened the page containing the list. . . (Vignette 4, May 23rd 2013, see Appendix A)

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The researcher moved around the class while making sure that all students read the text. The class was quiet and the students focused on the text. After some minutes, the researcher asked a boy student to read the first paragraph of the text and a girl student to read the second paragraph. Then, the researcher checked the students' comprehension of the two paragraphs by delivering questions.

The students seemed to understand the content of the text parts that had just been read as they could give relatively good responses to the researcher's questions. The class was also active that the whole class took parts in the discussion. The situation could be seen in the following note.

=====

After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, he delivered some questions, "Well, what is the first paragraph about? Paragraf pertama tentang apa?". "rokok bahaya", "tembakau bahaya buat tubuh", "efek tembakau", the students responded. "Great! Menurut kalian tembakau ada efek bagusnya gak?" "Puas buat yang merokok". After some responses from the students, the researcher summarized the paragraph in Bahasa Indonesia. Then, the class continue to discuss paragraph two. (Vignette 4, May 23rd 2013, see Appendix A)

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The researcher, then, asked other students to finish rest of the text and discussed it with them. At the end of the text, the researcher gave the students chance if they had any questions about the text. As no student had a question, the researcher asked them to do the task following the task, a multiple choice task. The

task only consisted of six questions about what they had just discussed together so the researcher only gave two minutes for them to do it. Then, he went around to see the students who seriously did the task. He also offered helps to students if there were difficulties. Around two minutes later, the researcher asked a volunteer to read the answer. The students' were excited in the activity that some of them volunteered themselves so the researcher arranged them to read the answer of all numbers in turn. After the answer of each number was read, the researcher asked other students if any of them had another answer. Till the last number, the students had the same answers. The situation was described below.

=====

Two minutes later, the researcher asked for volunteers to read the answer, "time's up and who will answer number one?" Some students replied, "saya", "aku". Then, the researcher arranged them for the six numbers. One student read the answer for number one and the researcher asked whether the whole class agreed the answer. As the whole class agreed, he asked another student for number two. (Vignette 4, May 23rd 2013, see Appendix A)

=====

After the task, the class continued with other discussions. The researcher asked for the students' opinion about the content of the text. Then, he also asked some questions that inquired the student's opinion about the text type. The students were active. When the discussion got more interesting, the bell for break rang at 10.00.

The games could improve the students' enthusiasm to the teaching and learning process. Before the students left for break, the researcher asked them to be at the classroom as soon as the break time was over. The researcher told that they were going to have another game after the break. As soon as the bell rang, the

students came to the class and they were ready for the game. However, the second game could not be given. When the researcher was telling the students how the game worked, there was an announcement from the school through the speaker installed in the classroom saying that the next day was a school off day. The students were really excited to hear the announcement and screamed for the long weekend they were going to have. The announcement took quite some time and it also needed some minutes to take the students' attention back after the announcement so that the time left for the class was getting limited. Due to the time constraint, the researcher decided not to do the game considering that there were some materials that needed to tackle in the meeting. The situation was described in the vignette below.

=====

The bell rang and the students returned to the class back after the break. Then, the researcher told the students about game. Suddenly, the school made an announcement, through the speaker installed in the classroom, telling that tomorrow was going to be a school off day. The students were excited and made a small celebration of their happiness by making noises. The researcher let the students express their excitement. After some seconds, the researcher raised his hand and asked them to be silent but no one listened to the researcher. The students did not turn quiet a little. (Vignette 4, May 23rd 2013, see Appendix A)

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2) Modeling and Deconstructing of the Text

After some efforts, the researcher managed to make the class quiet. Then, the class discussed the generic structure of the text. The researcher recalled the students' memory about the text by delivering questions randomly to the students. Then, he also asked the students about the use of connectives and the modal verb in a hortatory exposition while taking a look at the input text. After that, the

researcher gave short explanations again about the structure and language features.

The process was seen in the vignette below.

=====

The researcher asked some students about the generic structure of hortatory exposition, “*miftahul, masih ingat gak tentang bagian-bagian dari hortatory exposition?*” The students responded, “*masalah, argument, saran*”. Then, he gave a short explanation about the structure of hortatory exposition. (Vignette 4, May 23rd 2013, see Appendix A)

=====

The next activity was studying the simple present tense, the focus of the stage. As it was found in Cycle I finding, the students were still weak in sentence construction. Therefore, the activities in this stage focused on the simple present tense. Firstly, the researcher asked the students to study a pictured illustration of the simple present tense and to read an explanation on the use of the tense. The students were focused before they began looking around and looked confused. Realizing the situation, the researcher gave the students more explanation about it. The picture of the situation could be seen in the vignette below.

=====

The students were quiet and focused on the handout containing the explanation of the simple present tense. Some minutes later, the students began to make noise and look around the class. The researcher reminded them to be quiet by showing the code. Then, he came up and explained the materials on the simple present tense. (Vignette 4, May 23rd 2013, see Appendix A)

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After it was ensured that the students had had some ideas on the tense, the researcher then asked them to do the tasks that followed the explanation. The first task was locating the subject and verb of sentences. The students were to underline

the subject and verb of some sentences. They were excited in doing it since they found it easy to do. The students could do it quickly and very well. The next activity was completing sentences with correct simple present verb forms. The students could also do well in this task. It was known from the fact that all of them managed to put the correct verb forms in the sentences. Then, the activity was composing some simple present sentences. The researcher asked the students to write two sentences about their habit. The researcher moved around as the students were composing the sentences. Some students found difficulties in doing the task that they had not written any words after some times. So, the researcher came to their table and gave a short explanation about the simple present. After that, the researcher invited volunteers from the class to write their sentences on the board. No student gave response so the researcher finally chose one boy student to come up. After he finished writing, other students began to volunteer themselves. The situation could be seen in the note below.

=====

“Any volunteer to write your sentences on the board?”, the researcher asked the students. Since no student gave response, he repeated the words in Bahasa Indonesia, “siapa yang mau nulis kalimatnya di depan?”. Still, students kept silent so the researcher asked one student to come up, “Tatang, please write your sentences on the board.” As the student finished writing, the researcher offered the chances to other students to show the class their sentences. Some students raised their hand for volunteers of the class. (Vignette 4, May 23rd 2013, see Appendix A)

=====

Some representatives of the class had written their sentences on the board and the researcher discussed them together. Some students made mistakes in their sentences. Then, the researcher gave the correct one and put additional explanation about the simple present tense.

3) Joint Construction of the Text

After some exposures to the language feature, the students began to construct a hortatory exposition. The students worked in groups of four. During this cycle of the method, the researcher's role was to manage the students and encourage them to write. He also provided helps for the students. The researcher began the stage by leading the students to brainstorm ideas for the text they were going to write. The researcher asked them to think of problems they knew about tobacco. The students were engaged to the activity that they actively gave their ideas on the topic. There were many problems related to tobacco that were suggested by the students. As the class were going to write about a particular problem, the researcher led them to decide which problem to include in the text. After some opinions from the students, the discussion finally came up with an issue saying that the smoke of cigarette was disturbing. The brainstorming activity was reflected in the vignette below.

=====

The researcher told the class that they would write a hortatory exposition and he led the students to think of problems related to tobacco. The researcher stimulated them by asking, “*well, sekarang kita cari, menurut kalian masalah apa aja sih yang berkaitan dengan tembakau?*”. The students were interested in answering the question that they began to speak and break the silence in the class. They suggested many ideas to the class. Then, the researcher led the class to decide one problem as the topic of their writing. At the end, the class agreed to construct a text titled “the smoke of cigarette is disturbing”. (Vignette 4, May 23rd 2013, see Appendix A)

=====

After leading the students for the topic decision, the researcher divided the students into five groups so each group had four members and one group only had

three. The researcher distributed the task to all groups. Each group wrote one paragraph of the text. The first group composed the general statement of the topic, the other three worked on the causes or reasons of the problem and the last group made the solution. Put in groups, the students looked engaged to the activity that they focused on their task. They began to work in the group writing their part. The researcher checked the students' work by moving around the class. Occasionally, he stopped at a group and reminded them to pay attention on the language features of the text type. The activity ran well. After the students had finished, the researcher collected their works and typed them on the computer. The class discussed the work displayed on the screen together. The researcher sometimes gave feedbacks when he found some parts of the text which were inappropriate. The activity lasted until the time was up. The situation could be seen in the extract below.

=====

The researcher divided the class into some groups and assigned each group a paragraph to write to construct a complete hortatory exposition. As all groups had received their part, the students started to write. They worked seriously on the text. The researcher moved around for giving students input and assistance. When all groups had finished their part, the researcher collected their work. He typed them on the computer and displayed them through the LCD projector. He, then, directed the students to look at it and focus on particular points of their work. He invited the students to give comments and feedback. The students were excited. Some of them gave some input to the text. At the end, the researcher gave some feedbacks and correction to the text. While he was explaining, the bell rang and soon he closed the class. (Vignette 4, May 23rd 2013, see Appendix A)

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b. Meeting IV

Like that in meeting III, the researcher commenced the class with a game as the students were busy with their own when the researcher and the collaborators had been in the classroom. The researcher proposed a simple game to the students, a spelling game. The researcher spelled some words and the students guessed the words. The students were excited to the game. They tried to guess the words repeatedly. Some students were good yet some others were not that they made mistakes often. The situation can be seen in the note below.

=====

The students were excited and all were focused on the game. Some students found difficulties in spelling that they misspelled some words. At the end, the researcher wrote the words on the board and gave some corrections. (Vignette 5, May 30th 2013, see Appendix A)

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After that, the researcher reviewed the materials that the students had learned in the previous meeting. “*Masih ingat tidak hortatory exposition itu di dalamnya ada apa saja? Ada berapa bagian?*”, the researcher delivered some questions. The researcher also reminded the students to pay attention to the conventions of a hortatory exposition.

4) Independent Construction of the Text

As the topic was predetermined, the researcher assigned them to write a hortatory exposition with a topic “the bill of the tobacco is threatening the farmers”. The topic was actually the opposite of the input text, which agreed with the bill. The students were to find the reasons and the solution to the problem.

Some students began to write while some others preferred waiting others to start and playing with their mates. As happened in the previous cycle, it was difficult to make the students work independently. Then, the researcher went around the class to encourage the students to start writing. After some minutes, all students began to write. However, some worked with reluctance that they frequently stopped working and turned to chat or play with others. Not long after that, the bell for break rang.

=====

As the researcher had finished giving the instruction, some students began to work on their text while some others did not. They chatted and played with others. The researcher reminded them to write for several times and all students began to write. However, it did not last long that they frequently stopped working and, then, chatted and played with others. Then, the researcher came to them and told them to return to their work. (Vignette 5, May 30th 2013, see Appendix A)

=====

At 10.15, the bell rang and the students began to enter the class from the break, the researcher then asked them to continue working on their hortatory exposition. At this time, the researcher did not give a game after the break considering that the students were writing their hortatory exposition independently. He was afraid it was distracting their focus on their work. Around twenty minutes later, some students had finished writing so the researcher collected their works. However, several students had not. The researcher then asked them to finish and submit it later after the school. After that, the researcher led the students to compare the text type having just learned with a procedure text.

5) Linking to Related Texts

The researcher distributed a procedure text. He asked the students to find the similarities with the hortatory exposition in terms of the language features. The researcher led them by stimulating them with questions. The students were interested that they took parts in the discussion. The process was described in the field note below.

=====

After distributing a procedure text, the researcher asked, “*Let’s see in this text, can you find any similarities with hortatory exposition? Kalau diamati, ada yang sama gak dengan hortatory exposition dalam hal language features-nya?*”. The students did not get the point of the researcher’s questions and were silent so the researcher went on with an example, “*gini, misalkan di sini ada kata-kata seperti finally, coba dilihat ada yang lain gak?*”. As the students understood, they began to mention some words and the class turned noisy. (Vignette 5, May 30th 2013, see Appendix A)

=====

The class continued with discussions of other language features of the text and the difference among them. The discussions lasted until the time was up.

3. Reflection

The collaborators and the researcher did the final reflection after implementing all actions. The results from Cycle II were discussed with the collaborators in order to meet the democratic validity and dialogic validity. The results of the reflection were gained from the observations and interviews after each meeting.

