

**THE IMPLEMENTATION OF GENRE-BASED APPROACH TO IMPROVE
THE WRITING SKILL OF THE SEVENTH GRADE STUDENTS
OF SMP INSTITUT INDONESIA**

A Thesis

Submitted as Partial Fulfillment of the Requirements

to Obtain a *Sarjana Pendidikan* Degree in English Language Education



by

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JULY 2016

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**THE IMPLEMENTATION OF GENRE-BASED APPROACH
TO IMPROVE THE WRITING SKILL OF THE SEVENTH GRADE
STUDENTS OF SMP INSTITUT INDONESIA**

A Thesis



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RATIFICATION

**THE IMPLEMENTATION OF GENRE-BASED APPROACH
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A THESIS

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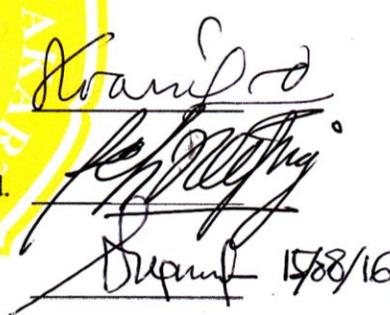
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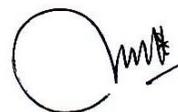
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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 20 Juli 2016

Penulis,



Mustika

DEDICATION

I dedicate this thesis to:

The students of SMP Institut Indonesia,
who taught me more than what I ever taught them.

MOTTOS

“Teach. You will be amazed at the difference you can make.”

_Ads by Singapore Ministry of Education

“Verba Volant, scripta manent.”

Spoken words fly away, written words remain.

_Latin proverb

“Don’t give up, stupid!”

_Araragi Koyomi

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The Implementation of Genre-Based Approach to Improve the Writing Skill of the Seventh Grade Students of SMP Institut Indonesia

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ABSTRACT

This is an action research study aimed to improve the writing skill of the seventh grade students of SMP Institut Indonesia in the academic year of 2014/2015 through the implementation of Genre Based Approach.

It was a collaborative action research involving the school principal, the English teacher of grade seven, the students of class VII A and a student from English Education department, Yogyakarta State University. The research was conducted in two cycles carried out in seven meetings in total. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, taking photographs, and analyzing the result of students' writing performance. The data were in the form of interview transcripts, field notes, audio records, and writing scores. The data from the observation and interviews were analyzed qualitatively and the students' writing scores were analyzed using descriptive statistics. The validity was obtained by applying democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The result showed that the students' writing ability could be improved through the implementation of the Genre based approach. The students' attitude toward learning English was also improved in a positive way proven by the improvement of their classroom participation. Scores of the students' writing performance also indicate an improvement in the students' writing skill. The students' mean scores gradually increased from 17.56 in the pre-conditional test to 25.67 by the end of Cycle I and to 27.15 by the end of Cycle II.

CHAPTER I

INTRODUCTION

A. Background of the Study

The curriculum applied in Indonesia's education in the academic year of 2014/2015 had been through some changes. While the first semester of the 2014/2015 academic year applied the newly established 2013 curriculum, the government of Indonesia through the Ministry of Education mandated that the curriculum to use in the second semester was the previously applied 2006 curriculum. In both the 2013 and 2006 curricula, however, English is placed as a compulsory subject to be taught in both junior and senior high schools. The fact that English is categorized as a compulsory subject suggests that it has a significant position in the curriculum.

In the 2006 curriculum which is also known as the school level curriculum, English is categorized in the group of science and technology subjects which include language, mathematics, science, social science, skills, information and communication technology, and other relevant local contents. According to the national standard of competence and basic competence (BSNP: 2006), English is learned in two levels; "functional" and "informational", both written and spoken, in junior and senior high schools respectively. The functional level is

considered as the standard of English proficiency for junior high school students and the informational level for senior high school students. It suggests that the Indonesian junior high school graduates are expected to be able to use English in their daily life to get things done while the Indonesian senior high school graduates are expected to be able to use English to have access to gain knowledge and information.

The curriculum itself is built under the framework of communicative language learning that covers receptive skills and productive skills. It is expected that the students learn English not only by mastering the receptive skills—reading and listening, but are also able to produce the language manifested in speaking and writing—known as the productive skills.

The fact that the 2006 curriculum has been applied for eight years in Indonesia's system of education does not mean that the implementation is free of problems. While the curriculum requires that the four skills of English—listening, speaking, reading, and writing—are to be taught in an equitable and even proportion, it is easily found that school teachers tend to focus on certain skills. Such a case was what happened in SMP Institut Indonesia, particularly grade VII A.

I as the researcher in this study came to such a conclusion after I did a classroom observation in SMP Institut Indonesia, one of the private junior high schools in Yogyakarta, on January 20, 2015 and January 27, 2015 and had some discussions with the teacher regarding the problems faced in teaching the students

of grade VII A of SMP Institut Indonesia. The observations and discussions revealed that the students of grade VII A had a hard time expressing their ideas through writing. There are several causes that contribute to the case, i.e. the school condition, the teaching method, and the students' level of proficiency.

Location wise, SMP Institut Indonesia can be considered as having an environment that fits for learning since the school is located among citizen residences. Despite being in the middle of a city, it has a quiet environment condition without much noise and distractions from the outside. However, the environment inside the school itself contributes a problem. During the observations, I noticed that students from other classes, while passing by in front of VII A classroom, often greeted students in class VII A in a loud voice and it distracted them.

In addition, the school does not have many facilities. It is a small school with only five classes. The school does not provide any language laboratory or computer laboratory. The teaching media to aid the language teaching process is also limited. The lack of facility means that the students will be likely to have less opportunity in experiencing various teaching and learning activities supported with technology and interesting media. While the school has an LCD and speakers that can be used as language teaching aids, the teacher hardly used any of them.

It is commonly known that media and teaching aids are essential in teaching and learning process. With media and teaching aids, teachers can create

many possible learning activities. Therefore, the lack of teaching aids and facilities is limiting teacher's possibility to create various activities.

The lack of teaching facilities to support English language teaching then makes the students rely so much on the teacher. The teacher is a patient teacher that has already been teaching in this school for two years. The teacher is a graduate of an English Education Department of a teacher training university (Yogyakarta State University). However, in an interview, the teacher admitted that her way of teaching was boring. Some students also said that English is a difficult subject and they find it hard to complete the tasks given by the teacher.

The variety of classroom activities to engage students' involvement is also lacking. Considering their age, the students are in a transition stage between children and adults. Psychology wise, they possess a lot of energy and are in need of attention from peers. Considering this into account, designing various activities that offer interactions among the students can be helpful to get students involved and engaged in the teaching and learning process which will in return increase the chance of achieving teaching objectives.

Another factor contributing to the problems is the students themselves. The fact that they are not actively involved in learning activities and tend to talk with their fellow classmates indicates the lack of motivation and interest in learning English. An interview with some of the students confirmed that they do not like English. This lack of motivation and interest also led to what seemed to be a disruptive behavior. During the 2 x 40 minutes of English lesson, the students

did not particularly pay attention to the teacher. They often ignored the teacher and were easily distracted. Even though the teacher had put some attempts to get their attention, the students only paid attention for quite a short time. Not paying attention also made it difficult for the students to follow the classroom activities as they did not listen when the teacher gave instructions.

Meanwhile, information from several teachers of the school suggested that the students were slow learners and had a low proficiency in English. The classroom observations also confirmed that the majority of students were not very good in English. They especially had low mastery of English grammar and vocabulary.

Regardless of the obstacles, writing is an important competence to be mastered, not to mention it is required by the curriculum. It is because we are living in a literate world where people use not only spoken but also written words to exchange information and convey meanings in their daily life. Moreover, the massive use of English nowadays greatly emphasizes the importance of the language. In relation to technology growth that allows us to communicate with foreigners such as in social media and through emails, the mastery of writing becomes even more significant. Regarding this, Emi Emilia (2010) states,

“In the Indonesian context, . . . , increasing the general level of performance in English is now seen as an important part of building a much more critical and independent community of people in Indonesia.”

The importance of writing as one of the skills to be mastered in learning the language brings consequences to the English teaching and learning as well. As

Burns and Richard (2009) stated that competent English teachers and more effective approaches to help students learn English successfully are needed. However, the fact that writing is one of the major elements of English and has been the focus in English teaching and learning process does not mean that the implementation is free from problems.

Considering the fact that there are still some problems found in teaching and learning process, it is pivotal to take an action to overcome those problems. After discussing this, the teacher and I came to an agreement that the best way to deal with the problems was by conducting an action research focusing on improving the students' writing skill through the implementation of Genre-Based Approach.

In the realization of the action, the teacher and I collaborated and worked together in the process. While I was implementing the actions necessary to improve students' writing skill, the teacher observed and gave feedbacks. In the end of the action, I reflected on the actions and discussed what was still lacking and how it should be improved.

B. Identification of the Problems

From the classroom observations and interviews with the teacher and the students, it was revealed that some problems related to the process of teaching and learning stemmed from various aspects, such as the environment, the teacher, and the students. Those conclusions are based on the classroom observations conducted on January 20, 2015 and January 27, 2015 and discussions with the

classroom teacher and interviews with some students. The problems are listed below.

1. The majority of students were slow learners.

They had difficulties in responding to the teacher's questions and had a hard time understanding the instructions given by the teacher. Interviews with the English teacher and some senior teachers of the school revealed that the students of the school were generally slow learners with low motivation in learning, especially in the fields that they think are difficult. The students, however, seemed to enjoy participating in the subjects that do not require much thinking such as Physic Education and Arts. The teachers said that the students were eager to participate in activities such as tailoring and making batik. However, they showed no interest in subjects like Science, Mathematics, and English.

2. The majority of the students did not pay attention to the teacher.

Most students made a lot of noise during the teaching and learning process. They showed low participation in classroom activities, and some students even completely ignored the teacher and had so little respect to her.

3. The lack of variety in teaching techniques

The interesting part about it was that the teacher did realize that the way she taught was boring and not interesting enough to get the students involved in classroom activities. However, she did not seem to be able to find alternative ways or other techniques that would work in the class. She claimed that she had

tried other activities such as classroom discussions and group works, but they did not work. The monotonous teaching techniques resulted in the fact that the teacher was dominant in the classroom.

4. Lack of scaffolding

While scaffolding is meant to make learning easier for the students by giving the materials in small chunks and gradually increased the level of difficulty, the teacher did not seem to give enough scaffolding to help the students doing their tasks. This caused students to have a hard time understanding the subject and completing the tasks.

5. Lack of variety in the materials

While teaching English, the teacher usually wrote a text on the board and asked the students to copy it because they did not have English textbooks. There were actually some textbooks in the library that they could borrow, but there was no librarian who could help them. Needless to say, the materials given were lack of visual aids.

6. Lack of the use of teaching media

The teacher hardly used any media in teaching English. Although the school did not have many facilities to support teaching and learning, they had technology that could be used to provide media without additional cost, such as LCD projectors and loud speakers. The teacher, however, did not make use of the property.

7. The teacher tended to focus more on teaching reading.

Claiming that classroom discussions and group works did not work for her students, the teacher tended to focus only on teaching the reading skill. She said that the students were slow learners and they tended to cheat when given tasks to work on.

8. Lack of classroom management

There were a few students who apparently needed more attention than the other students in the class. These students did not pay attention to the teacher, did not show any interest in learning, and did not seem to respect the teacher. The teacher could not handle these students, saying that she could not be stern to them. Further interview and observation revealed that these students only listen to senior teachers or teachers who were stern.

To overcome the problems, I had a discussion with the teacher and decided to implement Genre-Based Approach (GBA) as a foundation in teaching and learning process. I realize that GBA is not a novel innovation in the field of English language teaching. However, I believe that, with an appropriate implementation while considering the factors contributing to the teaching and learning problems to be dealt with, taking the approach as the groundwork could solve some of the problems found in the teaching of English in grade VII A of SMP Institut Indonesia especially the ones related to the writing skill.

C. Delimitation of the Problems

Considering the number of problems found, it was hardly possible to deal with all of them. Therefore, this research only focused on the feasible problems related to the teaching method, emphasizing on efforts to improve students' writing skills by implementing the Genre-Based Approach (GBA).

Aside of my interest in writing, another consideration in selecting the field of study is the feasibility of the research. Considering the time and curriculum frame, and the importance of writing, it is achievable yet essential to conduct an action research on improving students' language skills in the area of writing. Taking GBA as the groundwork also means that I had control towards the classroom activities and its organization which, as explained in the previous discussion, also contribute to the problems.

D. Formulation of the Problem

The formulation of the problem in this study is presented in the following question: how to improve the writing skill of grade VII A students of SMP Institut Indonesia in the academic year of 2014/2015 through the implementation of Genre-Based Approach?

E. Objective of the Study

The objective of this study is to improve the writing skill of grade VII A students of SMP Institut Indonesia in the academic year of 2014/2015 through the implementation of Genre-Based Approach.