At the beginning of the meeting, the researcher offered the students to play ‘Peter Says’ game. There was also another game at the next meeting, a spelling game. The games were able to invite the students’ enthusiasm. All of them were

engaged to the game and enjoyed the activity. The games made them more excited to join the class activities. The students' enthusiasm were seen in the following extract.

=====

. . . “*anyway, what do you think about the game? Susah gak?*” The students replied, “*seru, sir,*” and some students added, “*lagi, lagi*”. The researcher told that there would be one more game later after the break. (Vignette 4, May 23rd 2013, see Appendix A)

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The students' enthusiasm to the game could also be seen in the fact that they returned to the class on time after the break. As it was mentioned earlier that they usually returned to the class around ten minutes late. But, by telling them that there was another game after the break, the students returned to the class punctually. The games were successful in assisting the rules of conduct. The researcher found that the students were easier to handle when they began to make noise and it was easier to keep the class conducive. This resulted in the class of being conducive so it improved the quality of the teaching and learning writing.

Then, the activity were discussions. They discussed some pictures, the input text, and some questions that followed the text. The students were enthusiastic as they actively gave their opinion in the discussion. The activity did by the class was able to improve the students' knowledge. As all students were active, their knowledge of the text and the topic was improved. It was made possible through the input text given to them that consisted much new information. The researcher and their classmates also made a huge contribution to the improvement since during the stage they actively shared information about the topic that they knew. After the

students reading the sample text, the researcher explained it and put some more additional information about the topic in his explanation. He also frequently gave the students chance to convey their opinion about the text so that they could share more information to the class. It was reflected from the note below.

=====

After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, he delivered some questions, “Well, what is the first paragraph about? Paragraf pertama tentang apa?”. “rokok bahaya”, “tembakau bahaya buat tubuh”, “efek tembakau”, the students responded. “Great! Menurut kalian tembakau ada efek bagusnya gak?” “Puas buat yang merokok”. After some responses from the students, the researcher summarized the paragraph in Bahasa Indonesia. Then, the class continue to discuss paragraph two. (Vignette 4, May 23rd 2013, see Appendix A)

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In addition to their knowledge, the students’ participation in the class activities was surely improved. The researcher regularly tried to involve the students to the activities by stimulating discussions during the teaching and learning process. Given chances to express their ideas, the students responded well and they took parts in the discussions. They were active and excited to the class and they even volunteered themselves in some occasions. The situation was reflected in the following extract.

=====

Two minutes later, the researcher asked for volunteers to read the answer, “*time’s up and who will answer number one?*” Some students replied, “*saya*”, “*aku*”. Then, the researcher arranged them for the six numbers. (Vignette 4

=====

As before discussing the input text the students were given chance to study the words they were going to find in the text, their vocabulary mastery was also improved. Some words were unfamiliar for them so the activity was effective in helping them increase their vocabulary collection. In addition, the students also made use of the page containing the vocabulary list so were also improving their vocabulary mastery at the same time. The activity was presented in the note below.

=====

The researcher gave the students time to study the text. The students made use of the vocabulary list that they frequently opened the page containing the list. (Vignette 4, May 23rd 2013, see Appendix A)

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Then, the focus shifted to the generic structure and language features of hortatory exposition. However, the activities were focused on the simple present tense as the finding in Cycle I showed that the students had shown some improvement in their comprehension of the text structure and language characteristics except the simple present tense.

The activities focused on the simple present tense was effective in improving the students' comprehension. After given some illustrations and explanations on the point, there were three activities done by the students; locating the subject and verb in sentences, putting the appropriate verb forms in sentences, and composing simple present tense sentences about their habit. The majority of the class did very well in these tasks. Most of them started to be aware of the verb forms and sentence construction. The condition was reflected from the students'

confidence in volunteering themselves to answer given questions about the simple present tense.

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. . . the researcher offered the chances to other students to show the class their sentences. Some students raised their hand for volunteers of the class. (Vignette 4, May 23rd 2013, see Appendix A)

=====

Then, the students began to construct a hortatory exposition. The researcher asked the students to brainstorm problems in agriculture together to be the case in the class construction. It helped them in finding ideas. It improved their creative thinking. The class was active that the students proposed a number of ideas to the class. It can be seen in the extract below.

=====

The researcher stimulated them by asking, “*well, sekarang kita cari, menurut kalian masalah apa aja sih yang berkaitan dengan tembakau?*”. The students were interested in answering the question that they began to speak and break the silence in the class. They suggested many ideas to the class. (Vignette 4, May 23rd 2013, see Appendix A)

=====

By thinking together, there were a number of problems proposed by the students. It meant that they had a lot of ideas in their mind and they only needed to be stimulated. In the text construction, they worked well in small groups. They also worked in the groups enthusiastically that they could finish the assigned task. They had improved their ability in developing ideas into a text. The situation was reflected in the note below.

=====

They worked seriously on the text. The researcher moved around for giving students input and assistance. When all groups had finished their part, the researcher collected their work. (Vignette 4, May 23rd 2013, see Appendix A)

=====

In the independent construction, the students could work independently. However, they seemed to be reluctant to work independently that the researcher needed to frequently encourage and remind them to write. They wrote their own hortatory text by developing the predetermined topic. The students had begun to gain control over their text in terms of the structure and language characteristics of the text type. However, most of them were still weak in sentence development.

=====

As the researcher had finished giving the instruction, some students began to work on their text while some others did not. They chatted and played with others. The researcher reminded them to write for several times and all students began to write. However, it did not last long that they frequently stopped working and, then, chatted and played with others. Then, the researcher came to them and told them to return to their work. The researcher kept moving around the class during the time the students were working while occasionally reminded the students to stay focused on their work and not to make much noise. (Vignette 5, May 30th 2013, see Appendix A)

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After finishing the independent construction, the students investigated how the text they had just learned related to other text type. The activity done in this stage could improve the students' knowledge on the text types. They became aware of the fact that a hortatory exposition shared something in common with a procedure text. In addition, he became aware that grammatical features they had learned in the hortatory exposition could be used in other text type, in this case a procedure text. The activity was reflected below.

=====

The students did not get the point of the researcher's questions and were silent so the researcher went on with an example, "*gini, misalkan di sini ada kata-kata seperti finally, coba dilihat ada yang lain gak?*". As the students understood, they began to mention some words and the class turned noisy. The students were excited that they actively participated in the discussion. (Vignette 5, May 30th 2013, see Appendix A)

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The implementation of the cycles of the method could not be separated from the principles laying behind them. According to Feez & Joyce (1998), there are three assumptions about language learning; learning is a social activity, learning occurs more effectively if teachers are explicit about what is expected of students, and the process of learning is a series of scaffolded developmental steps which address different aspects of language. Although they had been reflected in each cycle of the method, the following was the pictures of how the principles were implemented and how they helped in improving the students in Cycle I and Cycle II.

1) Learning is a social activity.

Language learning is a social activity and is the outcome of collaboration between the teacher and the student and between the student and other students in the group.

During the teaching and learning process, the researcher regularly promoted discussions in each cycle of the method, starting from the discussion of pictures in the knowledge building to that of information in the classroom construction. These definitely gave ways to interactions among the class members, creating

collaborations between the researcher and the students and among the students. In addition, it was enforced through pair work and group work in some occasions and through explanations given by the researcher to the students table-by-table that they increased the state of collaborations among the students. As a result, the outcomes of the principle in terms of the students learning were more or less achieved. Halliday (as cited in Fee & Joyce: 1998) proposes a language learning model with three outcomes.

a) Students learn language

By interacting with other in purposeful social activities students begin to understand that the target language is a resource they can use to make meaning. In the research, the students learned to create a text through the classroom construction and pair construction activities. At this stage, the students gradually understood that they could communicate something through English. They could use the target language to make meaning.

b) Students learn through language

As they learn the target language, students begin to interpret and organize reality in terms of that language. In this study, the students learned about the topic in the knowledge building session. There was a lot of new information about their surroundings that the students got from the input text and discussions and that they did not know before joining the activities in the instruction.

c) Language students learn about language

Learning about language means building knowledge of the target language and how it works. It also means developing a language to talk about language. In the text modelling and deconstruction of the research, the students learned about the typical connectives and modal verbs commonly found in a hortatory exposition. They also learned about the simple present tense, a tense that was dominant in the text type. In other words, the students learned about the target language and they made some improvements.

2) Learning occurs more effectively if teachers are explicit about what is expected of students.

In this approach, the teacher uses methodologies which collaborate with the student in the learning process. The teacher intervenes where necessary in the learning process to support students as they build knowledge and skills which have been explicitly negotiated.

The activities done for the class led the students to be aware of what they were learning. They were designed to be explicitly focused on some aspects, such as grammar and text structure, to help the students reach the expectation of the class about them. The activities were made clearer for the students with the researcher's interventions in the stages of the method when the students were in need. In this way, the students became aware of what was expected from them and focused learning on matters that could accommodate them to meet the expectation.

3) The process of learning is a series of scaffolded developmental steps which address different aspects of language.

As Vygotsky (in Feez & Joyce: 1998) says, learning is a collaboration between teacher and students with the teacher taking on an authorities role similar to that of an expert supporting an apprentice. The collaboration meant here involves language in the form of a dialogue between teacher and student.

In Cycle I and II of the research, the students worked through their zone of proximal development to their level of potential performance. It was made feasible by the researcher by providing the students with activities as well as explicit supports on what the students are not yet able to do or do not know during the teaching and learning process. The supports or contributions from the researcher were adjusted as the students were getting closer to their potential level of independent performance. In the context building stage, the researcher enriched the students' knowledge on the topic and the genre by stimulating discussions among the class members and giving them explanation and additional information to the input text. In the text modelling, the researcher intensively explained the language features and the text structure to the students individually seat-by-seat when they found problems in understanding the concepts. In the joint construction, the researcher collaborated with the students to construct a hortatory exposition text with him taking a role as a language advisor. In the independent construction, the researcher should have not given any guidance to the students since it was the time for their independent performance. In Cycle I, the researcher still had to provide them with some supports considering that they were not ready for their real

independent text construction. However, independent text construction could be realized in Cycle II. The students also shown improvements. They started to gain control towards the text in terms of the text structure and language features.

The reflection on the implementation of action in Cycle I and Cycle can be seen in Table 4.

Table 4: Reflection of Cycle I and Cycle II

Reflection	
Cycle I	Cycle II
- The students' participation was improved and the class was lively. However, some students still did not take part in the activities and preferred playing with their friends. - The students' knowledge on the topic and text type and their vocabulary was improved. - The students comprehended the text generic structure and the language features of connectives and modal verb. However, some students found problems in the simple present tense and sentence construction. - The students had been able to build their text framework and their creative thinking was improved. But, only few of them could develop into a good text. - The students began to gain control over the text structure and language features of a hortatory exposition in their text.	- The students' participation was improved and the class was lively. All students were active in the teaching and learning activities. - The students' knowledge on the topic and text type and their vocabulary was improved. - The students comprehended the text generic structure and the language features of connectives and modal verb. The majority of the class had also comprehended the simple present tense. But, some students still found problems in sentence construction. - All students had been able to develop their text framework and some of them could develop it. Their creative thinking was improved. - The students gained control over the text structure and language features of a hortatory exposition in their text.

D. The Scores of the Students' Writing Skill during the Teaching and Learning Process

It was mentioned earlier that the implementation of the genre-based approach and its supplementary actions was successful in improving the students' writing skill within two cycles. That finding could be reflected from the observations of the teaching and learning process and the interviews with the collaborators and the students. In addition, it could also be seen from the scores of the students' writing performances. The students performed their writing skill three times; in the pre-conditional-test, in Cycle I, and in Cycle II. The students' works were assessed using the same writing assessment rubric. The score gained were the mean of accumulated total scores from the collaborator and the researcher.

The mean scores of the students were 55.53 in the pre-conditional test, 58.68 in Cycle I, and 61.53 in Cycle II. The scores showed that there was an improvement in the students' writing skill. Many of them had higher scores in their performance in Cycle II. They made some improvements in variously different aspects; content, organization, vocabulary, language, and mechanic. The students' scores can be seen in the appendix.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The findings demonstrate that the writing skill of students in Grade XI/S3 of SMAN 1 Pleret was improved after the implementation of the genre-based approach. There are three main facts within the framework of the genre-based that make the improvement feasible; collaboration, joint construction, and scaffolding. The students and the researcher worked collaboratively. They conducted discussions in doing tasks that gave them a vast opportunity to share meaning, information and knowledge both about the language and their surroundings so they can complement each other. In addition, the activity that the students worked in pair or group, along with the researcher, gave them experiences in constructing the text type and in applying the materials they had learned in the previous stages of the method. At last, the support provided by the researcher done by providing the students with explicit knowledge and guided practice diminished what they are not yet able to do and do not know. As a result, the students' writing skill was improved.

The students' improvement, after the implementation of the genre-based approach, can be seen in two ways from two kinds of data, qualitative and quantitative. In terms of qualitative data, the students had more knowledge on the topic and text type, hortatory exposition, and more vocabulary mastery. They also comprehended the text structure and language features of the text type, and had the

ability to write a hortatory exposition with control over the text structure and language features of the text type. In terms of quantitative data, the improvement was seen from the comparison of students' writing scores done before the action implementation and at the end of Cycle I and Cycle II. The students' mean scores improved from 55.53 in the pre-conditional test to 58.68 in Cycle I and to 61.53 in Cycle II. This demonstrates that the implementation of the genre-based was able to improve the students' writing skill.

In addition, the improvement was also shown in other aspects in the form of changes as follows.

1. The changes in the English teaching and learning process

The English teaching and learning process had become more interesting. As the genre-based approach required collaboration among the class members, including the teacher, or in this case the researcher, the class was rich of interactions and active participation from the students. The teaching method offered the students opportunities to take part in activities such as discussions and joint construction.

2. The changes in the students' behavior

The students joined the activities in the classroom with enthusiasm. They paid better attention to the class and the researcher and were engaged to the activities. They actively took parts in discussions. They volunteered themselves in some occasions in the learning process. They asked questions when they found something unclear for them. They were cooperative in the teaching and learning process and returned to the class on time after the break.

3. The changes in the teacher's behavior

The English teacher has had a positive attitude on the improvement of the teaching and learning process. She is challenged to make the process more interesting for the students so the learning objectives of the students can be achieved and to improve the students' learning. She has also become more aware of the importance of writing skill in English and the benefits of implementing an appropriate method in teaching. In addition, she has had some knowledge and experience on the implementation of the genre-based approach in English instruction.

4. The changes in the researcher's colleague's behavior

The researcher's colleague was a friend in the university. After taking the role as a collaborator during the research, she has turned more determined to conduct similar research and to finish her study. She is also eager to improve her competency to be a professional teacher in the future as she becomes better aware of the importance of improving the students' language skills.

5. The changes in the researcher's behavior

Conducting a research study has widely opened the researcher's mind about the practical English teaching and learning process. It brings him some insights about the problems and difficulties found by the English teacher in the classroom. In addition, the researcher becomes more patient in dealing with students. He also becomes more sensitive to the students' different needs and more respectful towards the students who have big efforts to learn. This research study has also expanded

the researcher's insight about conducting a research. There are many steps and procedures that need to be carefully followed and done in the right order. This research did give knowledge and experiences to the researcher that will be useful for his future education and profession.

B. Implications

The results of the research bring some implications in some aspects of the research. The implications of the results are as follows.

1. The English teaching and learning process

The implementation of the genre-based approach was able to improve the teaching and learning process in class XI/S3 of SMAN 1 Pleret. It implies that the genre-based approach was an appropriate method to be implemented in the classroom, particularly the one with students who were characterized to be passive.

2. The students

Compared with the situation before the action implementation in which the students were passive and showed reluctance in learning English, the students were active and enthusiastic. It implies that the students had had the willingness in learning English and that was because of the genre-based approach through the opportunities it offers that enable the students to get involved in the learning process.

3. The teacher

By being a collaborator during the research, the teacher has got some changes in her behavior in a positive way. She becomes more open-minded about English teaching and learning process. It has improved the teacher's awareness of the importance of writing skill and an appropriate teaching method. So, it means that involving the teacher in a process of conducting action research is a positive action.

4. The researcher's colleague

The researcher's colleague was involved in the research as a collaborator. She observed the teaching and learning process and made notes of any happening in the classroom. Being a collaborator had given her some positive changes. It implies that, for a university students, being involved in a research is an advantageous act as there are a number of benefits that can be taken.

5. The researcher

After conducting the research on improving the students' writing skill through the genre-based approach, the researcher has become more open-minded in terms of English teaching and learning process. He has also had some more understanding about students learning English in the classroom. Moreover, he has got an experience in conducting research, particularly action research, which is an unavoidable routine for a teacher. In conclusion, the research has made some positive changes to the researcher. It implies that for a future teacher, like the

researcher, conducting research is really beneficial. It gives him some real pictures of one of teachers' responsibilities, improving the students' skills.

C. Suggestions

After conducting the research, there are several recommendations that the researcher can generate. The recommendations are regarding the teaching and learning process, the students, the English teacher, the researcher's colleague, and the researcher himself. They are presented below.

1. The teaching and learning process

An appropriate teaching method is a need in the class that seeks for an optimum result of student learning. Whatever the method, or approach, employed in the teaching and learning process, an English teaching and learning process should be rich of interactions and collaboration among the class members including the teacher and the students from which the objective of learning can be achieved. It is mainly the job of the teacher to provide the students with opportunities and to design an English instruction that can get the students engaged in the teaching and learning process.

2. The students

An English instruction can come to success if the students have a good attitude towards the teaching and learning process. It is suggested that they can retain and maintain their willingness in learning English and are given the

opportunities to participate in the teaching and learning process so the learning objective can be achieved.

3. The teacher

Being involved in a research study, the teacher had a better perspective about the teaching and learning process in the classroom. Therefore, it is suggested that the teacher is involved in action research in the classroom so the teacher can have a better pictures and spirit to improve the teaching and learning process and the students' skills in English.

4. The researcher's colleague

Being a collaborator in research has given the researcher's colleague some spirit and enthusiasm in conducting similar research to finish her study. It also gives her some ideas on how to conduct action research. Therefore, it is suggested that university students, particularly those who are required yet have not conducted any research, are involved in research so they can be motivated to conduct their research and can have had some ideas in conducting it.

5. The researcher

The experiences of conducting action research are needed by English Education Department students to prepare themselves to be English teachers in the future. With such experiences, they can better understand the jobs of teachers are. Consequently, it is worth conducting action research for English Education

Department students, who are preparing to be English teachers, so they can have sufficient competencies to be teachers.

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APPENDICES

APPENDIX A

Vignette 1 December 3rd, 2012

Observation

XI/S3 Classroom

R : Researcher

ET : English Teacher

Ss : Student

R entered the room several minutes after ET. ET introduced R to Ss and told that R planned to do an observation. R took a seat at the back row and observed the teaching and learning process. The classroom was clean and neat. The seats were twice the number of Ss so there was a number of unseated chairs. The class was equipped with a number of facilities including an LCD projector and a screen for the LCD, a speaker and a fan. The classroom was located close to the street in front of the school so that it was quite noisy when vehicles passed. Nonetheless, the class was conducive.

The class discussed an analytical exposition text titled “The Importance of English”, led by ET. The material came from a piece of paper distributed to each of Ss, in addition to a course book provided by ET for each table. ET started the discussion by reading the text loudly and translated it. Few students were listening and some others were busy with their own business like chatting, playing with their mobile phones and doing other noisy activities. Sometimes Ss gave responses in Indonesian and Javanese when ET delivered questions. Ss found difficulties in expressing ideas in English.

ET asked one S to read a part of the text and find the thesis statement of it. S refused it but ET insisted so that S finally read the passage. While reading, S made some pronunciation mistakes and ET directly corrected. ET spoke in Indonesian and Javanese very often, instead of English. Then, ET and Ss discussed the text. Ss were silent most of the time while ET kept explaining and occasionally delivered questions, as well as occasionally reminded Ss who got bored, starting to make noise.

ET gave the quiz as the discussion ended. Ss should answer questions following the recently discussed text. ET told Ss that it should be submitted but some Ss disagreed. While starting to be noisy, Ss said, “Ga usah bu”. ET distributed a piece of paper to each S. Some Ss began to do the quiz but some others preferred walking around and making noise. ET reminded Ss by asking them to answer the question. However, the students did not kept making noise. Instead of doing ET’s instruction, one S did his history assignment. Often when ET reminded Ss to be quiet but before they were silent, some of Ss often made fun of ET’s reminder.

Some minutes later, ET collected the course books distributed to Ss before the class started and left to her room. While ET was out, some Ss moved around the class to gain the answers from their mates and made noise. Mostly, Ss found the questions difficult and made mistakes in expressing their ideas in writing, in terms of both grammar and diction.

ET returned to the classroom and sat on a chair in the front part with students. Ss returned to their seat. An S told ET that the quiz was not easy. ET told Ss about the text and questioned Ss how they could find the quiz difficult since ET thought that the text was short and simple. They had discussed the content of the text, as well. In response to Ss' complaint, ET left the class and, after a while, returned with a course book. ET tried to provide Ss with more explanation by reading a passage from the book related to the text type being discussed. However, Ss did not really pay attention. Instead, some Ss moved around and cheated their friends' work. One S even did another subject homework and let others cheat her work on the quiz. ET realized it and reminded S.

The bell rang and ET collected the quiz, though, some Ss had not finished. ET ended the class.

Vignette 2 May 2nd, 2013

Meeting 1

The class started at 09.15. When the researcher, the collaborator and the English teacher arrived at the class, the students were busy talking to their friends. *"Assalamu'alaikum Warohmatullahi Wabarakatuh. Good morning, everyone."* *"Wa'alaikumsalam Warahmatullahi Wabarakatuh. Good morning"*, some students replied while some others were busy doing their preferences. Some students walked here and there in the classroom and made noise. *"How's life today?"* No student answered the researcher's question and the class was getting quiet. The researcher repeated his question but still there was no answer from the students. *"How are you today?"* *"I'm fine, and you?"* the students replied simultaneously. *"I'm fine too, thank you."* Then, the researcher called the roll.

"Everyone, what do you think about English, is it difficult or not? Bahasa Inggris susah tidak menurut kalian?" *"Yes, yes"*, responded most of the class. The researcher told that he was there to help them learning English and he asked for their cooperation by proposing rules of conduct to control them from making excessive noise. After some explanation, all students agreed on the code. Then, the researcher prepared the computer and LCD projector.

The researcher showed pictures of paddy field and ploughing buffaloes on the screen. *“Can you see the pictures clearly? Gambarnya jelas tidak?”* *“Yes”* *“What pictures are they? What do you think about them?”* Some students answered in Javanese and some others in English, they spoke in nearly simultaneously, *“sawah”* *“paddy field”* *“buffaloes”* *“bajak”* *“kerbau”*. The researcher pointed students to speak in turn. *“So, what do you think we are going to talk about?”* *“sawah”* *“agriculture”*. *“That’s right, agriculture.”* Then, the researcher asked the students to mention words that they knew about agriculture. The class turned noisy as soon as the students began to speak. They were enthusiastic. They mentioned many words related to agriculture and the researcher wrote them on the board. Some students mentioned Indonesian words, *“rumpuk”*, *“padi”*, *“pupuk”*. Then, the researcher gave the English equivalence and wrote them on the board.

The researcher distributed the handout to the students and asked them to do Task 2, finding the meaning of words in the list after the pictures in the handout. The students were excited to the activity since the words were new for them. Some of them opened the dictionary while some others asked their friends. In the middle of doing the task, the students began to make noises by tapping on the table and chatting with others. As it was getting very noisy, the researcher raised his hand, giving the code, and the class turned quiet. Then, the class discussed the words and their meaning. After that, the researcher gave chance for students to study the input text. The students were serious and focused. The researcher moved around the class. While the class was reading the text, a student asked the researcher for a word meaning, *“Sir, important artinya apa?”* The researcher replied it by asking the class, *“ada yang tau artinya important gak?”* *“Penting, sir”*, answered some students. As the student mispronounced the word, the researcher then gave the correct pronunciation. He also made a pronunciation comparison between *‘important’* and *‘impotent’* and the students were excited. This happened for several times.