F. Significance of the Research

The results of his study are expected to give some benefits for the following parties:

1. For English language teachers, hopefully the result of this study gives new insights in the field of English language teaching. It is expected that this study gives general pictures of effective practices in English language teaching and that teachers can be encouraged to do action research in order to improve their quality of teaching.
2. For the participants of the study, the implementation of this study gave them a new experience in learning English and enriched their knowledge as well.
3. For me as the researcher, conducting this study was a priceless experience as I am a student that endeavors to be an English teacher. This study gave me a better understanding on how to conduct an action research and more importantly on how to improve my quality in teaching.
4. For other researchers, this study can be a reference to conduct further research in the field of English language teaching.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. LITERATURE REVIEW

1. Writing

a. The nature of Writing

People write for a variety of purposes and in many different forms. History has seen that the form of writing pieces has continuously changed in both its form and style. We learn from the history that people in the past used to leave messages through engraving on stones with symbols, graphs, or even picture-like writing. However, today people exchange written information through emails, phone text messages, and other communicating services.

The language used in writing has also changed over centuries. The language itself is evolving. The early fourteenth-century writing has significantly different spelling from present-day English and some letters are formed differently too (Harmer, 2004). It suggests that despite its changing form and style, writing has always been a part of communication through the history of humankind.

The purposes of writing contribute in the diversity of writing forms as well. A piece of writing aiming to inform an announcement will be different from

a piece written to advertise. In the same way, who writes to whom also determines the writing product. For example, pieces of writing we send to communicate with friends through phone text messages will be significantly different from a piece of article we write for academic-scientific journals.

The mentioned examples are parallel to the theory of the relationship between text and context which proposes that a text is bound with a certain context (Emi Emilia, 2010). According to Halliday (1985), there are two types of contexts, i.e. context of situation which refers to the immediate environment of language, and context of culture which refers to a broader background with which the text needs to be comprehended.

This notion suggests that a text cannot be separated from the context. Without context, a text is meaningless. On that note, it should be kept in mind that context is needed to produce a text—that context is needed in writing.

Writing itself is considered as a language skill that has to be consciously learned. Unlike speaking, writing is not a productive skill we can just ‘pick up’. Naturally, for the first language learners, writing skill comes later than speaking skill. As Harmer (2004) stated, human being grows up speaking their first language while writing is a literacy skill that has to be taught.

Literacy is the ability to read and write. According to Harmer (2004), literacy skill has been seen as a desirable skill in the last centuries as the need to be able to read and write becomes vital. On this regard, the idea that learning

writing is important cannot be overlooked. There are some reasons why the ability to write is important.

According to Barras (2005), writing helps to remember, to think, and to communicate. In everyday life, we often take notes to remind us of many things—a to-do list, a shopping list, etc. Expressing thoughts in written form also helps us to organize ideas and think better. And more importantly, nowadays with technology, people write to communicate with others. Text messaging, social media chats, and blog updates are a few forms of writing communication through modern technology.

As stated earlier, writing skill is not something that we can just ‘pick up’. To be able to write, we have to be taught how to write. It means that there should be a teacher. As Brown (2001) stated, “We learn to write if we are members of a literate society, and usually only if someone teaches us.” On that note, the importance of English literacy focusing on writing skill cannot be separated from the need of competent teachers and effective language teaching methods to help students master the writing skill.

b. Characteristics of Writing

The written form of language has distinctive characteristics in nature. According to Brown (2001), there are seven aspects that make written language different from spoken language.

1) Permanence

Unlike spoken language, written language is permanent. While spoken language is bound to time, written language is not. Spoken language is about here and now. Once spoken, words are easily forgotten over time. However, written language is permanent as people can read it again and again over time. In fact, written form of language lasts for centuries and often being a proof of the civilization and history of the humankind.

2) Processing time

The development of the writing skill takes time. It is not a skill that can be mastered overnight. Given the amount of time allocated for teaching writing at school, it implies that a teacher cannot hope for her students to be a good writer in just one or two days.

3) Distance

Distance refers to the nature of relation between the writer and the audience. To present a good piece of writing, a writer should be able to predict “the audience’s general knowledge, cultural and literacy schemata, specific subject matter knowledge, and the language use” (Brown, 2001).

4) Orthography

A piece of writing is conveyed through symbols. It implies that students have to first learn the symbols prior to writing. This is particularly fundamental when the target language has different symbols than the students’ native language.

5) Complexity

While spoken language tends to be short, written language is more complex, with longer clauses and subordination. Therefore, learning the structure of language is a vital aspect in writing.

6) Vocabulary

The choice of vocabulary affects the written language greatly as “written language places a heavier demand on vocabulary use than does speaking” (Brown, 2001).

7) Formality

For the second language learners, the level of formality in written language is difficult and complex. It is because they have to learn text types such as descriptive, explanatory, and argumentative, not to mention new vocabulary and other linguistic features.

c. The Process of Writing

Writing is one of the productive skills besides speaking. It means that the speaking and writing skills are manifested in products. However, there is a significant difference between writing and speaking related to the process of production. Speaking often occurs in face-to-face communication and once something is said, it cannot be unsaid (Harmer, 2004). On the other hand, in a writing process the writer has a plenty of chances to plan and modify his writing before finally it becomes a final product. Therefore, the process of writing involves steps including planning, drafting, editing, and submitting the final

version, as illustrated in figure 1: The Writing Process Proposed by Harmer (2004).



Figure 1. The Writing Process Proposed by Harmer (2004)

1. Planning

In this stage, the writer plans what to write. In the planning stage, the writer needs to think about three main elements. First, he needs to consider the purpose of the writing because it will influence the type of the text and also the language to be used. Second, the writer needs to think about his audience because it will influence the shape of the writing and the choice of language (level of formality). The last one to think about is the content structure of the piece which refers to how he will sequence the ideas.

2. Drafting

Draft refers to the first version of writing. In this stage, the writer puts down what he has planned for later to be edited and revised. As the process of writing goes into editing and revising, there may be a number of drafts before the final version is completed.

3. Editing (reflecting and revising)

The next step after writing the draft is reading through the draft and reflecting on the writing to see what works and what does not work. In other words, the writer reflects on his own mistakes and flaws to be revised.

4. Final version

Final version refers to the final product. The final version is the result of writing that has gone through editing and revision. It means that the writer has made several changes to produce the final version.

d. The Common Difficulties in Writing

The quality of a piece of writing is determined by several aspects, including content, organization, vocabulary, language use, and mechanics (Weigle, 2002). A good piece of writing is the one that has a substantive content, highly organized ideas, a wide range of vocabulary, an effective use of language features, and high accuracy in mechanics use. However, only a few could really achieve this level.

Most writers went through a lot of struggle before mastering the writing skill and being able to create a high quality piece of writing. To be a good writer, one has to overcome difficulties and weaknesses. Peter Westwood (2008) classified the areas of writers' weaknesses as follows:

1. Weak writers produce a much smaller amount of work than more proficient writers.
2. Weak writers spend little or no time thinking and planning before they start to write.
3. Weak writers are usually reluctant to revise, edit, and polish a first draft.
4. Weaker writers tend to be preoccupied with the mechanical aspects of writing.
5. Weaker writers have problems with spelling. (Peter Westwood, 2008: 60-3)

The duty of the teacher is to guide writer-students to overcome the difficulties listed above. Appropriate teaching techniques need to be implemented to achieve the goal. To implement the 'appropriate' teaching techniques, the teacher has to first understand the principles in designing the techniques.

e. Cohesion and Coherence

Susan Feez and Helen Joyce (1998) defined text as "any stretch of language which is held together cohesively through meaning". This definition implies that a piece of writing has to be unified as a whole to convey meanings, thus a text has rhetorical features called cohesion and coherence. According to Eli Hinkel (2004), cohesion refers to "the connectivity of ideas in discourse and sentences to one another in text, thus creating the flow of information in a unified way". In other words, cohesion has something to do with the connection between sentences and paragraphs. Furthermore, Eli Hinkel (2004) defined coherence as

“organization of discourse with all elements present and fitting together logically.”

According to Hammer (2004), there are two types of cohesion that make a text ‘sticks together’, i.e. lexical cohesion and grammatical cohesion. Lexical cohesion is achieved with repetition of words and lexical chains (the use of words in the same topic area). Grammatical cohesion, on the other hand, can be achieved in more varied ways, i.e. pronoun and possessive reference, article reference, tense agreement, conjunctions, substitution, and ellipsis.

Cohesion is what connects sentences, but a text needs to be coherent to make it more ‘makes sense’. According to Hammer (2004), coherence can be achieved through the way the writer sequences the information. The way information sequenced is very much related to the type of genre being written, because different types of genre have different writing structures. Therefore, teaching writing with Genre-Based Approach should take into account cohesion and coherence in the implementation.

2. The Teaching of Writing

a. Teaching Writing

The world-wide need for English has built a great demand for language teaching methodology, materials, and resources. In the 1990s, traditional language teaching approaches focusing on grammatical competence spread around the world (Richards, 2006). However, it was later argued that communicative competence is more needed in order to make learners be able to

use language appropriately. Communicative Language Teaching then became a solution in language teaching methodology. It is a method in language teaching which helps students to practice using English. In other words, Communicative Language Teaching brings a concept of learning by doing.

In the communicative approach, grammar was no longer the central focus of language teaching and learning, and some aspects of language use were determined to design a syllabus. These aspects are considered in syllabus design as to focus on the development of learners' communicative competence. Van Ek and Alexander (1980) proposed ten aspects of language use to be considered in syllabus design; they are:

1. the purpose of the learning
2. the setting in which they will use the target language
3. their social role in the target language
4. the events they will participate
5. the language function
6. the topics or concepts involved
7. the discourse and rhetorical skills
8. the varieties of the target language
9. the grammatical content that will be needed
10. the lexical content that will be needed.

The teaching of English is manifested in the four main skills—listening, speaking, reading, and writing. It means that to learn English, a learner needs to sharpen their skills in these four aspects. However, among these four skills, learners naturally learn receptive skills before productive skills. Donald and Kneale (2001:14) stated:

“Language teachers conventionally distinguish between four aspects of language which are mastered by means of the “four skills”: listening,

speaking, reading, and writing. Listening might be taught as primarily 'passive' 'receptive' or 'input' skills, whilst speaking and writing are their 'active' 'productive' or 'output' counterparts."

Consequently, in the field of teaching and learning, the mastery of reading skill naturally precedes the mastery of writing skill. Therefore, students are supposed to be taught how to read first before they start learning how to write. In fact, the teaching of four skills cannot be completely separated. In accordance to this, Brown (2001) stated:

"Despite our history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspects of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills. A course that deals with reading skills, then, will also deal with related listening, speaking, and writing skills."

Therefore, the teaching of writing skill cannot be separated from the teaching of other skills, especially reading skill. Reading is the foundation of writing. For that reason, reading and writing skills are often put together as one package known as the written cycle. Ideally, reading tasks precede writing tasks as through reading a certain type of text, learners grasp the knowledge of the field. This knowledge of the field later will be manifested in their writing. Accordingly, the teaching of writing skill is integrated with reading skill as well, as framed in the Genre-Based Approach.

b. Teaching Writing in Junior High School

Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. In Indonesia, English is taught as a foreign language. The purpose of English language teaching in Indonesia is to

equip students with acknowledgement of the language so that they are able to use English in their life. Due to the importance of English learning, English is taught as a compulsory subject in secondary schools (BSNP, 2006).

According to Indonesian curriculum (BSNP, 2006), there are four skills that Indonesian students have to perform in learning English—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 the students of elementary schools are expected to reach performative level, those of junior high schools are projected to reach functional literacy levels. The English proficiency target of the junior high school students is the ability to use the language in their daily life.

The government through the Ministry of Education has set the standards for the teaching of writing in grade seven of junior high schools (BNSP, 2006) as cited from the regulation about the standard of competence and basic competence of English learning below.

Standard of competence	Basic Competence
12. To express meanings in short functional texts and short essays in the form of descriptive and procedure texts in order to interact with the surroundings.	12.2 To express meanings and rhetorical structures of short essays using written expressions accurately, fluently, and appropriately in order to interact with the surroundings through descriptive and procedure texts.

Table 1. Standard of Competence and Basic Competence

c. Characteristics of Junior High School students

Knowing what to teach and how to teach is barely enough. Teachers should also consider who they are facing in the classroom—the students. Age wise, the students of Junior High School are about the age of 13-15 years old—the age group categorized as adolescents or teenagers. While most language teachers agree that motivation is often the key to success, teenagers are probably the least easily motivated group of learners. Young children are generally eager to learn and unembarrassed about sounding silly. As they get older, they grow more and more sensitive to peer-pressure, and less and less interested in the outside world.

Brown (2001) stated that “the terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds”. As this transition phase also influences teenagers psychologically, teaching adolescents needs to apply a special set of consideration. The following is the characters of adolescent and its implication to teaching and learning according to Brown (2001).

1. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible. Complex problems can be solved with logical thinking. This means that linguistic metalanguage can now, theoretically, have some impact. But the success of any intellectual endeavor will be a factor of the attention a learner places on the task; therefore a learner is attending to self, to appearance, to being accepted, to sexual thoughts, to a weekend party, or whatever, the intellectual task at hand may suffer.
2. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager’s life, those potential attention spans can be easily shortened.
3. Varieties of sensory input are still important, but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.

4. Factors surrounding ego, self-image, and self esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by avoiding embarrassment of students at all costs; affirming each person's talents and strengths; allowing mistakes and other errors to be accepted; de-emphasizing competition between classmates and encouraging small-group work where risks can be taken more easily by a teen.
5. Secondary school students are of course becoming increasingly adult-like in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on grammar point or vocabulary item. But as in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis.

Besides taking into account the characters of the students as adolescent, teachers need to design materials for teaching and learning at students' level, with topics which they can react to, by linking language teaching to the students' everyday interests (Harmer, 2007). Harmer (2007) further argued that adolescent learners need to be encouraged to respond to texts and situations with their own thoughts and experiences, rather than just by answering questions and doing abstract learning activities. Therefore, the teacher's role is to create tasks that are interesting enough for students to get engaged in activities and challenging enough to encourage them to learn.

d. The Microskills of Writing

Writing is a complex skill. The mastery of writing is measured by the mastery of smaller skills, referred by Brown (2001) as mikroskills. The following microskills of writing proposed by H. Douglas Brown (2001) are taken as a guide to decide what learners need to actually perform in mastering the writing skill.

- a) Produce graphemes and orthographic patterns of English
- b) Produce writing at an efficient rate of speed to suit the purpose
- c) Produce an acceptable core of words and use appropriate word order patterns
- d) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules
- e) Express a particular meaning in different grammatical forms
- f) Use cohesive devices in written discourse
- g) Use the rhetorical forms and conventions of written discourse
- h) Appropriately accomplish the communicative functions of written texts according to form and purpose
- i) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- j) Distinguish between literal and implied meanings when writing.
- k) Correctly convey culturally specific references in the context of the written text.
- l) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. (Brown, 2001)

The teacher, as a performer that directly faces and deals with the students, therefore need to take into account the microskills of writing mentioned above. The implication in teaching and learning process is that the teacher needs to plan and designs tasks and activities to help students master and finally be able to perform those microskills of writing. Therefore, the teaching and learning activities should assist students to be able to perform those microskills.

In order to help the students to master the micro skills of writing, Brown (2001) set four principles for designing writing techniques. They are:

- 1) Focusing on goal or main idea in writing

Writing is an activity that is moved by a clear purpose to reach a certain goal. Therefore, the teacher should make sure that the students know what they want to write.

2) Balancing process and product

Writing is a composing process. It requires multiple drafts before an effective product is created. The teachers should make sure that students are carefully led through appropriate stages in the process of composing.

3) Accounting for literary background

Teachers should help students to understand that there are differences between students' native language and the target language.

4) Connecting reading and writing

Students learn to write by carefully observing what is already written. By reading a variety of relevant types of text, students can gain important insights about how they should write and about the subject matter that may become the topic of their writing.

Brown (2001) also suggests that reading should be taught before writing. For that reason, reading and writing skills are put together as one package known as the written cycle. Such notion is applied in the Genre-Based Approach that puts reading as a way to grasp the knowledge of the field to later be manifested in writing products.

3. Genre-Based Approach

The term approach according to Edward Anthony (1963) in Brown (2001) is “a set of assumptions dealing with the nature of language, teaching and learning.” Meanwhile, Brown himself defined approach as “assumptions, beliefs and theories about the nature of language and language learning”. As for the

Genre-Based Approach, it is based on three assumptions on language learning (Feez and Joyce, 1998).

The first assumption underlying the Genre-Based Approach is that language learning is a social activity. It means that language learning is the result of collaboration between the teachers and the students, and between the students and other students. Consequently, interaction is the key point in learning language, both between the teacher and the students, and among the students.

The second assumption is that learning occurs more effectively if teachers are explicit about what is expected from the students. Under this assumption, there should be explicit identification of what is to be learned and what is to be assessed. In achieving the expected outcome, the role of the teacher is to use effective methods in the teaching and learning process. In addition, during the learning process teachers can assist and support students as they are building knowledge and skills.

The third assumption is that the process of learning language is a series of scaffolding developmental steps which address different aspects of language. This assumption is based on Vygostky's theory of learning (Feez & Joyce, 1998). According to Vygostky, in the process of learning each learner undergoes two levels of development, i.e. "a) a level of independent performance, and b) a 'level of potential performance' which is made possible through social interaction and joint construction with 'more capable others' (Feez and Joyce, 1998)."

However, there is a gap between these two levels which is called 'The Zone of Proximal Development' (ZPD). This concept of development suggests that:

- If a teacher is only concerned with what students can already do with language, i.e. with their existing level of independent performance, then the students will never progress.
- If a teacher supports students so that they move through the zone of proximal development to their potential level of performance, real learning and progress is possible (Feez & Joyce, 1998).

It brings the implication that the effective teaching practices are those that encourage students to move through the ZPD. In relation to this assumption, Genre-Based Approach includes two elements, i.e. Joint construction and scaffolding.

In joint construction, the teacher and students work and perform together in developing a text until the students are able to perform independently. Meanwhile, scaffolding refers to the supports provided by the teacher in order to guide students to move through their Zone of Proximal Development towards their potential level of independent performance. This scaffolding is done by providing explicit knowledge and guided practices. In the implementation, the scaffolding concept is manifested in stages of teaching known as the Cycle of Teaching and Learning.

The Cycle of Teaching and Learning includes stages in which GBA is carried out. In the development of the GBA theory, the cycle of teaching and learning was introduced by Hammond et al in 1992 which includes; Building Knowledge of Field (BKoF), Modeling of Text (MoT), Joint Construction of Text

(JCoT), and Independent Construction of Text (ICoT). However, Feez and Joyce (1998) included one more stage in the cycle i.e. Linking to Related Texts. This research used the cycle of teaching and learning model proposed by Feez and Joyce.

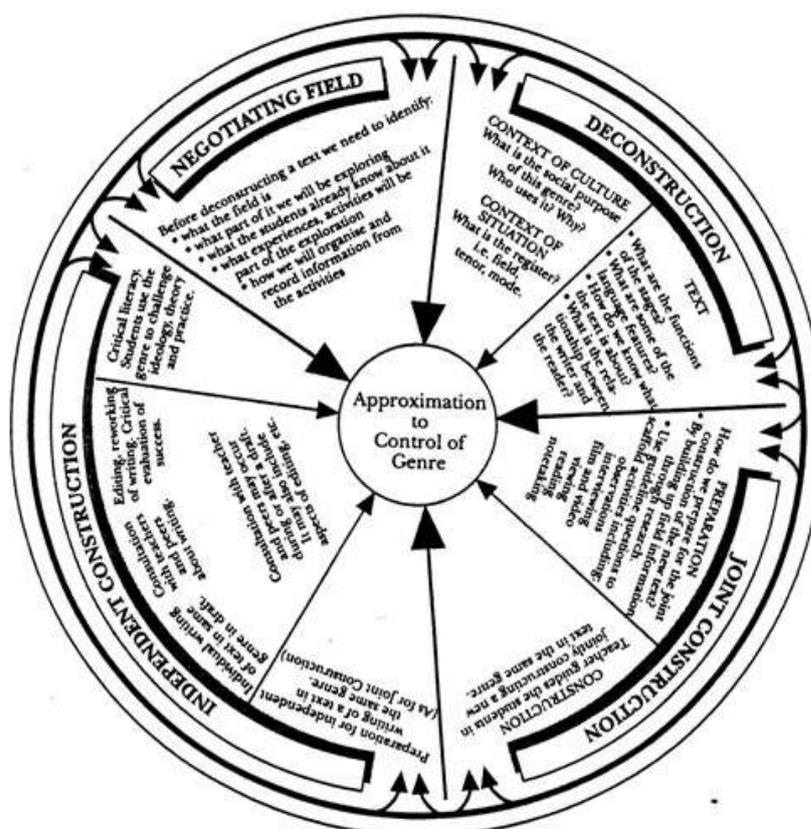


Figure 2. Teaching and Learning Cycle (Hammond et al, 1992)

a. **Building the Context or Knowledge of the Field (Negotiating Field)**

This stage aims to build students' background knowledge about the topic they are going to write in terms of content and vocabulary. In this stage, the teacher identifies what the field is, what part of the field will be explored, what the students already know about it, what experiences and activities will be part of the exploration, and how the information from the activities will be recorded and

organized. Since the aim of this stage is to build students' background knowledge of the context, it is important for students to master vocabulary related to the context. Thus, in this stage the teacher needs to guide the students to master the vocabulary. If necessary, tasks for vocabulary mastery need to be given repeatedly.

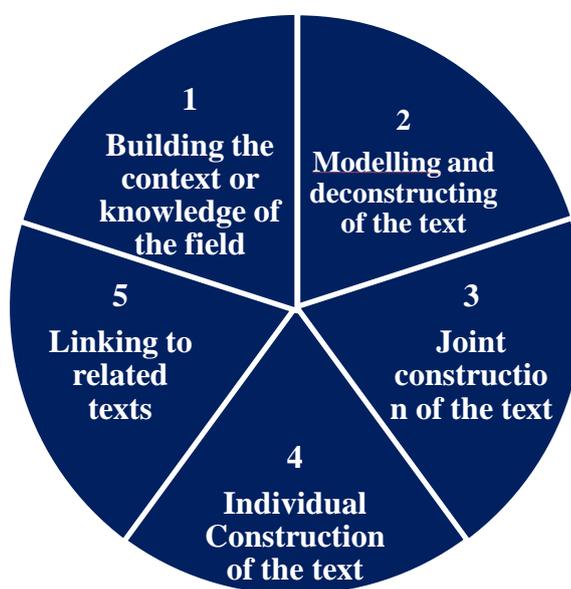


Figure 3. Teaching and Learning Stages (Feez and Joyce, 1998)

In *Text Based Syllabus Design*, Feez and Joyce (1998) stated that in this stage, students:

- a) are introduced to the social context of an authentic model of the text-type being studied
- b) explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves
- c) explore the immediate context of situation by investigating the register of a model text which has been selected on the basis of the course objectives and learner need.

In the implementation, Building the Context phase can be implemented through various activities. According to Feez and Joyce (1998), there are various activities a teacher can do to build the knowledge of the field. The activities include:

- a) presenting the context through pictures, audio-visual material, realia, excursions, field-trips, guest speakers etc.
- b) establishing the social purpose through discussions or surveys, etc.
- c) cross-cultural activities
- d) related research activities
- e) comparing the model text with other texts of the same genre or contrasting type, e.g. comparing a job interview with a complex spoke exchange involving close friends, a work colleague or a stranger in service encounter
- f) During the BKOF stage, teachers should create activities which help students to comprehend the content of the text, including the roles of the people involved, the purposes of the text, the function of the text, and the type of situation.
- g) Comprehension activities may vary from simple (find information concerning the 'what' to more complex (inferential questions). The questions may be multiple choice in their form, completion, or essay, depending on the level of learning (Feez and Joyce, 1998).

Those are activities a teacher can propose to introduce students to the context or, using Feez and Joyce terms, 'to build the knowledge of the field'. The teaching and learning process, accordingly, are supposed to include those activities or at least some of them.

b. Modeling and Deconstructing the Text

The modeling and deconstruction of the text stage involves analyses and discussions about how and why the texts presented in the previous stage are organized to make meaning. Deconstruction allows students to analyze the representatives of a text, its generic structures, and linguistic features. Feez and

Joyce (1998) stated that in this stage the students “investigate the structural patterns and language features of the model text; and compare the model with other examples of the text-type.” Meanwhile, the teacher should use diagnostic assessment “to decide how much time to devote to particular language features and what kind of presentation or practice students need with each feature”; conduct modeling and deconstructing activities at the whole text level, the clause level, and expression level; and use various techniques for dealing with grammar and text structures.

Feez and Joyce (1998) suggested activities that can be carried out at each level of language. They are described in the following table.

Level of language	Activities
Text-level	<ul style="list-style-type: none"> • presentation activities using devices such as OHTs, LBDs, charts, big books, board work etc • sorting, matching and labeling activities e.g. sorting sets of texts, sequencing jumbled stages, labeling stages etc. • activities focusing on cohesive devices such as sets of related lexical items, conjunction, modality, reference e.g. semantic maps, vocabulary networks, cloze, transparency overlays etc.
Clause-level	<ul style="list-style-type: none"> • presentation and practice activities relating to the grammatical features of the text
Expression-level	<ul style="list-style-type: none"> • oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text-type

Table 2. Development of Activities by Feez and Joyce (1998)

Developing tasks in smaller activities such as those mentioned above help students to learn more easily as they completed simple tasks one after another. This concept of task development known as ‘scaffolding’ provides tasks in smaller ‘chunks’. Naturally, smaller tasks are easier to complete and it also gives

another benefit—as students complete each task, they will gain confidence or a sense of achievement, which will boost their self esteem.

c. Joint Construction of Text

In this stage, the teacher's role is to provide a chance for the students to practice writing in groups and apply their critical thinking skills in working in groups. Meanwhile, the students are to jointly construct a new text while being guided by the teacher. Feez and Joyce (1998) stated that in this stage students begin to contribute to the construction of whole examples of the text-type, and the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently.