The researcher, then, asked the class for volunteers for reading aloud. Since no one volunteered, the researcher asked one student to read the text. In the middle of reading, she made some pronunciation mistakes. The students laughed at her and the class turned very noisy. Then, the researcher raised his right hand and the class returned quiet and conducive. The researcher, then, asked others to read other parts of the text and discussed together. While discussing the input text, the researcher regularly delivered questions for the students’ opinion. *“Muafikhoh, what do you think about agriculture in Indonesia? Is it important? Agriculture di Indonesia itu penting gak?”* *“Penting, sir”*, she answered. *“Why?”* *“Because people in Indonesia is farmer.”* Some students could not answer the questions well so the researcher gave corrections. The class was interactive.

After studying the text, the students did Task 3. They worked in pairs answering questions that followed the text. The researcher moved around the class to see the students' work. The researcher stopped at a table where a pair of students were working. He questioned why questions number one was skipped. The students were confused of the questions. They said, "*Mas, what do Indonesian people do mostly maksudnya apa?*" "*Gini, kalau pertanyaan seperti ini, misalkan juga 'What do you do?', itu nanyain tentang pekerjaannya, jadi kalau kaya gini berarti nanyain apa?*", the researcher helped by giving clues. Then, the researcher asked representatives of pairs to read the questions and gave the answers. The researcher asked one pair to do question number one and asked other pairs' opinions. The students were excited and the class was active. On the other hand, not all students were engaged to the activity. While the class was discussing the questions, a student at the back row were busy playing with her pair. The researcher noticed and delivered one question to them while coming closer. They could not answer and got silent. Then, the researcher asked the class to help them. Other students gave the answer and the researcher gave additional explanation to the two students. After finished discussing the text, the researcher delivered questions related to the context of the text. "*What do you think the text is written for?*" As a few students responded, the researcher started giving clues and discussed the questions together until the bell for break rang.

The bell rang to tell that the break was over. The students began to enter the class, joining others who stayed in the class during the break. Some seats were empty, meaning that some students were still outside. The class was conducive with a little noise. The researcher continued the class discussion. Ten minutes later, some students entered the class and went straight to their seats without saying anything to the researcher. They began to laugh at their own and made noise. The researcher raised his hand but the students did not turn silent.

The class continued to the next task. The students read an explanation on the purpose of the text type. After the students reading the explanation, the researcher delivered a question, "*So, what is the purpose of a hortatory exposition?*" Few students responded with unclear voice. Then, the researcher asked two students respectively to tell the class what the purpose of a hortatory exposition is. They kept silent and the researcher explained in Indonesia. Once again, the researcher asked them the same question but in Indonesia. The students answered it simultaneously. Then, a student read aloud the rest of the explanation, about the generic structure. The researcher added with more explanation and delivered some questions to check the students' understanding about the text structure. After that, the students studied the language features of the text type. They learned about typical connectives of

hortatory exposition, modal verb 'should' and the simple present. The students located the connectives and the modal verb in the text and rearranging jumbled paragraphs. They also made sentences using the modal verb and completing cloze sentences using appropriate simple present verbs. The students were active and the class was conducive with some noise from the students.

While the students were working, the researcher moved around the class to give the students help. The researcher went to the students' chairs. Once, he stopped at a student and took a look at the student's work. He saw some mistakes and he clarified them. Then, the researcher moved to other students. At the end, the researcher and the students discussed their work together. *"Tatang, could you please read sentence number two?" "You should look for another job". "What about yours, Hendra?" "Sama, sir." "What about the others, do you have the same sentence?" "Yes".* The students had also the same answers for the next sentences. Then, the students did the proceeding task, rearranging jumbled words into meaningful sentences. After the students had finished, the class discussed the task. The researcher asked some students to read the sentences. Some gave grammatically incorrect sentences. Then, the researcher checked them whether there were any more students who made mistakes. Many students raised their hands, so the researcher explained about sentence construction. As the bell rang, the researcher prepared to close the meeting. *"Do you have any question so far?" "No".* Then, the researcher closed the class and left.

Vignette 3 May 16th, 2013

Meeting 2

The researcher, the collaborator and the English teacher came to the classroom as soon as the bell rang. Some students were busy with their business and kept making noise even when they knew that the researcher, the collaborator and the English teacher had been there. After preparing the computer and LCD projector, the researcher commenced the class, *"Assalamu'alaikum Warohmatullohi Wabarokatuh, how are you today?" "Wa'alaikumsalam, I'm fine and you?"* replied the students simultaneously. Some seats were untidy so the researcher rearranged them, some students came to help. Then, the researcher called the roll. As the class was noisy, the researcher reminded them by telling that the rule was still the same. While some students agreed about the code, some others did not pay attention. *"What do you feel now? Hungry?"* the researcher tried to get the students' attention. The students began to be quiet as they looked afraid of being asked by the researcher.

“Hortatory exposition, what is it about?” the researcher reviewed the previously learned materials. *“Thesis statement”* *“masalah”* replied some students. The researcher and students then discussed the parts of a hortatory exposition. *“What did we discuss in the previous meeting?”* *“sawah”* *“agriculture”*. The researcher asked the students to brainstorm problems in agriculture. *“What do you think of problems that are commonly found in agriculture?”* The students replied it together in Indonesian and the class turned lively, *“gagal panen, hama, banjir, pupuk, irigasi, kekeringan”*. *“What is gagal panen in English?”* No one answered and the researcher said, *“It is crop failure”*. Then, the researcher and the students searched for the English equivalents to the words mentioned.”

As some ideas had been gathered, the researcher led the students to select one problem to write about. The students proposed some ideas until finally they agreed to write about flood. Then, the class discussed the causes of flood and the possible solution to the problem, building the framework. The students were active. After finishing the framework of the text, the researcher invited the students to contribute to the text. The students actively gave so many inputs that the class needed to select which one to include in the text. The students made the decision led by the researcher. Then, the researcher gave some correction in the language before he typed them on the computer and displayed through the LCD projector. This was done for thesis statement paragraph and a paragraph for the first reason.

Then, the activity went on in pair work. The students worked in pairs to finish the text. While some students were excited, the majority of the class showed reluctance. They frequently moved around the class, looked at others’ work and waited for others to start writing. As the students had not started to write, the researcher moved around the class and encouraged them to write. The researcher several times gave some helps to them. Some students asked the researcher about the English equivalents of some Indonesian phrases. The students began to write as the researcher helped them in the language. At the end, the researcher displayed some students’ works on the LCD projector and compared them. The researcher also gave feedbacks on necessary points. As the feedback giving was about to finish, the bell rang and the students went for break.

The time for break was out at 10.15 WIB, however, some students were still outside at 10.25. As the researcher continued the class, the English teacher helped by going around to find them. After several minutes, the teacher returned with the students.

The class proceeded with preparation for the students’ individual writing. The students individually built the framework of their writing. The teacher let the students find their own agricultural problem and solutions. They seemed to find

difficulties in deciding their writing topic as they spent some minutes for nothing. Then, the researcher moved around the class, to make sure that the students did his instruction and to give them support. As the students were ready with the topic, the researcher asked them to start writing. Some students began to write while some others did not. They played and chatted with others, making some noise in the classroom. The researcher went around the class encouraging them to write while the students were still busy doing their own preference. Some students said, “*susah mas.*” The researcher replied, “*susahnya dimana?*” “*Susah ngomongnya, mas.*” The researcher, then, came to them and gave some helps. Some students asked the researcher about the English words of some Indonesian.

Some students were busy working on their writing while some others were chatting with their friends and had not even started their work. The researcher frequently reached them and asked to write. However, the students refused to write until the end of the class. The bell rang and the students had not finished the writing. Then, the researcher told them to finish it at home. The researcher packed his equipment and closed the class by greeting.

Vignette 4 May 23th, 2013

Meeting 3

The bell rang and the researcher came to the class, like the previous meetings, accompanied by the English teacher and collaborator. The students were doing their own interest. The researcher started the class by greeting “*Assalamu’alaikum warohmatullohi wabarokatuh*” “*Wa’alaikumsalam warohmatullohi wabarokatuh*” The students did not really pay attention to the researcher and made noise. “*How’s life everyone?*”, the researcher asked the students’ condition in a different way. “*My life is flat*” “*my life is free*”, some of them responded and the others were getting quiet, as they still found the expression unfamiliar. As they responded in an inappropriate way, the researcher explained what the expression meant. Then, the researcher took the roll by calling the students’ name and reminded them about the rules of conduct.

“*Are you ready?*” “*Yes*”. “*Well, do you remember what did we do last week? Kita bahas apa?*” the researcher reviewed the previously learnt materials. One student replied “*hortatory*”, however, the others did not pay attention and preferred chatting with their friends. “*Well, I have a game for you, a simple game, the name is Simon Says*”, the researcher told the students about the game. All the students were engaged to the game and they were enthusiastic. After that, the researcher asked the students’ opinion about the activity that had just been done, “*anyway, what do you*

think about the game? Susah gak?” The students replied, *“seru, sir,”* and some students added, *“lagi, lagi”*. The researcher told that there would be one more game later after the break. The students were excited.

After doing the game, the researcher distributed a handout of the materials and displayed some pictures about tobacco through the LCD projector. Then, he asked the students, *“Look at the pictures, what are they about?”* *“tembakau”, “tobacco”, “mbako”,* they replied simultaneously. The class became noisy and the students were active. *“di mbantul ada gak?”* *“ada, akeh mas, mushroom juga akeh”*. Then, he asked the students to take a look at some words in the box before the text. The researcher gave the students time to study the text. The students made use of the vocabulary list that they frequently opened the page containing the list. In addition, some students used the available dictionary. After the students had read the text, the researcher asked two students respectively to read paragraph one and two of the text for the class. Then, he delivered some questions, *“Well, what is the first paragraph about? Paragraf pertama tentang apa?”*. *“rokok bahaya”, “ tembakau bahaya buat tubuh”, “ efek tembakau”,* the students responded. *“Great! Menurut kalian tembakau ada efek bagusnya gak?”* *“Puas buat yang merokok”*. After some responses from the students, the researcher summarized the paragraph in Bahasa Indonesia. Then, the class continued to discuss paragraph two. The researcher also asked other volunteers to read the rest paragraphs and discussed them together.

The activity, then, was answering multiple-choice questions after the text. After giving chances to ask, the researcher asked the students to do the task. They did it with interest since the text had already discussed. The researcher moved around the class and helped the students who found difficulties. Two minutes later, the researcher asked for volunteers to read the answer, *“time’s up and who will answer number one?”* Some students replied, *“saya”, “aku”*. Then, the researcher arranged them for the six numbers. One student read the answer for number one and the researcher asked whether the whole class agreed the answer. As the whole class agreed, he asked another student for number two. After all numbers had been tackled, the researcher led the students to give their opinion about the topic and the text type. They were active. When the class was discussing the text, the bell for break rang at 10.00 WIB. *“Istirahat, mas”*, one student reminded the researcher. *“O.K., tapi nanti di angka 3 masuk ya, kita main game lagi”* the researcher reminded the students to return to the class on time.

The bell rang and the students returned to the class back after the break. Then, the researcher told the students about the game. Suddenly, the school made an announcement, through the speaker installed in the classroom, telling that tomorrow was going to be a school off day. The students were excited and made a small

celebration of their happiness by making noises. The researcher let the students express their excitement. After some seconds, the researcher raised his hand and asked them to be silent but no one listened to the researcher. The students did not turn quiet a little. Some minutes later, the researcher tried to remind the students again and at this time, he managed to make the class more conducive.

Then, he continued the class discussion and it shifted to the generic structure of the text type. The researcher asked some students about the generic structure of hortatory exposition, “*Miftahul, masih ingat gak tentang bagian-bagian dari hortatory exposition?*” The students responded, “masalah, argument, saran”. Then, he gave a short explanation about the structure of hortatory exposition. After that, the activity moved to the next task on the simple present tense. The researcher asked the students to study a picture and an explanation of the tenses. The students were quiet and focused on the handout containing the explanation of the simple present tense. Some minutes later, the students began to make noise and look around the class. The researcher reminded them to be quiet by showing the code. Then, he came up and explained the materials on the simple present tense. He also asked the students to do the exercises following the explanation. The researcher gave the students time to do the tasks and discussed them together at the end.

The students were active and interested that they volunteered themselves in the discussion. “Any volunteer to write your sentences on the board?”, the researcher asked the students. Since no student gave response, he repeated the words in Bahasa Indonesia, “siapa yang mau nulis kalimatnya di depan?”. Still, students kept silent so the researcher asked one student to come up, “Tatang, please write your sentences on the board.” As the student finished writing, the researcher offered the chances to other students to show the class their sentences. Some students raised their hand for volunteers of the class. Some of them made mistake and the researcher made corrections.

After finishing and discussing the exercises, the class began to construct a text. The researcher told the class that they would write a hortatory exposition and he led the students to think of problems related to tobacco. The researcher stimulated them by asking, “well, *sekarang kita cari, menurut kalian masalah apa aja sih yang berkaitan dengan tembakau?*”. The students were interested in answering the question that they began to speak and break the silence in the class. They suggested many ideas to the class. Then, the researcher led the class to decide one problem as the topic of their writing. At the end, the class agreed to construct a text titled ‘the smoke of cigarette is disturbing’.

The researcher divided the class into some groups and assigned each group a paragraph to write to construct a complete hortatory exposition. As all groups had received their part, the students started to write. They worked seriously on the text. The researcher moved around for giving students input and assistance. When all groups had finished their part, the researcher collected their work. He typed them on the computer and displayed them through the LCD projector. He, then, directed the students to look at it and focus on particular points of their work. He invited the students to give comments and feedback. The students were excited. Some of them gave some input to the text. At the end, the researcher gave some feedbacks and correction to the text. While he was explaining, the bell rang and soon he closed the class. *“Well, any questions?”* *“No”*, the students replied. Then, the researcher ended the class and left.

Vignette 5 May 30th, 2013

Meeting 4

The researcher arrived at the class soon after the bell rang. He was accompanied by the English teacher and his collaborator. *“Assalamu’alaikum warohmatullohi wabarokatuh”* *“Wa’alaikumsalam warohmatullohi wabarokatuh”*. *“Good morning, everyone. How are you today?”* *“Good afternoon, sir. I’m fine, and you?”* replied the students. Then, the researcher called the roll, *“is anyone absent today?”* *“no, Sir”*, the students responded.

“Anyone, are you ready?”, the researcher checked the students’ readiness. Few students gave response while the others did not really pay attention and were busy with their own. Then, the researcher proposed a simple game to the students, a spelling game, in which the researcher delivered some words the students were to find the spelling. The students were excited and all were focused on the game. Some students found difficulties in spelling that they misspelled some words. At the end, the researcher wrote the words on the board and gave some corrections.

After that, the researcher led the students to review the materials they had learned in the previous meeting. *“masih ingat tidak hortatory exposition itu di dalamnya ada apa saja? Ada berapa bagian?”* *“ada tiga, sir, masalah, alasan, suggestion”*, replied some students. *“That’s great, jadi nanti jangan lupa ya bagian-bagian itu”*. The researcher reminded the students to notice the parts of a hortatory exposition and the characteristics of each part. The students were excited. The researcher also brought the students to think again about the topic of the input text given previously. *“Now, take a look at the handout, lihat bagian teksnya. Kalau kemarin kita mendukung undang-undang yang mengatur tembakau atau rokok, sekarang situasinya kita balik. Kita menjadi pihak yang menentang undang-undang*

tersebut.” The researcher explained the topic the students were going to write about and told them about the requirements of their individual work.

As the researcher had finished giving the instruction, some students began to work on their text while some others did not. They chatted and played with others. The researcher reminded them to write for several times and all students began to write. However, it did not last long that they frequently stopped working and, then, chatted and played with others. Then, the researcher came to them and told them to return to their work. The researcher kept moving around the class during the time the students were working while occasionally reminded the students to stay focused on their work and not to make much noise. Most of the students worked with enthusiasm. The researcher was reminding some students who were noisy when the bell for break rang. Then, the researcher let the students have a break.

At 10.15, the bell rang and the students began to enter the class from the break, the researcher then asked them to continue working on their hortatory exposition. Around twenty minutes later, some students had finished writing so the researcher collected their works. However, several students had not. The researcher then asked them to finish and submit it later after the school. After that, the researcher led the students to compare the text type having just learned with a procedure text.

After distributing a procedure text, the researcher asked, “*Let’s see in this text, can you find any similarities with hortatory exposition? Kalau diamati, ada yang sama gak dengan hortatory exposition dalam hal language features-nya?*”. The students did not get the point of the researcher’s questions and were silent so the researcher went on with an example, “*gini, misalkan di sini ada kata-kata seperti finally, coba dilihat ada yang lain gak?*”. As the students understood, they began to mention some words and the class turned noisy. The students were excited that they actively participated in the discussion. The discussion ran until the time was up. Then, the researcher closed the class and left.

APPENDIX B

Interview 1

- R : Selamat pagi, ibu.
- ET : Selamat pagi, mas.
- R : Sebelumnya perkenalkan ibu, saya Asep Setiadi dari Pendidikan Bahasa Inggris UNY. Saya di sini mau minta bantuan ibu. Kalau boleh, saya berencana melakukan penelitian untuk skripsi saya di sekolah ini dan pas saya matur sama pak Jat beliau mengantarkan saya pada ibu.
- ET : Iya, itu penelitiannya tentang apa mas?
- R : Penelitiannya nanti tentang writing ibu. Jadi, penelitian saya kan Action Research, nanti harapannya penelitian ini dapat membantu meningkatkan kemampuan siswa dalam hal menulis ibu. Dalam penelitian tersebut saya mencoba mengimplementasikan 'Genre-Based Approach' ibu. Maaf sebelumnya, dalam mengajar writing apakah ibu sudah menggunakan metode tersebut? Karena metode itu memang sebenarnya dianjurkan oleh kurikulum.
- ET : Sepertinya belum mas, saya biasanya pakai 'PPP' itu. Ya bagus itu mas, boleh karena memang saya akui kemampuan bahasa Inggris siswa masih kurang, bukan cuma writing saja.
- R : Jadi ibu vera mengizinkan saya untuk penelitian disini ya bu?
- ET : Ya boleh mas, kan kita saling membantu.
- R : Iya ibu, nanti semoga saja bisa membawa manfaat bagi kedua belah pihak. Berarti kapan saya bisa observasi kelasnya ibu? Terus saya mau diberi kelas apa bu?
- ET : Besok pagi bisa mas, kan besok ada pelajaran Bahasa Inggris di kelas XI IS/3. Jam 8.30 sampai jam 10.00. Itu anak-anaknya lumayan manut mas, karena saya walinya.
- R : Iya ibu, insya Allah besok saya bisa. Kalau begitu saya pamit dulu ya bu, besok kesini lagi. Kebetulan mau ada kuliah nanti.
- ET : Oh iya mas.
- R : Terima kasih banyak sebelumnya ya ibu. Mari ibu.
- ET : Iya, monggo mas Asep.

Interview 2

- R : Begini ibu, berkaitan dengan observasi yang saya lakukan. Ketika saya observasi, siswa terlihat pasif, apa di hari lain juga seperti itu bu?
- ET : Iya, kalau siswa memang saya akui pasif-pasif mas. Tidak hanya di pelajaran Bahasa Inggris saja, tetapi di semua mata pelajaran.
- R : Oh, begitu. Kalau siswa aktif itu ketika dalam kegiatan seperti apa bu?
- ET : Jarang sekali mas, siswa seringnya ya pasif di dalam kelas.

- R : Kelihatannya siswa juga kurang memperhatikan pelajaran ya bu, apa sering seperti itu juga?
- ER : Ya seperti itu mas, anak-anaknya sering tidak memperhatikan. Jadi memang siswanya kurang termotivasi kalau belajar. Beda sama siswa di sekolah di kota sana, mereka biasanya langsung aktif tanpa perlu disuruh-suruh.
- R : Iya ibu, mungkin agak berbeda.
- ET : Ya memang beda mas. Kalau disini, sudah dibilangin berkali-kali juga tetap susah. Ya maklum saja mas, kebanyakan kan siswa disini dari keluarga yang, *nyuwun sewu*, kurang mampu. Kebanyakan itu anak petani, ada juga yang orang tuanya itu berjualan di pasar dan anaknya kadang ikut membantu berjualan. Jadi memang motivasi untuk belajar siswa itu rendah sekali.
- R : Oh, begitu ya bu.
- ET : Iya mas, ya memang seperti ini.
- R : Kalau untuk kemampuan Bahasa Inggrisnya sendiri bagaimana bu?
- ET : Kemampuannya ya Mas Asep kan lihat sendiri tadi to. Kemampuannya memang seperti itu, orang tadi itu materinya sebenarnya sudah dibahas. Tadi kan siswa hanya ditugaskan untuk menjawab pertanyaan dan menuliskannya dan materinya itu baru saja kita bahas bareng-bareng. Tapi ya tetep siswanya kesulitan.
- R : Iya bu, tadi memang terlihat seperti itu. Teru, berkaitan dengan proses pembelajarannya, kalau mengajar menggunakan metodenya apa bu?
- ET : Kalau saya biasanya memakain PPP itu lho mas.
- R : terus biasanya yang difokuskan dalam pembelajaran itu apa bu?
- ET : biasanya kalau saya ya fokus skill dalam Bahasa Inggris itu, ya memang tidak semua skill pembelajarannya sama.
- R : Kalau writing, speaking, dan listening bagaimana bu?
- ET : Ya diajarkan juga, cuma ya proporsinya berbeda. Jadi memang lebih banyak ke grammar dan vocabulary mas, kan itu yang paling dibutuhkan biasanya. Jadi skillnya lebih ke reading, biasanya condong kesitu karena memang mempersiapkan siswa untuk tes.
- R : Untuk penyampaian materinya sendiri bagaimana?
- ET : Biasanya ya gurunya yang menjelaskan, kan memang siswanya sangat pasif mas.
- R : Begitu, kalau sudah pernah mencoba GBA? Kan metode itu memang disarankan dalam kurikulum.
- ET : Kalau itu kadang-kadang mas, tapi lebih banyak menggunakan PPP itu.
- R : Oh, . . . kalau materinya ibu, biasanya diambil dari mana?
- ET : Biasanya saya pakai buku ini mas, tapi nanti kalau di kelas biasanya saya ambilkan dari buku lain juga.

- R : mmmm...
- ET : bagaimana mas, ada lagi?
- R : Ini ibu, sepertinya sudah cukup dulu ibu, besok-besok kalau ada yang perlu ditambahkan saya kesini lagi ibu.
- ET : Oh iya.
- R : Ya sudah ibu, kalau begitu saya pamit, kebetulan mau ke kampus lagi. Terima kasih banyak ibu.
- ET : Iya mas, sama-sama.

Interview 3

- R : Ibu, menurut ibu kesulitan siswa dalam menulis itu apa ya bu?
- ET : Kalau siswa itu kan memang grammarnya kurang, vocabularinya juga kurang. Terus, mereka itu kesulitan kalau menulis dalam bahasa Inggris jadi kadang mereka sudah tau mau ngomong apa tapi tidak tau caranya.
- R : Kira-kira kegaitan seperti apa ya bu yang bisa membantu mereka belajar writing?
- ET : Mungkin lebih banyak diberi latihan saja mas, latihan menulis.
- R : Kalau dengan genre-based approach sendiri, menurut ibu bagaimana?
- ET : Wah, karena saya jarang pakai itu jadi saya kurang terlalu paham mas. Tapi kalau yang saya lihat dari penjelasan di proposal kemarin sepertinya sih bagus.