The activities at this stage may include the following activities:

- teacher questioning, discussing and editing whole class construction, then scribing onto board or OHT
- skeleton texts
- jigsaw and information gap activities
- small group construction of texts
- Dictogloss
- self-assessment and peer assessment activities (Feez and Joyce, 1998).

d. Independent Construction of Text

Through independent constructions, students are given a chance to individually practice the production skills they have acquired from the previous stages. In writing, students individually construct a new text of the same genre in several sessions to give them opportunities to revise their own drafts (Emi Emilia, 2010). What needs to be underlined is that it will be very difficult to have students construct a new text by learning in one teaching session only, especially when

their vocabulary and grammar are limited (Emi Emilia, 2010). Feez and Joyce (1998) stated that in this stage, students work independently with the text; and their performances are used to assess their achievement.

e. Linking to Related Texts

The last stage is the time when students link what has been learned to other related texts. They should investigate how what they have learned in the previous stages can be related to other texts in the same contexts. Activities for this stage can include: comparing the use of the text-type across different fields, researching other text-types used in the same field, role-playing what happens if the same text-type is used by people with different roles and relationship, comparing spoken and written models of the same text-type, and researching how a key language feature used in this text-type is used in other text-types (Feez & Joyce, 1998).

4. Including Games in the Implementation of Genre-Based Approach

Despite its potentials, Genre-Based Approach also has a downside. Jack C. Richards (2006) argued that the implementation of Genre-Based Approach in teaching English brings a risk that the process of teaching and learning will be repetitive and boring over time. To avoid this risk, I believe that including various games related to writing activities can make the implementation in Genre-Based Approach “less boring”. As Feez and Joyce (1998) argue that a text-based syllabus is a mixed syllabus, it is possible to include games in the activities to

make learning activities more interesting. The games can be varied depending on the purpose and stage of teaching.

B. REVIEW OF THE RELATED STUDIES

Researches in the field of writing using Genre-Based Approach have been conducted in the past few years, involving participants of different age groups. The studies show that the implementation of Genre-Based Approach in teaching and learning process gives positive contributions to writing. On EFL context, Trinh Quoc Lap and Nguyen Thanh Truc (2014) conducted an experimental study to investigate the effects of Genre-Based Approach on Vietnamese learners' ability in writing argumentative essays. The participants were college students and the result of the study shows that the Genre-Based Approach benefited learners as it helped them to gain knowledge on how to write, to have better ideas, to understand the purpose of the writing, and to be able to write faster with efficacy. A case study conducted by Saowadee Kongpetch (2006) by investigating the implementation of Genre-Based Approach in teaching writing to university students revealed that the implementation of Genre-Based in teaching writing resulted in positive learning outcomes.

Studies have also been conducted not only in tertiary context but also in a lower level. An action research implementing Genre-Based Approach had been conducted by Hyejeong Ahn (2011) to teach writing to young learners i.e. year 5 and 6 students of L2 Primary School in Australia. The result of the study indicates

that the implementation of scaffolding concept increased the students' confidence level and the approach encouraged a positive attitude towards writing.

As mentioned earlier, studies in the implementation of the Genre-Based Approach reveal a positive contribution of the GBA on the teaching of writing. However, Hyejeong Ahn (2011) suggested viewing the implementation of the Genre-Based Approach on the perspectives of the students since a little emphasis has been put on this.

Regarding this, this action research included English games in the teaching and learning process for the sake of benefiting students. The objective of the use of games is to avoid the possibility of students' getting bored as Jack C. Richards (2006) argued that the implementation of Genre-Based Approach in teaching English brings a risk that the process of teaching and learning will be repetitive and boring over time.

C. CONCEPTUAL FRAMEWORK

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

Considering that the low writing skill of the VII A students of SMP Institut Indonesia is a problem that is feasible to be dealt with, this research is focusing on the attempts to improve students' writing skill through the implementation of Genre-Based Approach. The use of Genre-Based Approach is based on the assumption that language is better learned in the form of a text as a whole. The use of Genre-Based Approach is also based on the consideration of bringing Vigotsky's scaffolding concept. As this concept proposes to give materials to the students in smaller chunks—ranging from easy to difficult, from simple to complex—it gives students a sense of achievement every time they finish each task in each stage, thus boosting their self confidence and encouraging them to learn more. However, the implementation of the Genre-Based Approach, as argued by Jack C. Richards (2006), tends to be repetitive and boring over time. As an effort in avoiding the risk of students' getting bored, the implementation of Genre-Based Approach in this research also included games during the actions.

The actions were carried out in the second semester in 2015 through May-June. The research took two cycles consisting of seven meetings. The materials were composed based on the standards stated in the 2006 curriculum so that the targets o objectives of the curriculum can be fulfilled. The actions included attempts to achieve the targets of curriculum that does not only cover English communicative skills but also character building. The conceptual framework for this study is presented in the following figure.

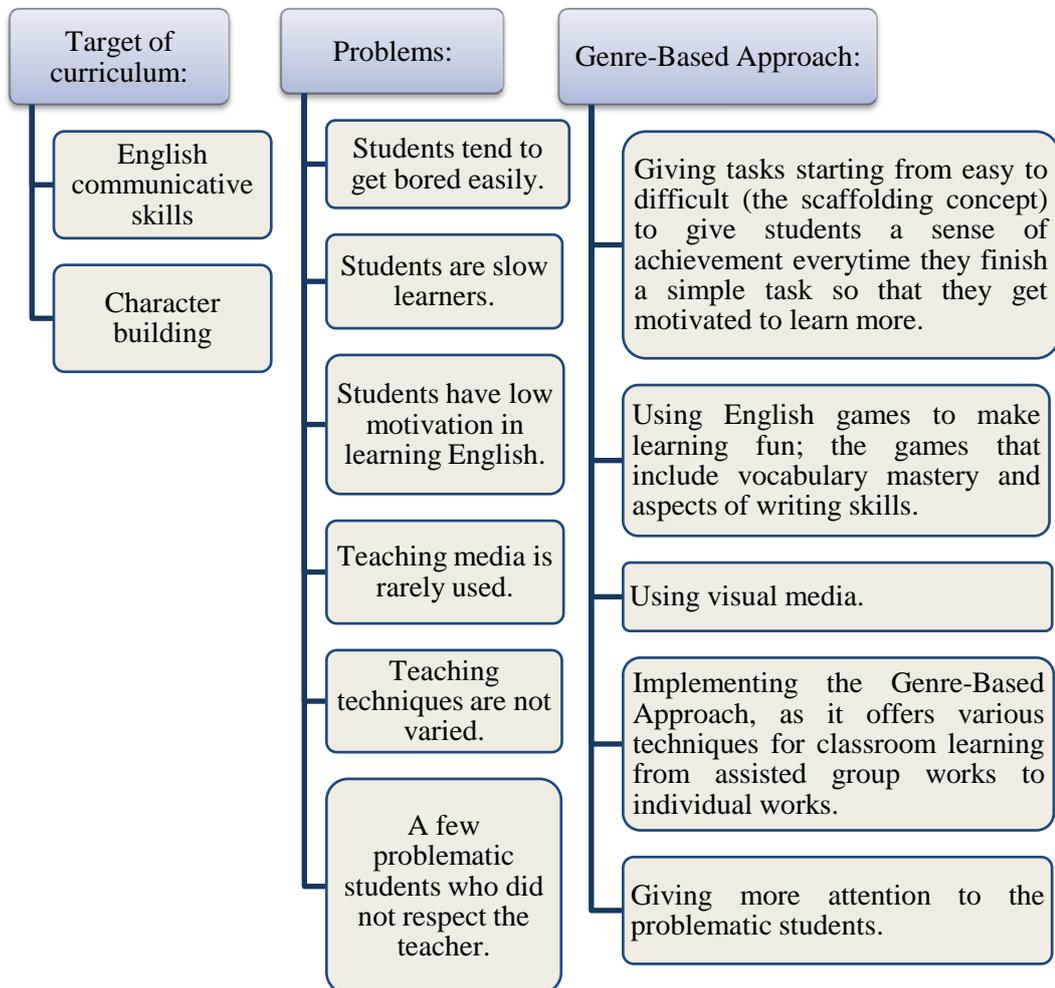


Figure 4. Conceptual Framework

CHAPTER III

RESEARCH METHOD

This research was aimed to improve the writing skill of the seventh grade students of SMP Institut Indonesia through the implementation of Genre-Based Approach. This chapter highlights the research setting, type of research, data collection techniques, research validity, and data analysis.

A. Research Setting

The research was carried out in SMP Institut Indonesia through May-June 2015. The school is located in Special Region of Yogyakarta, Indonesia. The school has five classrooms (two classrooms for each grade 7 and 8, and 1 classroom for grade 9), a library, a science laboratory, a multi-purpose room, an OSIS room, a counseling room, a teacher room, a head master room, a canteen, a ceremony field, a basketball field, and a garden. There are also two parking lots (one for the teachers and one for the students).

Adjacent to the school, there are some local amenities i.e. a traditional market, movie theater, RRI Office, hotels, restaurants, etc. In relation to teaching and learning of English, the presence of public amenities can be linked to the

content of what to teach to the children, because learning is more meaningful when the learners can relate what they learn to the surroundings.

There are twenty two teachers in the school and two of them teach English: A. Insani Bhuana, S.Pd and Uswati Aniroh, S.Pd.. A. Insani Bhuana, S.Pd teaches grade 8 and 9, while Uswati Aniroh, S.Pd., who is a graduate of Yogyakarta State University, teaches two classes of grade seven.

There are twenty four students in class VII A. The class consists of 15 males and 9 females. Most of them are from family of low economy class.

The VII A classroom is big enough for twenty four students to study. The students were seated in pairs. There are a whiteboard, a blackboard, two fans, a flag, and framed paintings made by the students.

Most students do not have dictionaries. While the school owns a number of dictionaries in the library, the students hardly use them because there is no staff or teacher to be in charge as a librarian to help students borrow the books. This is also the reason why the students of SMP Institut Indonesia do not use the English textbooks provided by the government.

B. Type of Research

This study employed Action Research which involved the implementation of Genre-Based Approach (GBA). Action research is a type of research that has been used in many disciplines, including education. Stringer (2007) defined action research as a systematic approach to investigation that enables people to find

effective solutions to problems they confront in their everyday lives. In addition, according to Lodico, et. Al. (2010) action research is a type of research that aims to enact immediate changes in an educational setting. Furthermore, McCutcheon and Jung (1990) argued that action research is a systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry.

The purpose of an action research is to improve the practices conducted within the educational experience (Hopkins, 1993). The process begins with the development of questions, which may be answered by the collection of data. The word “action” in action research implies that the practitioner will perform some sort of actions to achieve the objective. In other words, action research in this context refers to a study in the field of education which is carried out to make positive changes and improvements by conducting planned actions.

This study adapted Stringer’s research design (2007) as illustrated in the following figure:

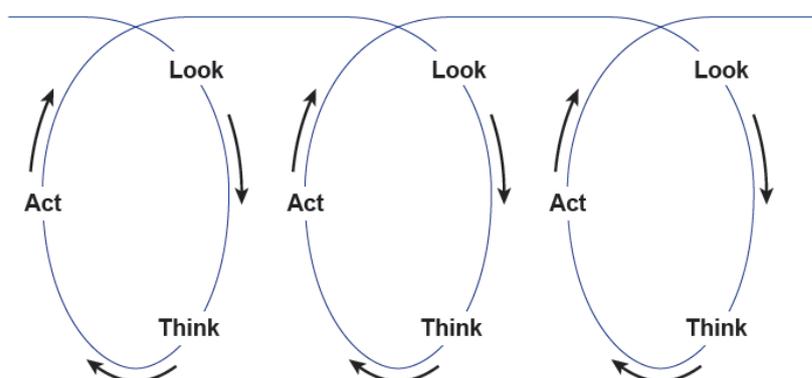


Figure 4. Action Research Cycles by Ernest T. Stringer

1. Look

The first step in conducting action research is 'look' that refers to gathering data and observing the activities in the classroom. This step is carried out in order to collect the information about the real situation of the teaching and learning process at class VII A of SMP Institut Indonesia. In the implementation, this step was realized by observing the teaching and learning process, and interviewing the teacher and the students.

2. Think

The second step is 'think' which refers to reflecting and analyzing the classroom activities. This step is carried out to identify problems related to English teaching and learning. The problems are then classified to find the most feasible problem to be dealt with.

3. Act

The 'act' refers to planning, teaching and evaluating. In this step the research collaborators and I as a team collaboratively plan the actions to deal with the problems occurring in the classroom while considering the factors contributing to the problems. The planned actions include the implementation of GBA and followed by evaluation of the actions.

As Lodico et al (2010) define, action research is an ongoing process of reflecting on practice, identifying problems, and formulating new research questions and action plans to remedy the problems. Consequently, after the planned actions are completed and evaluated, I need to reflect on my actions to later identify problems that still exist in the teaching and learning process.

Therefore, the study goes in cycles. After one cycle of the actions was completed, another cycle was conducted to see the consistency of the results. Prior to conducting the next cycle, I reflected on the actions in the previous cycle to identify what worked and what did not work. The activities considered effective are to be implemented again in the next cycle while the less effective ones should be modified.

C. Research Data Collection

Qualitative and quantitative data were collected during the research. The data about classroom interactions were collected through observation. The instrument for collecting the data was paper notes and a digital camera. In addition, the data about students' views on certain aspects of the learning process was collected through interviews. The data about the members' view on the plans, actions, and the results of the actions were obtained through discussions. The instrument to collect the data was paper notes and a recorder. The quantitative data were the students' writing performance which was collected from the students' final draft by the end of each cycle.

D. Validity and Reliability

1. Validity

To fulfill the research trustworthiness, democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity were employed Burns (1999).