Interview 4

- R : Halo, dek, namanya siapa?
- S : Mila, mas, gimana?
- R : Begini Mila, mau tanya-tanya soal Bahasa Inggris, boleh?
- S : Boleh mas, mau tanya apa?
- R : Suka pelajaran Bahasa Inggris gak?
- S : Kalau aku suka mas.
- R : Kenapa ko suka? Susah gak Bahasa Inggris itu?
- S : Ya suka aja mas, kalau menurutku sih gak susah.
- R : Kalau pelajarannya writing gimana suka gak?
- S : Suka juga mas, cuma ya agak sulit kalau itu.
- R : Sulitnya kenapa memang?
- S : Kadang itu bingung mau gimana. Tau mau ngomong apa tapi gak tau caranya.
- R : Owh begitu, kalau Mila suka nulis-nulis pakai Bahasa Inggris gak?
- S : Tidak pernah mas, paling kalau ada tugas aja.
- R : Oh begitu, ya udah dek. Terima kasih ya,
- S : Sama-sama mas.

Interview 5

- R : Dika, suka Bahasa Inggris gak?
 S : Gak mas, susah sih. Bukan bahasa kita.
 R : Susahnya di mana? Kalau writing?
 S : Susah semuanya mas, apalagi writing gak mudeng.

Interview 6

- R : Proses pembelajarannya tadi bagaimana menurut ibu?
 ET : Menurut saya sudah bagus ko, siswanya jadi aktif dan mereka memperhatikan.
 R : Kalau penerapan rules of conductnya ydai bagaimana bu?
 ET : Itu juga bagus, siswanya jadi bisa dikontrol.
 R : Tapi yang setelah istirahat itu lho bu, siswanya ko jadi berubah gitu ya, jadi tidak memperhatikan lagi.
 ET : Iya memang siswanya seperti itu, biasanya juga seperti itu. Karakteristik siswa memang seperti itu. Jadi, tadi itu sudah bagus, sudah ada sedikit peningkatan dari siswa.
 R : Terus kedepannya bagaimana bu?
 ET : Ya dilanjutkan saja mas, itu sudah bagus ko.
 R : Bagaimana kalau saya kasih siswa games bu sebelum mulai pembelajaran, harapannya siswa jadi lebih tertarik.
 ET : Itu juga ide bagus, mas. Biasanya siswa senang sekali kalau dikasih game di dalam kelas.

Interview 7

- R : Menurutmu gimana, Gil?
 C : Emang mungkin siswanya kurang termotivasi untuk belajar sih ya, jadi pas setelah istirahat mereka jadi disruptive seperti itu. Mungkin setelah istirahat kan siswa capek atau gimana.
 R : Kalau penerapan genre-based approachnya sendiri bagaimana?
 C : Sudah lumayan ko, siswanya jadi aktif, gak seperti sebelumnya yang pasif. Aku juga surprised mereka jadi talkative kayak gitu, dalam artian mereka terlibat dalam pembelajaran.

Interview 8

- R : Menurutmu gimana, kalau pake handout seperti ini belajarnya jadi terbantu gak?
 S : Kalo aku sih iya mas, kan jadi bisa buka-buka materinya lagi di rumah. Kadang kalau di rumah mau belajar bingung karena catatannya gak

lengkap, pas di kelas gak bisa nyatet semuanya, udah kebanyakan nulis jadi capek.

Interview 9

R : Tadi belajarnya terbantu gak dengan adanya handout yang dibagikan?

S : Iya lah, sir. Jadi kita gak perlu capek-capek nulis, kan sudah ada di handoutnya. Terus, waktunya juga jadi tidak habis buat nulis aja.

Interview 10

R : Oh, gitu. Terus kalau LCD-nya gimana? Tadi kan pakai LCD selama belajar di kelas, menurutmu bagaimana? Membantu gak?

S : Kelasnya jadi lebih enak mas, sayang juga LCD-nya gak pernah dipake.

Interview 11

R : Menurutmu penggunaan LCD di kelas bagaimana?

S : Bagus, mas. Aku jadi bisa lebih fokus, pandangannya nggak kemana-mana, hehe.

Interview 12

R : Iwan, menurutmu kesepakatan yang dibuat tadi agar siswanya tenang efektif tidak?

S : Efektif mas, tapi ya

R : Tai bagaimana?

S : Tapi butuh kesadaran.

Interview 13

R : Oiya, kesepakatan yang dibuat tadi supaya siswa tenang ketika guru mengangkat tangan menurutmu efektif tidak?

S : Efektif mas, aku jadi bisa lebih konsen belajarnya.

Interview 14

R : Dik, tadi gimana paham gak belajarnya?

S : Lumayan paham mas, dikit-dikit, tadi kan dibantu sama masnya juga, jadi lebih paham.

R : Oh, terus tadi kan ngerjain soal-soalnya kan berpasangan ya, itu gimana menurutmu?

S : Kalo menurut saya ya jadi enak mas, bisa diskusi sama pasangannya. Kalau bingung jadi ada temen buat mikirnya.

Interview 15

- R : Ibu, menurut ibu bagaimana penerapan actionsnya dari pertemuan sebelumnya dan tadi?
- ET : Sudah bagus ko, siswanya tambah aktif dan tertarik ke pelajarannya. Penerapan gamesnya juga efektif siswanya jadi bersemangat mengikuti pelajarannya. Peningkatannya sudah lebih terlihat dalam hal kemampuan dan partisipasi siswa di dalam kelas.
- R : Iya bu, saya juga terkejut ketika siswa kembali ke kelas on time setelah istirahat, tidak seperti biasanya. Cuma mungkin kemarin kendalanya kebetulan setelah istirahat itu ada pengumuman libuar dari sekolah jadinya siswanya tidak terkontrol dengan baik.

Interview 16

- R : Kalau vocabulary listnya bagaimana tadi dik? Membantu gak?
- S : Oh, ya membantu mas.
- R : Membantunya bagaimana?
- S : Ya jadi gak perlu repot-repot pake kamus, jadi lebih cepet baca ceritanya mas.

APPENDIX C

Interview Guideline

Before the implementation

For the English teacher

1. What are the difficulties of the students in writing skill?
2. What kind of activities do you think suitable to solve the difficulties of the students in speaking skill?
3. How is your opinion about the implementation of the genre-based approach in improving the students' writing skill?

For students

1. Do you like English?
2. Do you like writing in English?
3. Is there any difficulty in writing?
4. What are your difficulties in writing English?
5. Do you often write something in English?

INTERVIEW GUIDLINE

After the implementation (Cycle I)

For the English teacher

1. What is your opinion about the implementation of the method today?
2. What do you think about the activities?
3. What do you think about the interaction between the teacher and students during the teaching and learning process?
4. Do you think the students are motivated in learning writing?
5. What is your suggestion for the next implementation?

For students

1. Bagaimana pendapat anda tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian tentang kegiatan menulis di kelas tadi?
3. Apakah kalian merasa terbantu dalam belajar writing dengan kegiatan-kegiatan tersebut?
4. Apakah kalian merasa termotivasi untuk belajar Bahasa Inggris, khususnya writing?

INTERVIEW GUIDLINE

After the implementation (Cycle I)

For the English teacher

1. What is your opinion about the implementation of the method today?
2. What do you think about the activities?
3. What do you think about the interaction between the teacher and students during the teaching and learning process?
4. Do you think the students are motivated in learning writing?
5. What is your suggestion for the next implementation?

For students

1. Bagaimana pendapat anda tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian tentang kegiatan menulis di kelas tadi?
3. Apakah kalian merasa terbantu dalam belajar writing dengan kegiatan-kegiatan tersebut?
4. Apakah kalian merasa termotivasi untuk belajar Bahasa Inggris, khususnya writing?

APPENDIX D**SMAN 1 PLERET**

No.	Name	M/F	Date (May)			
			2 nd	16 th	23 rd	30 th
1	Miftakhul Ramadhan	M	S	V	V	V
2	Vicki Novita Firdanisa	F	V	V	V	V
3	Argiseta Primarizky	M	V	V	V	V
4	Dyah Nurul Firmanti	F	V	V	V	V
5	Erlin Apriliasari	F	V	V	V	V
6	Hendra Dwi Yulianto	M	V	V	V	V
7	Imelda Wahyu Putriana Dewi	F	V	V	V	V
8	Iwan Dwi Aprianto	M	V	V	V	V
9	Mila Ayu Pangestuti	F	V	V	V	V
10	Muhtar Nur Khudori	M	V	V	V	V
11	Pipit Sanjaya	-	-	-	-	-
12	Qarima Musfiroh Juliasari	F	V	V	V	V
13	Raudah Wahyu Novianti	F	V	V	V	V
14	Robi Ardiyansyah	M	V	V	V	V
15	Tatang Hendra Kurniawan	M	V	V	V	V
16	Amallia Sholihah	F	V	V	V	V
17	Muafikhoh	F	V	V	V	V
18	Muhammad Angga Setyo Saputro	M	V	V	V	V
19	Muhammad Yunus	M	V	V	V	V
20	Radika Alfiana Wulandari	F	V	V	V	V

Note:

A : absen

I : izin

S : sakit

APPENDIX E

The Students' Writing Scores in Pre-Test

Student	C		O		V		L		M		Mean
	R	CL	R	CL	R	CL	R	CL	R	CL	
S1	13	17	7	9	8	9	8	10	2	2	48.5
S2	18	18	14	15	13	13	12	16	4	4	67.5
S3	12	12	9	9	10	10	13	13	3	3	49.5
S4	17	17	13	13	15	15	15	15	3	3	64
S5	13	13	10	10	10	10	11	11	3	3	51
S6	12	12	9	9	10	10	10	10	2	2	46.5
S7	20	20	17	17	13	13	17	17	3	3	72.5
S8	13	13	7	7	7	7	7	7	2	2	40.5
S9	19	23	13	15	13	16	14	18	3	4	76
S10	13	13	7	7	8	8	8	8	2	2	41.5
S11	13	13	10	10	10	10	13	13	3	3	52
S12	21	21	13	13	9	9	15	15	3	3	61.5
S13	12	12	9	9	10	10	13	13	3	3	51
S14	17	17	11	11	10	10	11	11	3	3	53.5
S15	20	21	13	13	9	9	15	15	3	3	63.5
S16	17	15	13	13	9	11	13	13	2	2	55.5
S17	17	17	10	11	10	11	11	11	3	3	60
S18	13	13	10	10	9	10	10	10	2	2	49
S19	15	15	10	10	10	10	11	11	3	3	51.5
MEAN											55.53

R : Researcher

C: Content

L: Language

CL : Collaborator

O: Organization

M: Mechanic

V: Vocabulary

THE STUDENTS' WRITING SCORES IN CYCLE I

Student	C		O		V		L		M		Mean
	R	CL	R	CL	R	CL	R	CL	R	CL	
S1	17	16	10	10	10	11	10	10	3	3	50
S2	22	20	14	14	14	14	15	16	4	3	68
S3	17	18	10	12	11	11	11	12	3	3	54
S4	21	20	13	14	13	14	15	15	3	3	65.5
S5	17	18	10	10	11	12	14	14	3	3	56
S6	17	15	10	10	10	10	10	10	3	3	49
S7	22	18	17	18	15	15	17	18	4	4	74
S8	15	19	9	9	9	9	10	11	2	2	47.5
S9	23	24	15	16	16	17	18	18	4	4	77.5
S10	15	17	9	9	9	9	10	10	2	3	46.5
S11	17	20	11	10	11	11	13	11	3	3	55
S12	21	21	10	10	13	14	15	17	3	3	63.5
S13	20	20	10	10	11	10	11	11	3	2	54
S14	19	18	10	11	12	12	11	11	3	3	55
S15	21	21	14	14	13	13	15	14	3	3	65.5
S16	19	19	11	12	11	12	13	15	3	3	59
S17	21	22	13	15	13	14	16	16	4	4	69
S18	17	15	13	14	10	9	10	10	3	3	52
S19	19	19	10	10	11	11	11	11	3	3	54
MEAN											58.68

R : Researcher

C: Content

L: Language

CL : Collaborator

O: Organization

M: Mechanic

V: Vocabulary

THE STUDENTS' WRITING SCORES IN CYCLE II

Student	C		O		V		L		M		Mean
	R	CL	R	CL	R	CL	R	CL	R	CL	
S1	18	17	13	10	10	11	10	10	3	3	52.5
S2	19	19	14	14	13	13	15	15	3	3	64
S3	16	19	12	12	11	12	12	15	3	3	57.5
S4	17	21	14	14	15	13	15	16	3	3	65.5
S5	16	21	11	14	10	13	11	15	3	3	58.5
S6	16	16	9	9	14	14	17	17	3	3	59
S7	23	23	17	17	16	15	19	17	5	4	78
S8	21	21	15	15	13	13	12	12	3	3	64
S9	21	21	13	13	13	14	17	17	4	4	68.5
S10	17	17	10	10	10	10	13	13	3	3	53
S11	21	21	14	14	13	13	11	11	3	3	62
S12	18	18	14	14	15	14	15	14	3	3	64
S13	22	22	14	14	13	13	12	12	4	4	65
S14	18	18	12	12	13	13	13	13	3	3	59
S15	21	22	15	15	10	13	15	15	3	3	66
S16	21	20	13	13	11	11	12	12	3	3	59.5
S17	20	23	13	13	13	13	19	18	4	3	69.5
S18	17	17	10	10	10	10	11	11	3	3	51
S19	16	17	11	11	10	10	12	12	3	3	52.5
MEAN											61.53

R : Researcher

C: Content

L: Language

CL : Collaborator

O: Organization

M: Mechanic

V: Vocabulary

APPENDIX F

Writing Assessment Rubric

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but <i>meaning not obscured</i>
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; <i>meaning confused or obscured</i>
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17 - 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; <i>meaning confused or obscured</i>
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
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 <i>but meaning not obscured</i>
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate

Jacob et al.'s (1981)

APPENDIX G

IMPROVING STUDENTS' WRITING SKILL THROUGH THE GENRE-BASED APPROACH IN GRADE XI/S3 OF SMAN 1 PLERET

STANDARD OF COMPETENCY

12. Expressing the meaning of short functional texts and essays in the form of narrative, spoof, and hortatory exposition in daily context

BASIC COMPETENCE

12.2 Expressing meaning and rhetorical steps in essays using accurate, fluent and acceptable written language in daily context in the form of narrative, spoof, and hortatory exposition.

CYCLE 1						
Topic	Indicators	Learning Materials	Teaching and Learning Activities	Assessment	Time Allocation	Sources
Agriculture (Hortatory Exposition)	1. Students are able to tell the class about agriculture that they know. 2. Students are able to answer questions that follow the text correctly. 3. Students are able to mention places	- Input Text: Hortatory exposition “Agriculture and Organic Farming: A Solution for Harmless Food” - Key Vocabulary: - organic, labors, crop, residue, cultivation, synthetic, fertilizers, pesticide, etc.	Pre-Teaching 1. The researcher proposes rules of conduct to the students about. BKOF 2. The researcher presents pictures on agriculture through the LCD projector.	Students' work (writing)	4x45 minutes	- Interlanguage XI - Text Type in English 1,2 - Internet

	where the text type can be found. - Students are able to paraphrase the purpose and structure of the text type. - Students are able to locate the language characteristics in the text. - Students are able to rearrange jumbled paragraphs into a good hortatory exposition. - Students are able to complete unfinished sentences with correct verb forms of the modal verb based on the provided situations. - Students are able to put the right verb and verb form in cloze sentences. - Students are able to rearrange jumbled words into	- connectives: firstly, secondly, at last, etc. - modal verb: should • Generic structure: thesis statement, arguments, suggestion. • Key Grammar: - Simple present tense: S+V1(s/es)	- Students investigate and discuss the pictures. - The researcher distributes a handout of materials. - Students studies the words in the list. - Students read a hortatory exposition text about agriculture. - The researcher explains the input text to the students. - The students and the researcher discuss the input text. - Students discussed questions following the text. MOT - Students read an explanation on the purpose and structure of a hortatory exposition. - Students discuss the language characteristics of each part of the text type covering connectives,			
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	meaningful sentences. 10. Students are able to write a hortatory exposition together. 11. Students are able to write a hortatory exposition in pair. 12. Students are able to write a hortatory exposition individually. 13. Students are able to find similarities and differences between a hortatory exposition and a procedure text.		modal verb and present simple sentence. 12. Students investigate the position of the connectives and modal verb in the text. 13. Students rearrange jumbled paragraphs into a good hortatory exposition. 14. Students examine the use and form of the typical modal verb 'should' in sentences by putting verb forms of the modal verb based on the provided situations. 15. Students read an explanation and illustration of the simple present tense. 16. Students complete cloze sentences using appropriate verbs. 17. Students rearrange jumbled words into meaningful simple present sentences.			
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			JCOT 18. The researcher leads the students to brainstorm ideas for their class text construction. 19. Students construct a framework of a hortatory exposition together. 20. Students developed the framework for a complete text together with the whole class members. 21. Students construct a framework of a hortatory exposition in pairs. 22. Students develop the framework for a complete text in pairs. 23. The researcher display the students' work on the LCD projector. 24. The researcher gives feedbacks on the students' work.			
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			ICOT 25. Students decide their topic of writing. 26. Students construct their own framework for their individual text construction. 27. Students develop the framework for a hortatory exposition individually. LTRT 28. Students compare a hortatory exposition with a procedure text.			
CYCLE 2						
Tobacco (Hortatory Exposition)	1. Students are able to tell the class about tobacco that they know. 2. Students are able to answer questions that follow the text correctly. 3. Students are able to mention places where the text type can be found.	- Input Text: Hortatory expositions "Tobacco" - Key Vocabulary: - harm, regulations, citizen, diminish, draft, bill, protect, etc. - connectives: firstly, secondly, at last, etc. - modal verb: should - Generic structure: thesis statement,	Pre-Teaching 1. The researcher reminds the students about rules of conduct. 2. The researcher leads the students playing ice breaking games. BKOF 3. The researcher presents pictures on	Students' work	4x45 minutes	- Interlanguage XI - Text Type in English 1,2 - Internet

	4. Students are able to paraphrase the purpose and structure of the text type. 5. Students are able to mention the language characteristics of a hortatory exposition. 6. Students are able to determine the subject and verb of some sentences. 7. Students are able to complete cloze sentences using the right simple present verb forms. 8. Students are able to make some simple present sentences. 9. Students are able to write a hortatory exposition in groups. 10. Students are able to write a hortatory exposition individually.	arguments, suggestion. • Key Grammar: - Simple present tense: S+V1(s/es)	agriculture through the LCD projector. 4. Students investigate and discuss the pictures. 5. The researcher distributes a handout of materials and a page of vocabulary list. 6. Students studies the words in the list. 7. Students read a hortatory exposition text about agriculture. 8. The researcher explains the input text to the students. 9. The students and the researcher discuss the input text. 10. Students discussed questions following the text. MOT 11. Students read an explanation on the purpose and structure of a hortatory exposition.			
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	11. Students are able to find similarities and differences between a hortatory exposition and a procedure text.		12. Students discuss the language characteristics of each part of the text type. 13. Students investigate the use of connectives and the modal verb in the text. 14. Students study a pictured illustration of the simple present tense and the explanation that follows. 15. Students locate the subject and verb in simple present sentences. 16. Students complete cloze sentences using correct simple present verb forms. 17. Students practice composing simple present sentences. JCOT 18. Students brainstorm ideas for their class text construction. 19. Students construct a framework of a			
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			hortatory exposition together. 20. Students write parts of a hortatory exposition in groups for a class complete text. 21. The researcher displays the students' work on the LCD projector. 22. The researcher gives feedbacks on the students' work. ICOT 23. Students construct their own framework for their individual text construction based on the predetermined topic. 24. Students develop the framework for a hortatory exposition individually. LTRT 25. Students compare a hortatory exposition with a procedure text.			
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APPENDIX H

LESSON PLAN Cycle 1

School	: SMAN 1 Pleret Bantul
Subject	: English
Class/semester	: XI/2
Skill	: Writing
Time allocation	: 4 x 45 minutes
Text type	: Hortatory exposition

A. Standard of Competence

12. Expressing the meaning of short functional texts and essays in the form of narrative, spoof, and hortatory exposition in daily context

B. Basic Competence

12.2 Expressing meaning and rhetorical steps in essays using accurate, fluent and acceptable written language in daily context in the form of narrative, spoof, and hortatory exposition

C. Learning Objective

At the end of the lesson, students are expected to be able to write a hortatory exposition clearly, accurately and acceptably.

D. Indicators

- telling the class about agriculture that they know
- answering questions that follow the text correctly
- mentioning places where the text type can be found
- paraphrasing the purpose and structure of the text type
- locating the language characteristics in the text
- rearranging jumbled paragraphs into a good hortatory exposition
- completing unfinished sentences with correct verb forms of the modal verb based on the provided situations
- putting the right verb and verb form in cloze sentences
- rearranging jumbled words into meaningful sentences
- writing a hortatory exposition together
- writing a hortatory exposition in pair
- writing a hortatory exposition individually

- finding similarities and differences between a hortatory exposition and a procedure text

E. Learning Method

Genre-based approach

F. Learning Materials

1. Topic : agriculture
2. Input text : hortatory exposition
3. Key vocabulary: organic, labors, crop, fertilizer, firstly, secondly, should
4. Key structures :
 - Simple present: subject + V1

G. Learning Activities

Phase	Activities
Pre-teaching	- Greeting - Taking the roll - Proposing rules of conduct to the students about.
BKOF (Building Knowledge of the Field)	- The researcher presents pictures on agriculture through the LCD projector. - Students investigate and discuss the pictures. - The researcher distributes a handout of materials. - Students studies the words in the list. - Students read a hortatory exposition text about agriculture. - The researcher explains the input text to the students. - The students and the researcher discuss the input text. - Students discussed questions following the text.
MOT (Modeling and Deconstructing of the Text)	- Students read an explanation on the purpose and structure of a hortatory exposition. - Students discuss the language characteristics of each part of the text type covering connectives, modal verb and present simple sentence. - Students investigate the position of the connectives and modal verb in the text. - Students rearrange jumbled paragraphs into a good hortatory exposition. - Students examine the use and form of the typical modal verb 'should' in sentences by putting verb forms of the modal verb based on the provided situations.

	- Students read an explanation and illustration of the simple present tense. - Students complete cloze sentences using appropriate verbs. - Students rearrange jumbled words into meaningful simple present sentences.
JCOT (Joint Construction of the Text)	- The researcher leads the students to brainstorm ideas for their class text construction. - Students construct a framework of a hortatory exposition together. - Students developed the framework for a complete text together with the whole class members. - Students construct a framework of a hortatory exposition in pairs. - Students develop the framework for a complete text in pairs. - The researcher display the students' work on the LCD projector. - The researcher gives feedbacks on the students' work.
ICOT (Individual Construction of the Text)	- Students decide their topic of writing. - Students construct their own framework for their individual text construction. - Students develop the framework for a hortatory exposition individually.
LTRT (Linking to Related Text)	- Students compare a hortatory exposition with a procedure text.

H. Teaching Aids

- Handout
- Computer
- LCD Projector
- Dictionary

I. Resource

Priana, J., Riandi, Mumpuni, A.P. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Depdiknas.

Murphy, Raymond. 2003. *English Grammar in Use: A self-study reference and practice book for intermediate students*. UK: Cambridge.

Sukarno.2009. *Structure 3*. Yogyakarta: UNY.

J. Assessment

- Assessment type: performance-based
- Assessment rubric:

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but <i>meaning not obscured</i>

	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; <i>meaning confused or obscured</i>
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17 - 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; <i>meaning confused or obscured</i>
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
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 <i>but meaning not obscured</i>
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation capitalization,

			paragraphing; handwriting illegible; or not enough to evaluate
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taken from Assessing Writing (Weigle, 2009)

Bantul, May 2013

English Teacher

Researcher

Vera Afri Iswanti

Asep Setiadi

NIP

NIM 09202241014

LESSON PLAN Cycle 2

School	: SMAN 1 Pleret Bantul
Subject	: English
Class/semester	: XI/2
Skill	: Writing
Time allocation	: 4 x 45 minutes
Text type	: Hortatory exposition

A. Standard of Competence

12. Expressing the meaning of short functional texts and essays in the form of narrative, spoof, and hortatory exposition in daily context

B. Basic Competence

12.2 Expressing meaning and rhetorical steps in essays using accurate, fluent and acceptable written language in daily context in the form of narrative, spoof, and hortatory exposition

C. Learning Objective

At the end of the lesson, students are expected to be able to write a hortatory exposition clearly, accurately and acceptably.