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. The researcher, the collaborator, and the students were given the same opportunities to express their ideas, opinions and suggestions. It was made feasible by doing discussions with the collaborators and participants of the research. The results of the discussion were used to evaluate the implemented actions.

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 on the students' writing skill, as well as their attitude towards English.

c. Process Validity

Process validity is related to the criterion of the research dependability. The research were conducted by doing classroom observations, experiencing the teaching process, taking field notes on what happened in the classroom, having interviews with students, and having discussions 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 a change within it. In this research, changes that happened to both sides of students and teacher were taken into account so that it was expected that both the students and the 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 through dialogues between the team members about the future plans, exchanging opinions or ideas, and reporting any actions taken.

2. Reliability

According to Burns (1999), the aim of triangulation is to gather multiple perspectives on the situation being studied. In this research, two forms of triangulation—time triangulation and investigator triangulation—were employed.

a. Time Triangulation

Time triangulation means that the data are collected throughout the actions, which are repeated with an adequate repetition over a period of time. It is aimed at getting a sense of what factors are involved in the changes or improvements. The triangulation was achieved with the fact that I conducted the research study from May 11st to June 3rd 2015 in repeated cycles.

b. Investigator Triangulation

Investigator triangulation refers to the state that more than one observer is observing the same research setting. This triangulation was fulfilled as during implementation of the actions, I was collaborated with the English teacher.

E. Data Analysis Techniques

Two types of data were used in this research—qualitative and quantitative data. The qualitative data were analyzed through three steps of qualitative data analysis, i.e., data reduction, data display and drawing and verifying conclusions (Miles and Huberman, 1994).. After being collected, the data were selected, simplified, and transformed into vignettes, field notes, and interview transcripts from which conclusions were drawn based on the data analysis.

The quantitative data were derived from the score of the students' writing performance. The students' works were assessed based on a writing rubric that evaluate five criteria of writing, i.e. content, organization, vocabulary, language use, and mechanics (Weigle, 2002). Each criterion was categorized in four levels—excellent (4), good (3), fair (2), and very poor (1). Therefore, the maximum score for all five criteria was 20 (highest = *h*), with minimum score of 5 (lowest).

The students' works are then converted into six class intervals—excellent, very good, good, fair, poor, and very poor, as presented in the following table.

No.	Class interval	Interpretation
1.	17,5 - 19,9	Excellent
2.	15,0 - 17,4	Very good
3.	12,5 - 14,9	Good
4.	10,0 - 12,4	Fair
5.	7,5 - 9,9	Poor
6.	5,0 - 7,4	Very poor

Table 3. Writing Score Class Intervals

CHAPTER IV

RESEARCH PROCESSES AND FINDINGS

Chapter IV presents the process, findings, and interpretation of the research. The research was conducted in two cycles. Each cycle covers ‘look’ (gathering information), ‘think’ (analyzing classroom activities), and ‘act’ (planning, teaching, and evaluating the actions). The details of research processes and findings are presented below.

A. REPORT ON CYCLE I

1. Look

The first cycle of the research began with an observation of what happens in the English language classroom. This step included some activities conducted with a main objective to look for field problems. The attempts included classroom observations and interviews conducted in January 20 and January 27, 2015.

The classroom observations revealed that the students had a little respect to the teacher and a little motivation to learn. This can be seen from the fact that they were not enthusiastic when the class started.

Without waiting all of them to be seated, the teacher greeted the students, saying “Assalamualaikum warohmatullahi wabarokatuh. Good morning, class. How are you today?” The students replied respectively. Some students were still standing and walking around the classroom even though the teacher was starting

the class. She said, “*Sudah siap belum? Ayo bukunya disiapkan.*” (“Are you ready? Prepare your books at once!”) And the students got ready to start the class.

See appendix, vignette

Moreover, the students had a little respect to the teacher. In addition to hardly listening to what the teacher said, they also conveyed their disrespect to their teacher in some ill-mannered actions. The teacher shared what she experienced while dealing with the ill-mannered students as illustrated in the following interview transcript.

T : *Saya pernah to mbak, saya masuk kelas kursi saya dikasih sapu kok. Kan ada kursi sini. Aku kan baru masuk. Kursinya itu dikasih sapu coba. Itu kan penghinaan banget kan jadi kotor to. Aku tuh nanya ‘ini siapa (pelakunya)? Ini namanya penghinaan ini.’* (Once, I entered the classroom to teach and I found a broom on my desk. It was such an insult. It made my desk dirty. I asked them who did it? This is an insult!)

R : *Tapi kalau dari pelajaran mereka bisa mengikuti?* (But do they catch up on the learning activities?)

T : *Nggak, Mbak. Ya ada yang bisa mengikuti, tapi namanya sekolah swasta Mbak. Mereka yang masuk ke sini biasanya karena nggak diterima di sekolah lain, inputnya rendah jadi dari segi pelajaran agak kurang.* (No. There are students who can catch up but, in such a small private school like this, the students who got in here are not really bright, they are rather slow learners.)

See appendix, interview

In an interview, the English teacher and some other teachers confirmed that the students tended to only focus on subjects that they like, such as Physical Education and Arts. Meanwhile, on subjects such as Mathematics, Science, and English, they showed very little enthusiasm. Instead, they tended to be noisy in the classroom.

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- R : *Apa cuma pelajaran Bahasa Inggris saja mereka begitu, Bu?* (Are they only noisy in English classes?)
- T : *Nek anak sini umumnya kayak gitu, Mbak. Tapi nek menurut survey pelajaran yang menurut mereka itu anu (sulit), misalnya Matematika, IPA mungkin ya, yang mereka anggap nggak bisa itu lho Mbak. Tapi nek seni rupa yo jalan, olah raga jalan, menjahit jalan.* (Here in this school generally the students are like that. Based on my survey, they tend to slack off in the subjects that are difficult for them, such as Mathematics and Science. But they can do well in PE and tailoring.)
- R : *Oh, ada pelajaran menjahit juga, Bu?* (There is a tailoring class as well?)
- T : *Iya, PKK. [berbicara pada salah satu guru senior] Di sini ada pelajaran menjahit, Bu ya?* (Yes, Home Economy. [talking to a female older teacher] There is a tailoring class here right, Ma'am?)
- OT : *Ada, pokoknya di sini itu kalau pelajaran yang tidak memakai ini [menyentuh kepala]* (Yes, there is. Basically the students here can do well in subjects that do not require [touching head])
- T : (laugh)
- OT : *Yang pakai skill aja. (They do well in subjects that only require skills)*
- T : *Menggambar atau... nek Bahasa Inggris, Matematika itu (laugh)* (Drawing or... but in such subjects like English and Math... [laugh])
- OT : *Blondo. Nek kita yang penting cuma sing penting lulus, nggak nakal, nggak ramai.* (A big zero. For us, the most important thing is that they graduate, they do not cause troubles, and are not noisy.)

See appendix, interview

The interview with the teacher also revealed that she did not expect much from the students as they were seen as slow learners. Even the students who usually listened and paid attention during the teaching and learning process did not perform well, let alone the disrespectful students who refused to pay attention during the lesson.

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- R : *Oh, jadi yang nggak bisa itu sebenarnya mungkin bukan karena nggak bisa tapi karena nggak mau, Bu.* (Oh, maybe it is not that they can't but they don't want to?)
- T : *Oh, ya bisa juga kayak gitu. Tapi anak-anak yang memang sebetulnya otaknya tidak nyampe itu ya ada. Ada yang memperhatikan tetapi nggak bisa yo ada. Yang perempuan-perempuan itu pada memperhatikan lho itu, tapi ya tetep hasilnya ya nggak bagus lho.* (Maybe. But they are basically

not bright. Even the students who pay attention do not always do well in the subject. Like those female students. They do not do well in tasks even though they pay attention in the class.)

See appendix, interview

Despite the teacher's judgment on students' manner, the classroom observations suggested that there were other factors contributing to the students' low motivation in learning English. The classroom observations revealed that the teaching and learning activities tended to be dominated with doing exercises. Moreover, the teacher rarely used media in her teaching and her time management was not effective. It took so long for students to complete even the easy exercises as, instead of doing the exercise immediately as told, they played with their friends and only did the exercise later. Such condition is illustrated in the following vignette.

Around twenty minutes later the teacher asked, "Have you finished?" but the students said they had not finished the tasks yet, so she gave them five more minutes to complete the tasks.

With five minutes left for them to complete the tasks, a male student came forward and asked what to do with the tasks. All those 20 minutes he and the members of his group did not know what to do with the tasks. The students then got back to work with the tasks while a few of them were still playing, either because they gave up with the tasks or because they relied on other members of their groups to complete the tasks.

See appendix, vignette

From the observations and interview, it was revealed that there were some problems in the teaching and learning process in class VII A of SMP Institut Indonesia. Given the fact, the teacher and I identified the problems and analyzed what may be the possible main causes of the problems. Figuring out the main

causes is essential in order to get a clear view of the root problems and give a better insight on what actions should be taken, thus the next phase—think.

2. Think

My discussion with the English teacher resulted in finding the main causes of the problems. They are:

a. Lack of scaffolding

Lack of scaffolding in teaching caused the students to have a hard time understanding the subject and completing tasks given. This also led to the students to not pay attention to the teacher because they have a tendency to avoid difficult subjects. Meanwhile, scaffolding can make English easier to learn by giving the materials in sequence from easy to hard (implementing the ZPD concept).

b. Lack of use of facilities and media for learning

SMP Institut Indonesia is considered as a small private school. The school did not lend textbooks to the students and did not have enough financial resources to provide any copy of English materials. In addition, the students were also from poor families who could hardly afford education. However, the school has technology to make it possible to provide interesting materials and media without needing any money, i.e. LCD projector and laptop. Not to mention that the school's environment can also be a good media in teaching English.

c. Monotonous teaching techniques

While the teacher did realize and clearly said it during the interview that her teaching techniques were monotonous and boring, she ran out of ideas on how to make the teaching and learning process more interesting. As she admitted, classroom discussions did not work because the students tended to cheat while doing group tasks. The challenge was then to create various teaching techniques to engage the students in the teaching and learning process. To make it more enjoyable, introducing games in the classroom was also included as a part of the plan.

d. Some students that need special attention

The English teacher and some of the teachers at the office had a mutual view that some students had so little respect to the teachers. This might come from the fact that they were from problematic and poor families. Some of the students even needed to help their parents working after school. The challenge was to get these students to positively participate in the classroom by making the learning process interesting to them. Competition in games can be the answer for this problem.

To summarize, the problems hindering the teaching and learning process in class VII A SMP Institut Indonesia are presented in the following table.

No.	Problems
1.	Most students showed low participation in classroom activities.
2.	Most students were slow learners.
3.	Some students completely ignored the teacher and have so little respect to her.
4.	Classroom discussions did not work.
5.	Lack of scaffolding caused students to have a hard time understanding the subject and completing tasks.
6.	Lack of time and classroom management.
7.	The technique of teaching was not varied.
8.	The teacher tended to focus more on teaching reading.
9.	The materials were lack of visual aids.
10.	Teaching media was rarely used.

Table 4. The Field Problems in Class VII A of SMP Institut Indonesia

As the possible main causes of the problems had been identified, the teacher and I discussed the possible actions to be taken, thus the next phase—act.

3. Act

This phase included planning, teaching and evaluating the implementation of actions in cycle I.

a. Planning

The analysis of the field problems revealed that the teacher, the teaching method, the use of media, and the students were all contributing to the problems. Based on the identification of the problems, the first cycle was designed for several aims. They were:

- a. There would be more variation of activities in teaching and learning process focusing on writing practices.
- b. There would be more tasks sequenced from simple to complex and easy to difficult to help the slow learners learn English little by little.
- c. The students would be able to finally produce a descriptive text.
- d. The teaching of English would be more interesting.

In order to achieve these objectives, the team discussed the action plans of the first cycle in a democratic and dialogic situation. The following action plans were designed so that the students could improve their writing skill and were motivated in learning English.

- 1) Implementing Genre-Based Approach emphasizing on scaffolding
- 2) Involving students in playing games for motivational purposes
- 3) Code switching between English and Indonesian
- 4) Using media

b. Teaching Process in Cycle I

The actions on Cycle I were carried out in four meetings on May 13, 18, 20, and 25, 2015. Each meeting lasted for 80 minutes. The actions were focused on implementing the cycle through the Genre-Based Approach and the principles of the genre-based. In executing the actions, I acted as the teacher, while the English teacher as the collaborator observed the teaching and learning process at the back of the class. The English teacher also took notes on how the teaching and learning process was going.

The Cycle I consisted of the full cycle of the Genre-Based Approach—Building Knowledge of the Field, Modeling and Deconstructing of the Text, Joint Construction of the Text, Independent Construction of the Text, and Linking Related Texts. The details of the process are presented below.

1) The Implementation of Genre-Based Approach

In applying the Genre-Based Approach, the materials were presented in small chunks and sequenced from easy to difficult, from simple to more complex. This way, students learned little by little, but the level of difficulty was increased gradually until finally, ultimately they were able to produce a text. The handout thus included tasks focusing on vocabulary, singular/plural noun, noun phrases with adjectives, prepositions, and simple sentences.

The way the materials were sequenced and presented followed the scaffolding concept, and it was an effective way of presenting materials. The teacher commented:

Teacher: ... *Terus kemarin dikit-dikit to ngajarnya ini ini ini diulang-ulang jadi yo anak-anak yo paham.* (... [You] taught slowly little by little and the materials were repeated. So the students could understand.)

see appendix, interview

Giving the materials in small chunks was meant to make it easier for the students to digest. The fact that the teacher realized that applying the scaffolding concept in the teaching and learning process this way showed that the teacher has gained some awareness of the importance of adjusting the teaching pace with the students' speed in learning. Teaching objectives could not be achieved unless the teacher is able to accommodate and facilitate the students' needs.

The students also got the benefit from the implementation of the scaffolding concept in a way that it was easier for them to comprehend the materials. The conclusion was based on the fact that most students could follow the teaching pace. Furthermore, an interview with one of the students showed that

they prefer a-lot-of-easy tasks to a-few-but-difficult tasks, as illustrated in the following interview script.

 R : *Miss Tika mau tanya, menurutmu gimana tadi pelajarannya? Mudeng nggak? (Let me ask you something. What do you think about the class earlier? Do you understand what I taught you?)*

S : *Ya mudeng sih Miss soalnya ngajarnya dikit-dikit dan tugasnya gampang. Tapi tugasnya banyak e Miss. (Yes, I do. Since you teach little by little and the tasks are easy. But there are so many task, Miss.)*

see appendix, interview

a) Building Knowledge of the Field

Building knowledge of the field was aimed at building students' background knowledge about the topic they were going to write in terms of content and vocabulary. This phase was carried out in a set of activities focusing on introduction of the field and examples of text type.

The topic for cycle I was 'my school'. The topic was decided upon consideration that school is the closest environment in which where the students spent a lot of time. Therefore, they must have been familiar with it. Learning about school meant that the whole environment could be use as a teaching media; an authentic teaching media. Using their own environment as the teaching media also at the same time solved the English teacher's problem in terms of the lack of financial source to provide media.

The activities on BKOF were initiated by asking the students to notice their surroundings. The activity then proceeded to giving a handout to each

student. The handout consisted of materials about the descriptive text and its features, as well as activities that followed the materials.

The main activity on building knowledge of the field laid on studying examples of the text type, i.e. descriptive text that required the students to read the texts. In this activity, I included two techniques, i.e. reading by heart and reading aloud. The latter, however, did not prove to be effective as the student pointed to read the text did it playfully, making the classroom noisier.

As these students were getting noisy, I pointed one of the noisy students to read the text and he did it playfully. The mentioned student changed some words on the text into his own name and made all the other students laugh at it. At this point I realized that this class was going to be a lot more challenging that I had thought.

See appendix, vignette

The next activity was doing exercises that followed the text. There were five free questions on the exercise and the students were to work 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. It was also possible that some students still did not completely comprehend the content. 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.

Although I had explained the instruction clearly in Indonesian, some of the students on the back did not care. Despite being called by name and being pointed to do some tasks earlier, these students' attitude hardly changed. Fortunately, they

were willing to participate in doing the task, as they actually asked me what they had to do on the task, a few minutes after other students already started working on it. There was still hope on them. This situation was shown below.

I then asked the students to answer some questions about the text. The questions were already on the handout. A few minutes passed by and some students still did not know what to do since they did not pay attention to what I said. I explained again what they had to do.

See appendix, vignette

While the students were working, I moved around the class and offered assistance to the students. Some students were not shy to call out and ask questions. Some other students, however, skipped some numbers in the exercise. It turned out they could not find the answers.

After making sure that the students had completed the task, the activity proceeded to discussion. I asked volunteers to write the answers on the board and I asked the class whether the answers were correct or not. When some students answered incorrectly, other students would correct them. The same techniques were applied to introduce and discuss another example of descriptive text.

b) Modeling and deconstruction of the text

Modeling and deconstruction of the text was initiated by comparing both texts given previously and explaining the generic structure of descriptive text while referring on the model texts. In doing this, I asked the students simple questions. When they answered, I gave compliments as to encourage the class to participate.

I then pointed out that there was a short explanation about descriptive text in the handout. I then explained about the structure of descriptive text and invited students to analyze the text. When a student answered, I thanked him and praised him.

See appendix, vignette

It was expected that being treated positively would make them learn how to respect others, even slowly. The result of such attempt may not be visible at this point, but as I gave more and more positive feedbacks on their participation, fewer students were reluctant in taking a part in discussions.

Modeling and deconstruction of the text is a stage where students were required to analyze text and sentence structures. These kinds of activity require high concentration and more likely inflict boredom. Therefore, I proposed word games to be played in groups. The game was effective as a motivation booster as all students excitedly participated in the game.

As promised on the previous meeting, I planned to do a game with the students. I introduced and explained the rules to the game. The students were divided into groups and had to match English words about school with their Indonesian equivalences. All students excitedly participated in the game.

As the students were still excited, I led the class to move on to the next activity. I asked the students to look at the handouts given to them the other day.

See appendix, vignette

As the students' mood was still good, I proceeded to the next activities focusing on language features used in the descriptive text, such as singular and plural nouns, adjectives, prepositions of place, and present tense. Emphasizing the

activities on scaffolding principle, there are so many tasks to cover that it took two meetings to complete all of the tasks prepared. The tasks were sequenced starting from easy ones and presented with interesting illustrations.

The outcome was good in term of students' participation—they learned simple things little by little, through the easy tasks. The tasks were meant to prepare them for the next task which would be more complex. Simple tasks, which most students were able to complete easily, also gave the students a sense of achievement, which in return made them more confident and eager to learn more.

 R : *Miss Tika mau tanya, menurutmu gimana tadi pelajarannya? Mudeng nggak?* (Let me ask you something. What do you think about the class earlier? Do you understand what I taught you?)

S : *Ya mudeng sih Miss soalnya ngajarnya dikit-dikit dan tugasnya gampang. Tapi tugasnya banyak e Miss.* (Yes, I do. Since you teach little by little and the tasks are easy. But there are so many tasks, Miss.)

R : *Iya memang tugasnya banyak, tapi kan gampang-gampang to. Pilih mana, tugas banyak tapi gampang atau sedikit tapi susah?* (Yes, there are indeed a lot of tasks. But they are easy, right? Do you prefer a lot of easy tasks or a few difficult tasks?)

S : *Ya yang gampang lah, Miss.* (Of course the easy ones.)

See appendix, interview

However, because the students needed to focus almost all the time to complete various tasks in this stage, some students got bored and made noises, distracting other students. To deal with this, as suggested by the English teacher, I tried to be stern. I told the noisy students to get out of the class if they were not willing to cooperate. Unfortunately, this move did not work on them. Instead of being cooperative, they showed disrespectful behavior.

 I told the students who were talking to their friends that they could leave the class if they did not want to participate. Instead of listening to me, or calmed down a little bit, they teased me, saying “ada yang marah euy (uh-oh, somebody’s got pissed off)”.

See appendix, vignette

Such unsettling condition continued for some time. Some students in the back kept making noises, chatting and shouting with their friends; even some of the girls. This riot somehow had taken the school principal’s attention whose room was not far from the class. He just stood silently outside the class while opening one of the windows and glared at the noisy students. Magically, they gradually went silent and sat back on their seats, neatly, calmly.

Such disruptive behavior could be the result of too much burden in modeling and deconstruction of the text phase. The teacher revealed that students tend to be more active in other subjects that required more physical skills rather than analyzing skills, such as Physics Education, Arts, and Home Economy (tailoring). They tend to be weak on subjects that required much thinking and analyzing skills, such as Mathematics, Science, and English. On these subjects, the students showed less motivation and more disruptive behavior.

 R : *Apa cuma pelajaran Bahasa Inggris saja mereka begitu, Bu?* (are they only noisy in English class?)

T : *Nek anak sini umumnya kayak gitu, Mbak. Tapi nek menurut survey pelajaran yang menurut mereka itu anu, misalnya matematika, IPA mungkin ya, yang mereka anggap nggak bisa itu lho Mbak. Tapi nek seni rupa yo jalan, olah raga jalan, menjahit jalan.* (Here in this school generally the students are like that. Based on my survey, they tend to slack off in the subjects that are difficult for them, such as Mathematics and Science. But they do well in PE and tailoring.)

R : *Oh, ada pelajaran menjahit juga, Bu?* (There is a tailoring class as well?)

- T : *Iya, PKK. (talking to a female older teacher) Di sini ada pelajaran menjahit, Bu ya? (Yes, Home Economy. There is a tailoring class here right, Ma'am?)*
- OT : *Ada, pokoknya di sini itu kalau pelajaran yang tidak memakai ini [menyentuh kepala] (Yes, there is .Basically the students here can do well in subjects that do not require [touching head])*
- T : (laugh)
- OT : *Yang pakai skill aja. (They do well in subjects that only require skills)*
- T : *Menggambar atau... nek Bahasa Inggris, Matematika itu [tertawa] (Drawing or... But in such subjects like English and Math...[laugh])*
- OT : *Blondo. Nek kita yang penting cuma sing penting lulus, nggak nakal, nggak ramai. (A big zero. For us, the most important is that they graduate, do not cause troubles, and not noisy.)*
- R : *Oh, jadi yang nggak bisa itu sebenarnya mungkin bukan karena nggak bisa tapi karena nggak mau, Bu. (Oh, maybe it is not that they can't but they don't want to?)*
- T : *Oh, ya bisa juga kayak gitu. Tapi anak-anak yang memang sebetulnya otaknya tidak nyampe itu ya ada. Ada yang memperhatikan tetapi nggak bisa yo ada. Yang perempuan-perempuan itu pada memperhatikan lho itu, tapi ya tetep hasilnya ya ga bagus lho. (Maybe. But they are basically not bright. Even not all the students who pay attention can do well in class. Like those female students. They do not do well in tasks even though they pay attention in class.)*

See appendix, interview

c) **Joint construction of the text**

Joint construction of the text was started with arranging jumbled sentences into a good paragraph in groups. Then, I led the class to write a descriptive text together. I asked the students to look around the classroom, asking how they would describe their class by throwing a few adjectives—“clean, big, small, neat?” I also asked the students to mention the things in their classroom, how many they were, and where they were located. I listed their answers on the board. Then, using this list I led them to construct a descriptive text.

After finishing this activity, the students got back to their previous group. Each group was given a picture. They needed to analyze the picture and write a paragraph describing the picture. This task was effective to promote group work, although the students needed to always be encouraged.

...each group had difficulty in doing the task. I encouraged them to not be afraid to make mistakes because it was just an exercise. When I approached each group, they did not hesitate to ask questions.

See appendix, vignette

Initially, I planned to conduct a pair correction activity in which each group was supposed to check another group's work to see what was incorrect. However, as most of them had difficulty in writing their own paragraph, it was apparent that pair correction was too early for them. Instead, I took a picture of one of the groups' work and displayed it on the LCD so the whole class could see it when I gave feedbacks by pointing out the mistakes and invited the class to voice their ideas on how to correct the mistakes.

d) Independent construction of the text

The independent construction of the text phase was manifested in an activity where students write a text on their own. However, as some students said they were not ready, I reviewed what they had learned from the first meeting and gave them time to study. I also gave students opportunity to ask anything.

Considering their level, I thought it would be difficult for them to write a descriptive text without guidance. Therefore, I gave each student a picture. Their

task was to write a descriptive text based on the picture. There are four different pictures for the whole class to avoid plagiarism.

The rest of the meeting was spent with me walking around the class checking on students' progress and warning the noisy students. They did not write until later and I had to tell them several times until they did it.

e) **Linking to Related Text**

At the end of the class, after the students submitted their works, I gave homework for them to look for a descriptive text with a different topic—house.

2) **Involving students in playing games for motivational purposes**

Games were effective to avoid students' boredom in between activities and also to improve participation. They were excited in doing the games as it was a new experience for them. Their English teacher had never included games in teaching, and they enjoyed it a lot. They even demanded to include more games in learning English. The condition is illustrated in the following vignette and interview transcript.

 The students seemed excited when I mentioned games. They said that they had never played games in English games and were looking forward to it.

See appendix, vignette

R : Kalau game-nya gimana? Suka nggak belajar sambil main game? (How about the game? Do you like learning by playing games?)

S : Suka, Miss. Besok lagi ya. (I like it, Miss. Please do it again tomorrow.)

See appendix, interview

More than improving participation and avoiding boredom, games were also a means of learning. In the games, the students learned unconsciously and eagerly. Since the games mostly focused on vocabulary, they served to strengthen vocabulary mastery.

 I asked the vocabulary they had learned in the game previously. Students answered “chair, wall, door, ruler, bag, ...” the continued mentioning vocabulary used in the game.

See appendix, vignette

The effect of games as in *intermezzo* in between activities, however, did not last long. Some students lost their interests as soon as the non-game activity began. It suggests that the game was only effective to motivate the students while it lasted. However, it would not effective to do games all through the whole meetings just to make some students participate in classroom activity, since games required a lot more time and management.

3) Code switching between English and Indonesian

In the implementation of Genre-Based Approach, I often threw questions to the students. However, when I threw the questions in English none of the students answered. As I switched the language into Indonesian, some students answered and more students followed gradually.

 I told them (the students) that they were going to start learning English from the things that were close to them, starting from their classroom. When I asked them in English what they thought about their classroom, no students answered. But, when I repeated the question in Indonesian, they answered loudly. I asked them to mention the things they could see in their classroom. The students answered randomly in Indonesian, and I asked them to say it in English. Since the

students were not sure, I pointed an object and asked the students what it was called in English, “Ini meja ini bahasa Inggrisnya apa?”