D. Indicators

- telling the class about agriculture that they know
- answering questions that follow the text correctly
- mentioning places where the text type can be found
- paraphrasing the purpose and structure of the text type
- mentioning the language characteristics of a hortatory exposition
- determining the subject and verb of some sentences
- completing cloze sentences using the right simple present verb forms
- making some simple present sentences
- writing a hortatory exposition in groups
- writing a hortatory exposition individually
- finding similarities and differences between a hortatory exposition and a procedure text

E. Learning Method

Genre-based approach

F. Learning Materials

1. Topic : tobacco
2. Input text : hortatory exposition
3. Key vocabulary: harm, regulations, citizen, diminish, draft, bill, protect, firstly, secondly
4. Key structures :
 - Simple present: subject + V1
 - Modal verb: should

G. Learning Activities

Phase	Activities
Pre-teaching	- Greeting - Taking the roll - Reminding the students about rules of conduct. - Playing a game “Peter Says”
BKOF (Building Knowledge of the Field)	- The researcher presents pictures on agriculture through the LCD projector. - Students investigate and discuss the pictures. - The researcher distributes a handout of materials and a page of vocabulary list. - Students studies the words in the list. - Students read a hortatory exposition text about agriculture. - The researcher explains the input text to the students.

	- The students and the researcher discuss the input text. - Students discussed questions following the text.
MOT (Modeling and Deconstructing of the Text)	- Students read an explanation on the purpose and structure of a hortatory exposition. - Students discuss the language characteristics of each part of the text type. - Students investigate the use of connectives and the modal verb in the text. - Students study a pictured illustration of the simple present tense and the explanation that follows. - Students locate the subject and verb in simple present sentences. - Students complete cloze sentences using correct simple present verb forms. - Students practice composing simple present sentences.
JCOT (Joint Construction of the Text)	- Students brainstorm ideas for their class text construction. - Students construct a framework of a hortatory exposition together. - Students write parts of a hortatory exposition in groups for a class complete text. - The researcher displays the students' work on the LCD projector. - The researcher gives feedbacks on the students' work.
ICOT (Individual Construction of the Text)	- Students construct their own framework for their individual text construction based on the predetermined topic. - Students develop the framework for a hortatory exposition individually.
LTRT (Linking to Related Text)	- Students compare a hortatory exposition with a procedure text.

H. Teaching Aids

- Handout
- Computer
- LCD Projector
- Dictionary/vocabulary list page

I. Resource

Priana, J., Riandi, Mumpuni, A.P. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Programme*. Depdiknas.

Murphy, Raymond. 2003. *English Grammar in Use: A self-study reference and practice book for intermediate students*. UK: Cambridge.

Sukarno.2009. *Structure 3*. Yogyakarta: UNY.

<http://www.thejakartapost.com/news/2013/02/21/knpt-wants-stronger-regulations-tobacco.html>

J. Assessment

- Assessment type: performance-based
- Assessment rubric:

Aspect	Score	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26 – 22	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21 – 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20 – 18	Excellent to very good	Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17 – 14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13 – 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate

Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17 – 14	Good to average	Adequate range; occasional errors of word/idiom form, choice, usage but <i>meaning not obscured</i>
	13 – 10	Fair to poor	Limited range; frequent errors of word/idiom for, choice, usage; <i>meaning confused or obscured</i>
	9 – 7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	25 – 22	Excellent to very good	Effective complex construction; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	Good to average	Effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17 - 11	Fair to poor	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; <i>meaning confused or obscured</i>
	10 – 15	Very poor	Virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
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 <i>but meaning not obscured</i>

	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
	2	Very poor	No mastery of conventions; dominated by errors of spelling, punctuation capitalization, paragraphing; handwriting illegible; or not enough to evaluate

taken from Assessing Writing (Weigle, 2009)

Bantul, May 2013

English Teacher

Researcher

Vera Afri Iswanti

Asep Setiadi

NIP

NIM 09202241014

APPENDIX I

Student's Writing Performance

Name: Mila Ayu Pangestuti

No : 09

Class : XI IPS 3

Write a hortatory exposition with the following topic.

"Smoking is a dangerous habit."

Smoking is a dangerous habit

Maybe, not everybody know how much dangerous of smowing. But you had to know that the ~~be~~ habit is very dangerous. Why?

First, it's make you difficult to breath.

~~The~~ Second, it's make other people disturb feel.

Third, it's make a Cancer ill.

If you know, smoking can cut your live too. Why? Because cancer can kill your body time-by-time. So, Stop ~~sm~~ smoking right now!

Score: 76

Student's Writing Performance in the Pre-Conditional Test

Name: M Ayga Setyo S

No : 17

Class : XI IPS 3

Write a hortatory exposition with the following topic.

"Smoking is a dangerous habit."

I don't like smoking because broken my lungs.I don't like smoking because smoking make trouble my healthy.I don't like smoking because smoking vandalism my idea.I think smoking is vandalism and broken my body.I think smoking is disturb Pregnancy the woman.

Score: 55.5

Student's Writing Performance in Cycle 1

Nama : Mila Ayu Pangestuti
 No : 09
 Kelas : XI IPS₃

11

Make Hortatory Exposition
 20.05.013

Agriculture

Problem : Lack of Water
 Reason : - Crop Failure
 - Lack of Rice
 Suggestion : Make a levee

Lack of water is the most important problem to farmers. To cope with the problem we should work together to make a levee. It will be useful at rainy because water can saving in the levee. If lack of water come, it can useful to irrigate a wet rice. Lack of water can make a problem like:

Firstly, lack of water can make a crop failure to farmers. If it happen, farmers can disadvantaged because their money not come back.

Secondly, lack of water can impact everybody. Maybe not everybody will be agree with me. But if rice in this country is not enough, what can we eat?

Therefore, lack of water impact everybody, so we should work together to make a levee.

Score: 77.5

Student's Writing Performance in Cycle 1

Name: Muhammad Angga Setro s

No : 17

Kelas: XI IPS 3

Flood in the Field

Problem : Flood

Reason: - bad rice
- Crop failure

Suggestion : Make a better drainage

Flood bring problems to farmers. We should work together to make a better drainage for some reasons.

Firstly, flood can damage the rice and field and it result in low quality crop. The farmers will be disadvantaged because their crop is in low price.

Secondly, The field was flooded with water. So the plant will not grow well. And the farmer will not get maximal result.

Thirdly, lack of fertilizer, Rice will not flourish so farmers would suffer loss at harvest. So farmers should make fertilizer itself as fertilizer compost.

Finally, A result of flood and farmer will face different kind of problem and all these problem resulting from the work of men itself and drainage inadequate.

Therefore, Farmers must be aware of flooding by way of to make a better drainage.

Student's Writing Performance in Cycle 2

Mita Ayu Pangestika (X IPS 3/09)

The Bill of Tobacco

Maybe, the bill of tobacco make the tobacco farmers angry. But, I think government must make a bill of tobacco to mitigate a smokers. This is the arguments why the bill of tobacco threatening the tobacco farmers.

Firstly, the ^{bill of} tobacco can make a poverty in our country more and more because the rich farmers can disadvantaged.

Secondly, the tobacco farmers live with rely on tobacco. so, if the bill ~~is~~ was legitimized their income reduced too.

So, to handle the problem, government had to open exporting in huge scale.

Score: 68.5

Student's Writing Performance in Cycle 2

Name : Muhammad Angga Setyo

No. : 17

Problem :

The bill on the effect of tobacco is threatening the tobacco Farmers.
Reason : -a. The farmer will ~~the~~ lose the job

-b. Decrease Farmers Income.

Suggestion : - The government should reverse the bill. So the Farmers and the smokers will not get lost.

The bill that cause profit lost for tobacco Farmer will make the Farmers lost their job and it will give bad economics Effects.

Firstly, the bill on the effect of tobacco can damage the Farmer and the people that consume the tobacco. So, The Farmer and the people will be disadvantage because the tobacco is banned. The government and government should revise the bill.

Secondly, In the survey prove the smoker will surely feel heavy with the bill.

The solution is supposed DPR also provide employment for tobacco Farmers who lost his job, and the government should promote the dangers of smoking to society, future Indonesia will definitely be better

Score: 59.5

APPENDIX J**Photographs**

The researcher was opening the class.



The researcher was distributing the handout to students.



The researcher was giving help and guidance to the students in doing the tasks.



The students were working in groups.



The researcher was explaining particular features of hortatory expositions.



The students were seriously working on their independent text construction, writing a hortatory exposition.



APPENDIX K



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/3865/V/5/2013

Membaca Surat : Kasubbag Pendidikan FBS UNY Nomor : 044c/UN.34.12/DT/V/2013
 Tanggal : 02 Mei 2013 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ASEP SETIADI NIP/NIM : 09202241014
 Alamat : KARANGMALANG, YOGYAKARTA
 Judul : IMPROVING STUDENTS' WRITING SKILL THROUGH THE IMPLEMENTATION OF
 GENRE BASED APPROACH IN GRADE XI/3 OF SMAN 1 PLERET
 Lokasi : BANTUL Kota/Kab. BANTUL
 Waktu : 03 Mei 2013 s/d 03 Agustus 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 03 Mei 2013

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Hendar Saslowati, SH
 NIP. 19580320198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
5. Yang Bersangkutan



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / 1128

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/3865/V/5/2013
Tanggal : 03 Mei 2013 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada :
Nama : **ASEP SETIADI**
P. T / Alamat : UNY, KARANGMALANG YK
NIP/NIM/No. KTP : 09202241014
Tema/Judul : **IMPROVING STUDENTS' WRITING SKILL THROUGH THE IMPLEMENTATION OF GENRE BASED APPROACH IN GRADE XI/S3 OF SMAN 1 PLERET**
Kegiatan :
Lokasi : SMA N 1 Pleret
Waktu : 03 Mei 2013 s/d 03 Agustus 2013
Personil :

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 07 Mei 2013



A.n. Kepala,
Sekretaris,
Ub.
Ka. Subbag Umum

Elis Fitriyati, SIP., MPA
W.P. 19690129 199503 2 003

Tembusan disampaikan kepada Yth.

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesbangpolinmas Kab. Bantul
3. Ka. Dinas DIKMENOF Kab. Bantul
4. Ka. SMA N 1 Pleret
5. Yang Bersangkutan



**PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SMA NEGERI 1 PLERET**

Alamat : Kedaton, Pleret, Pleret, Bantul, Yogyakarta 55791 Telp. (0274) 7116950
Website : <http://sman1-pleret.sch.id>

SURAT KETERANGAN
Nomor : 422/657/2013

Yang bertanda tangan di bawah ini :

Nama : Drs. SUMIYONO, M.Pd.
NIP : 195804201985031010
Pangkat/Gol ruang : Pembina Utama Muda, (Gol. IV/c)
Jabatan : Kepala Sekolah
Unit kerja : SMA Negeri 1 Pleret

menerangkan dengan sesungguhnya bahwa :

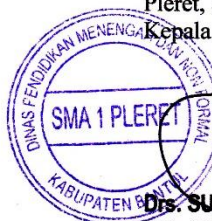
Nama : ASEP SETIADI
NIM : 09202241014
Fakultas/Jurusan : Bahasa Dan Seni/Pendidikan Bahasa Inggris Universitas
Negeri Yogyakarta

yang bersangkutan benar-benar telah melaksanakan penelitian dalam penyusunan Tugas Akhir Skripsi dengan judul "IMPROVING STUDENTS' WRITING SKILL THROUGH THE IMPLEMENTATION OF GENRE BASED APPROACH IN GRADE XI/S3 OF SMAN 1 PLERET" pada tanggal, 2 s.d. 30 Mei 2013.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pleret, 8 Juli 2013

Kepala Sekolah,



Drs. SUMIYONO, M.Pd.
NIP 19580420 198503 1 010