“Table!” students answered loudly. I continued mentioning the things in the classroom while the students said what they are called in English. When none of the students could mention the English words, I wrote them on the board. Later, I read the words on the board and the students repeated after me.

See Appendix, vignette

It was apparent that the most suitable classroom language was Indonesian, as the students would have a hard time understanding the instructions given in English. However, English was still used in the classroom in the form of simple questions or instructions. When it seemed hard for the students to understand the questions or instructions, I would repeat them in Indonesian. As a result, Indonesian was more dominantly used as the classroom language.

4) Using media

The media used in cycle I included real objects, pictures, and computer application. The use of media was effective as teaching aids, and more importantly the students liked it. Media in the form of real objects was used in BKOF to introduce the topic—classroom. Media in form of pictures were given in their handout and worksheet, and displayed on the LCD. And finally the media in form of computer application was presented using the help of the LCD on Modeling and Deconstruction of the Text.

The technology used to display the media belongs to the school, i.e. LCD projector. The equipment was used to show visual media application called

Cambridge i-dictionary. The application had pictures, sounds for English word pronunciation, songs, and simple exercises with interesting visualization.

The use of visual media presented using the help of technology revealed to improve students' participation. They got curious and excited, and as a result they listened to me. It was clear that using technology to show visual media could easily draw students' attention.

 And then, I prepared LCD projector and laptop as I was going to use them to show the visual media of English picture dictionary. It was an application running on PC.

As soon as I took out my laptop, the students were excited. They asked me to play movies, but I gave them understanding that they needed to learn first, and promised that they could watch movies some other time.

I then opened the application. It was Cambridge i-dictionary. The application had pictures, sounds for English word pronunciation, songs, and simple exercises with interesting visualization.

It was clear that using visual media with the help of technology could easily draw students' attention. Even the students who usually were noisy at the back of the class were silent and looked at the displayed visualization. They got curious of what I was going to show them and as a result they listened to me.

As I showed visualization about prepositions of place, the students were listening carefully. It was apparent that the use of technology and visual media captivated them. Even the students who usually showed no interest in English and were noisy at the back of the class actually listened and could also answer my questions about prepositions of place when asked orally.

See appendix, vignette

c. Evaluating the Teaching and Learning Process in Cycle I

The implementation of the Genre-Based Approach in Cycle I was not performed without any obstruction. Therefore, I reflected on the implementation of the actions. The collaborator and I analyzed the data from the observations and the interviews to evaluate the actions, and to find out what worked and what did

not work in the actions. All individuals were equally free to give their voices, feelings, and expectations related to the implemented actions.

The quantitative data on the results of the students' writing performance by the end of cycle I showed that the students had some improvements, compared to the results on pre-test. Their writings improved on the five aspects being assessed, i.e content, organization, vocabulary, language and mechanics. Below is the comparison between the results of students' writing performance in pre-test and cycle I.

NO.	Aspects	Mean	
		Pretest	Cycle I
1.	Content	2,75	3,64
2.	Organization	2,01	2,36
3.	Vocabulary	1,61	2,64
4.	Language use	1,16	2,42
5.	Mechanics	1,25	1,78

Table 5. Comparison of Students' Writing Performance before the Action and by the End of Cycle I

Progress on students' writing performance is presented in the chart below.

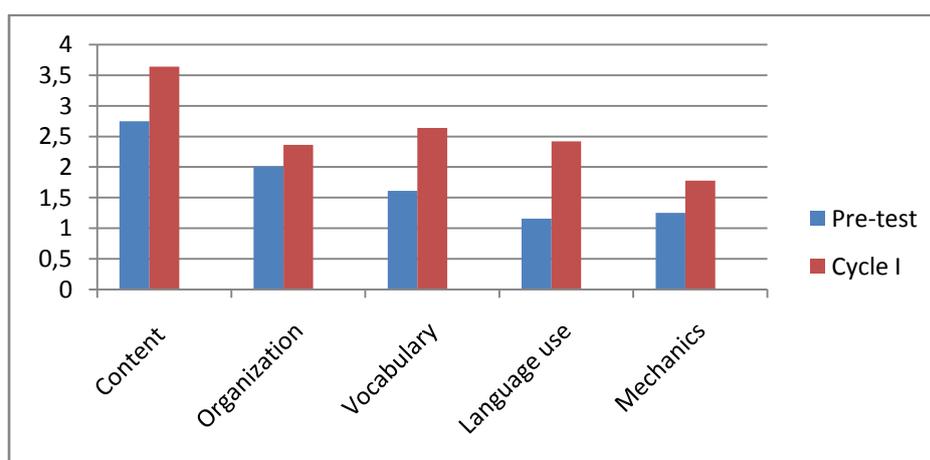


Figure 6. Comparison of Students' Writing Performance before the Action and by the End of Cycle I

The table and chart indicate that the students' writing skill had improved. However, the process of the implementation of actions needed to be evaluated as well as to see which actions were effective on the improvement and which ones were not. Analysis on the effectiveness of actions was performed by reflecting on the teaching and learning process.

In the first cycle, the teacher as a collaborator gave positive remarks on the materials and how they were presented in the classroom. The materials were arranged in a sequence from simple to complex, from easy to difficult as the design was based on scaffolding. The concept of scaffolding suggests that the materials were given in small chunks as to make it easier to digest. This way, students get to learn little by little. The principle follows the concept of Zone of Proximal Development introduced by Vygotsky suggesting that teachers should help students move through their zone of proximal development, moving from something they already knew to something new (Feez and Joyce, 1998).

Regarding the materials and the way I teach, the teacher stated in the evaluation sheet:

The materials were varied. It begins with simple vocabulary, noun phrase, putting phrases in order, sentences, and writing a simple paragraph. Therefore, the materials were delivered little by little and in a sequential order.

See appendix, field notes

Interaction between the teacher and the students and among the students was accommodated in various activities. It is to be underlined that at the interview prior to the implementation of the actions, the English teacher informed me that in

her previous experience with the class, the students were passive and hesitant to ask questions.

T : Kenapa kok saya kayaknya ngajarnya seperti itu kok membosankan, lha saya juga bingung mau ngajar seperti apa. [tertawa] Dulu kan pernah menerapkan kurikulum 2013 nah itu tak perhatikan gitu to Mbak, tak perhatikan nek di kurikulum itu kan anak-anak harus aktif, diskusi. Nah itu anak-anak kalau aktif (saat pelajaran) Bahasa Inggris itu agak susah. Tak suruh nanya nggak mau nanya. Akhirnya tak kasih tugas ya udah mbuat pertanyaan aja berdasarkan teks itu pertanyaannya gimana. Ya (mereka) mau meskipun salah tapi kan...minimal ya mau secara tertulis tapi kalau secara lisan nggak bisa e. Belum bisa, belum bisa kalau lisan.

Why it seemed like I teach like that, boring, I just run out of idea of how to teach them [laugh]. Once when I implemented 2013 curriculum I noticed that the curriculum demanded students to be active, discussing. The thing is, it is rather hard to make the students active in English class. I asked them to ask questions, they wouldn't ask. Then, I gave them a task to make questions based on the text and they did it ... although they made mistakes but at least they asked questions in written form, but orally they couldn't, yet. They couldn't (ask questions) orally.

See appendix, interview

The implementation of the actions, however, showed that the students could be encouraged to ask questions. The most frequently asked questions were about vocabulary. The students also did not hesitate to ask me questions regarding their works while doing the task. To make sure that the students got the necessary assistance while doing classroom activity, I walked around the class while they were working.

Prior to the implementation of the actions, the English teacher also informed that the class discussion usually did not work. It was because only a few students actually did the group work tasks while the other students tended to copy on other group's work.

-
- R : Kalau Ibu metode yang paling sering dipakai di kelas biasanya apa, Bu?
(*What method do you usually use in the class?*)
- T : E...itu ceramah sama tanya jawab aja. Sama penugasan. (giggle) biasanya seperti itu. Kalau diskusi itu sering ga jalan e. (*Er... only lecture, and questions and answer. And tasks. (giggle) Usually like that. Discussions often did not work with them.*)
- R : Kenapa, Bu? (*Why didn't the discussion work?*)
- T : Kadang diskusi juga, misalnya ini ada procedure teks. Dulu pernah tak suruh diskusi misalnya bagaimana cara membuat ini (sesuatu), gitu to. Tak suruh diskusi mbok tanya sama temannya yang tahu, gitu kan. Tapi yang mau...apa...jalan itu ya cuma itu-itu aja. Lainnya cuma nyonto. Nanti pokoknya sudah jadi nyonto. Seperti itu jadi susah. (*Sometimes we did discussions, for example, in procedure text. Once I asked them to discuss, like, how to make something. I asked them to discuss, 'ask your friends'. But only certain students did it. Only those particular students. The others would just copy the answers. It is so difficult.*)

See appendix, interview

To encourage the students to work in groups, I proposed games that were done in groups. In the second meeting, the students were divided into groups and had to match English words with their Indonesian equivalences. All students excitedly participated in the game. The game did not only aim to encourage the students to work in groups but also to enrich their vocabulary. And as it turned out, the students enjoyed the game.

The interaction among the students was also accommodated through group works in which they had to have a discussion with the group members to finish the task. To make sure that the students work on the task, I walked around the class while giving necessary assistance.

After finishing this activity, the students got back to their previous group. Each group was given a picture and asked to analyze it. They needed to write a paragraph describing the picture.

Of course each group had difficulty in doing the task. I encouraged them to not be afraid to make mistakes because it was just an exercise. When I approached each group, they did not hesitate to ask questions.

See appendix, vignette

The fact that most students were eager to participate was possibly because of the way I was encouraging them. During the implementation of the actions in cycle I, I found that the students were passive at first. On the early meeting, only a few students were confident enough to ask or answer questions. To make more students participate, I called the students by their name and asked them easy questions. I also showed encouragement by occasionally praising and thanking the students when they participated.

Another aspect that worked well on the first cycle is the use of media. In this cycle, I used objects in the classroom as authentic media as the topic was about classroom. I also used an LCD projector and laptop to show pictures and Cambridge Primary i-dictionary. The students particularly were drawn by the media shown using technology—laptop and LCD. Even the students who were usually noisy and did not pay attention were calm and listening.

As I showed visualization about preposition of place, the students were listening carefully. It was apparent that the use of technology and visual media captivated them. Even the students who usually showed no interest in English and were noisy at the back of the class actually listened and could also answer my questions about prepositions of place when asked orally.

See appendix, vignette

While implementing the actions, I found a fact that the students like seeing movies. I used this chance in an effort to motivate the students by playing a short motivational movie about the unfortunates. I selected some short movies that were

only three to five minutes long about how hard it is for some people to get the privilege of education. Since the movie only took three to five minutes, I did not necessarily need to change the time allocation for each meeting. Meanwhile, those short moments gave a positive impact.

After greeting the students, I prepared the LCD and laptop to, as promised, play a short movie. It was a three-minute long motivational movie. The students were surprisingly calm while enjoying the movie. The movie was about a middle school student who had a hard time going through his education because of a financial problem. Nevertheless, he did not give up. He continued to pursue his dreams until he managed to become a successful person when he grew up. It was all because he did not stop to learn.

See appendix, vignette

As it turned out, an interview with the English teacher revealed that most of the students of grade VII A were from poor families. Some of them had to help their parents to work after school, and some others even had family problems at home. It was make sense that the students could relate to the short movies and became more grateful for what they had. The class tended to be calmer and more conducive after the movies were played.

R : *Bu kalau boleh tahu latar belakang keluarga siswa di sini rata-rata seperti apa ya, Bu? Kok sepertinya di sekolah sering ramai. Barangkali ada masalah di rumah.* (If it wasn't inappropriate to ask, can you possibly tell me the students' family background in general? Because it seems like they were noisy in class. Maybe they have problems at home.)

T : *Di sini rata-rata ekonominya menengah ke bawah, Mbak. Bahkan ada yang kurang mampu. Ada yang orang tuanya cuma pemulung. Ada yang anak sini sepulang sekolah bantu kerja di warung sampai malam. Kemarin itu ada yang dari BK orang tuanya bercerai cuma ikut simbahnya.* (The students here are generally from families of middle/low economy. Some of them are poor. Students whose parents are trash picker. Students who have to help their parents in the shop after school until late at night. The other day

there was a student called by the Guidance Counselor, his/her parents divorced and s/he lives with his/her grandparents.)

See appendix, interview

Despite some successful plans, the implementation of the actions in cycle I was still lack in some aspects. The main problem was that through the implementation of cycle I in four meetings, not all students were cooperative enough in the class to pay attention and participate in classroom activities. While most students were paying attention and did the tasks given to them, a few students did not care in the least. They would make doodles on their note books and would not do the tasks given until later, after I asked them multiple times.

The English teacher thought that this behavior could be handled by being stern. I tried to be stern to these disruptive students once but it did not work. Instead, they were teasing me and the situation got even worse.

As suggested by the teacher the other day, I let the students who were talking to their friends know that they could leave the class if they did not want to participate. Instead of listening to me, or calmed down a little bit, they teased me saying “ada yang marah euy (uh-oh, somebody’s pissed off)”.

See appendix, vignette

There was a time when the class was so noisy that the school principal came to the class. All he did just stood outside the classroom and stared at the noisy students through an open window and the students calmed down. When I told this to the English teacher, she told me that such events occasionally occurred because the class was indeed the most troublesome of all.

-
- R : *Oya, kemarin itu Bu, saking ramainya mereka sampai ada kepala sekolah diluar jendela diam memperhatikan agak lama sampai anak-anak diam. Saya jadi nggak enak sama Pak Kepala Sekolah. (The other day the school principal came to help me when the students were noisy. He stood outside the class and looked at the students through the window. I feel in debt to the principal.)*
- T : *Memang sering kaya gitu kok. (Well, it happens a lot.)*
- R : *Oh, sering kaya gitu. Jadi nggak cuma saya kemarin itu? (Oh, really? So it was not only me?)*
- T : *Nggak. Aku kadang dulu juga. Dari lima kelas, ini yang paling trouble lho Mbak. (No. Sometimes it happens to me as well. From all five classes, this is the most troublesome.)*

See appendix, interview

According to her, the students were only obedient to certain senior figures. Even she admitted that she was frustrated when she was still new to the environment. In finding the solution for the problem, I found that there two ways to handle these disruptive students, either let the senior teacher handle them or motivate them internally by making them aware of the importance of education. Since the first was not possible, I took the second solution.

-
- R : *Ibu, saya mau minta masukan dari Ibu. Ibu kan sudah lama mengenal anak-anak ini. Gimana ya untuk menangani anak-anak yang nggak mau mengikuti pelajaran? (Ma'am, I wonder if I could ask for an advice from you? Since you have known them longer, can you give me any advice on how to handle the students who refuse to participate in the class?)*
- T : *Nah itu saya juga bingung Mbak. Kalau pas mengerjakan soal itu jawabannya nanti tak tulis di situ, tapi yo yang bisa cuma itu-itu terus. Yang lain yo cuma nyonto. Tak suruh, 'mbok nggak usah nyonto' tu saya tuh masih kurang punya daya tu untuk mereka tidak mencontoh. Itu tu kesadaran diri kayaknya. (Well, it was a problem for me too. When I gave tasks, usually I wrote the answers on the board. But only some particular students are able to do it. The others just copied from their friends. I asked them. 'please do not cheat' but it seems like I don't have enough power to control them. Apparently it has to be from their own self-awareness.)*

R : *Iya, Bu. Saya juga sudah merasakan sendiri susahnyanya.* (I agree. I have experienced how difficult it was.)

T : *Iya itu motivasi dari dalam dirinya sendiri yang perlu di...pokoknya saya nggak nyonto, saya pingin bisa sendiri, saya pingin membuktikan. Kalau itu pernah ya mungkin peningkatannya signifikan sekali. Tapi, ya itu mbuatnya gimana ya Mbak supaya bikin anak-anaknya punya motivasi dari dirinya sendiri?* (Yes, their inner motivation needs to be... they need to feel confident that they can do the tasks themselves, no need to cheat. The willingness to proof that they can. In your opinion, what do you think I should do to raise their inner motivation?)

See appendix, interview

Considering the advice from the English teacher, I thought of some ways to handle the students who tend to not behave in the classroom, i.e. showing short motivational movies, involving students in games, using interesting visualization, and being generous in praising the students. As these strategies were effective in the implementation of actions in Cycle I, they would be repeated in cycle II with the hope that the classroom condition could be improved.

The summary of the reflection on cycle I is presented in the table below.

Reflections
<ol style="list-style-type: none"> 1. The students' participation was improved as more students participated in classroom activity and showed positive attitude towards English. However, some students still did not take part in the activities and preferred playing with their friends. 2. The students comprehended the generic structure of descriptive text and the language features of simple noun phrases and simple sentences with singular and plural nouns. However, they found problems when putting them into a good paragraph. It suggests that the students need more practices of writing activity focusing on developing a good paragraph. 3. The students had made improvement on writing a descriptive text. However, they still needed practices focusing on language use, organization and mechanics.

Table 6. Reflections on Cycle I

B. REPORT ON CYCLE II

1. Look

The ‘look’ phase of cycle II was done by doing observations and gathering data on the implementation of actions in cycle I. The data then was analyzed on the evaluation of teaching in the previous cycle, thus the next phase—think.

2. Think

‘Think’ refers to reflecting and analyzing the data gathered from the implementation of actions in Cycle I. This phase was done through the evaluation of teaching and learning process in the previous cycle and the results were presented in the reflections on Cycle I. The reflection on Cycle I showed that there were some problems that needed to be dealt with, both in relation to the teaching technique and the students. Therefore, the collaborator and I decided to make some improvements on the next actions. The improvements included additional strategies on handling the disruptive students and providing more writing practices focusing on constructing a good paragraph. The actions were planned for the sake of improve the students’ writing skill and the teaching and learning process.

3. Act

a. Planning

The plans for Cycle II were made based on the reflection on the implementation of actions in cycle I. It was developed based on the same standard of competence, i.e. ‘to express meanings in short functional texts and short essays

in the form of descriptive and procedure texts in order to interact with the surroundings' and the same basic competence, i.e. 'to express meanings and rhetorical structures of short essays using written expressions accurately, fluently and appropriately in order to interact with the surroundings through descriptive and procedure texts'. In addition, the text type was also the same, descriptive, yet with different topic—house.

After deciding what to teach in the classroom, the teaching materials were prepared and plans on how to teach were also discussed, including the techniques and strategies to be implemented. The next actions would employ the Genre-Based Approach consisting of five stages of learning; building knowledge of the field, modeling and deconstructing of the text, joint construction of the text, independent construction of the text, and linking related texts.

In addition to course grid and lesson plan, I also designed a set of action plans as an attempt to deal with some of the identified problems. The action plans include:

- a. The Implementation of Genre-Based Approach
- b. Involving games in the activities
- c. Code switching between English and Indonesian
- d. Using media
- e. Arousing motivation and giving moral supports to the students.

b. Teaching Process in Cycle II

The actions on Cycle I were carried out in three meetings on May 27, June 1, and June 3, 2015. Each meeting lasted for 80 minutes. The actions were focused on implementing the cycles in the Genre-Based Approach and the principles of the genre-based. In executing the actions, I acted as the teacher, while the English teacher as the collaborator observed the teaching and learning process at the back of the classroom. The English teacher also took notes on how the teaching and learning process went. The data in Cycle II were collected through classroom observations and interviews. The details of the process are presented below.

a. The Implementation of Genre-Based Approach

1) Building Knowledge of the Field

I began the class by displaying a series of pictures with the LCD projector in a consideration that the use of visualized media displayed with technology was effective in cycle I. I asked the students what they thought of each picture.

Then, I drew a diagram that should be filled with parts of the house. I called for volunteers to write the parts six parts of the house on the diagram. One by one the students volunteered to complete the diagram. The fact that the students were able to fill the diagram showed that they had already had the basic knowledge and vocabulary of the topic—house. Furthermore, their willingness to volunteer indicated that there was already an improvement on the students' view and attitude towards learning English.

To further check their knowledge on the topic, I asked the students what objects they could find in a house. Most students answered in Indonesian, showing that while the students were familiar with the topic, they needed help in expressing what they meant in English. Therefore, I opened the picture dictionary used in the previous cycle. The application showed parts of the house and the objects inside and around the house along with the English words. While showing each picture of the objects inside the house, I played the sounds on how to pronounce the words and invited the students to imitate the pronunciation.

The next activity on this stage was reading a text describing a house and answering the comprehension questions. They worked in pairs and while they were working, I walked around the class to see if they found any difficulty. Some students were not doing the task, but they did not seem to disturb other students. When asked why they did not do the task, they said that it was difficult, so I spent some time with that particular group of students to focus assisting them to comprehend the text and do the task.

With personal assistance in a small group, the troubled students were able to do the task. It suggested that students' disruptive behavior was probably caused by their inability do the task while they did not like to ask for help. It is to be noted that the factors surrounding ego and self-image are sensitive issues and are a part of the characteristics of adolescents (Brown, 2001). Therefore, I had to guide them personally by making them work in a small group and spared particular time to focus on them while they were doing the task. This was done while other

students worked on their task, so the class activities and the time allocated for the activities were not much alternated.

2) Modeling and Deconstruction of the Text

Modeling and deconstruction of the task was done by analyzing the sample text. I asked the students if they knew what type of text that was. The students recognized that it was a descriptive text, suggesting that they still remembered the last week's lesson about descriptive texts.

This stage was also focused on learning language features of a descriptive text. Noticing students' mistakes in their works by the end of the cycle, I explained again about noun phrases and gave them exercises to make meaningful noun phrases based on pictures and hint words. The fact that the majority of the students could do well on this exercise means that they were ready to proceed to the next activity.

I also noticed that their writings on the previous cycle were lack in aspects of organization and language use. Therefore, I explained the concept of cohesive and coherence in a text, and gave a simple exercise on pronouns. In the grammatical feature, this stage focused on the use of has/have.

To avoid disruptive behavior such as what happened in cycle I, I reduced the number of tasks and proposed games or playing videos whenever they started to show disinterest in classroom activities. The games required the students

correct English sentences in a short paragraph as fast as possible, while the videos were short animated videos and motivational videos.

3) Joint construction of the text

In this stage, the students practiced writing by arranging jumbled words into good sentences, then arranging jumbled sentences into a good paragraph. Most students could do this activity well.

The next activity was writing a text together. I led the writing process with the whole class. I asked the students questions about their dream house and what they wanted to have in their dream house. Their answers were put together on the board and developed into a text.

The students then were divided into small groups and each group was given a picture of a house. They were supposed to work together writing a text describing the picture. To assist the students, I reminded them to make an outline of what information they wanted to put on the text. Working in groups could be effective when the students know what were expected from them. Proposing group works in teaching teens such as themselves is also a part of consideration on their characteristics as adolescents, as Brown (2001) stated that “risk can be taken more easily by a teen” when they are working in groups, thus preserving their self-esteem and ego.

4) Independent Construction of the Text

In this stage, the students produced a descriptive text independently. I asked whether the students had a dream house; a house they wanted to have when they grew up. As the students got excited and expressed their dream houses, I explained that they were going to write a descriptive text about their dream house.

5) Linking to Related Texts

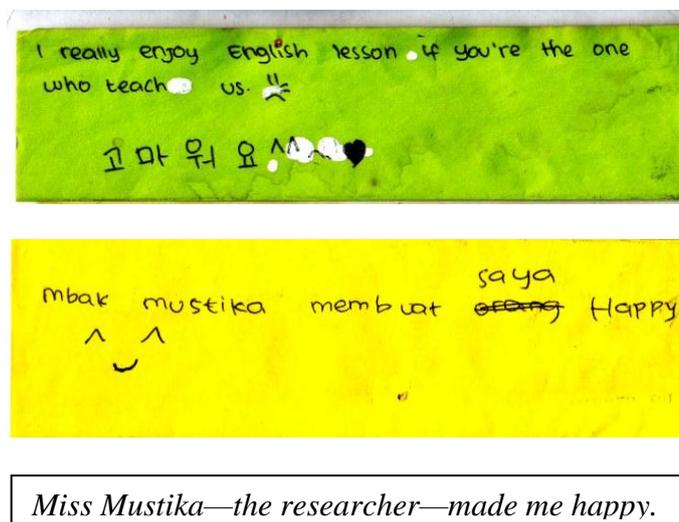
In this stage, I planned to give the students an advertisement of a house to be compared with the descriptive text of the same topic. However, as the class got too noisy at the end of the meeting, I could not implement this action. I decided to ask for help to the English teacher so she would include linking to related text in her lesson next meeting.

b. Involving students in playing games for motivational purposes

Games were effective to avoid students' boredom in between activities and also to improve participation. More than improving participation and avoiding boredom, games were also a means of learning. In the games, the students learned unconsciously and eagerly. Since the games mostly focused on vocabulary, they also served to strengthen vocabulary mastery.

Using games in the teaching and learning process also improves the students' attitude towards learning English. They did enjoy the learning process and as a result, the class was livelier. Here are some of their opinions on learning

English during the implementation of Genre-Based Approach with games. More of these are provided on the appendix—field notes.



See more on appendix, field note

Figure 7. Students' Opinions on Learning English through GBA

c. Code switching between English and Indonesian

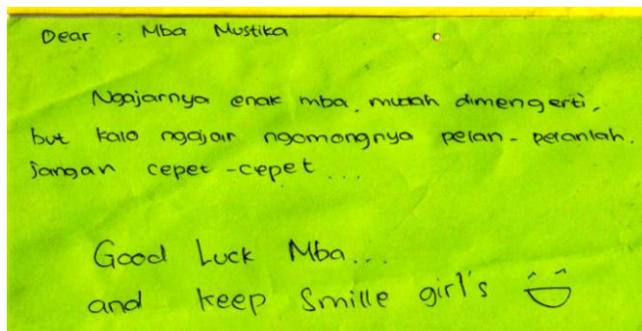
The students still found difficulty in understanding the instructions given in English. Therefore, Indonesian was more dominantly used as the classroom language. Regarding this, the English teacher commented:

 Appropriate use of language. Indonesian language was more dominantly used in order to make it easier for students to understand instructions.

See Appendix, Field Note

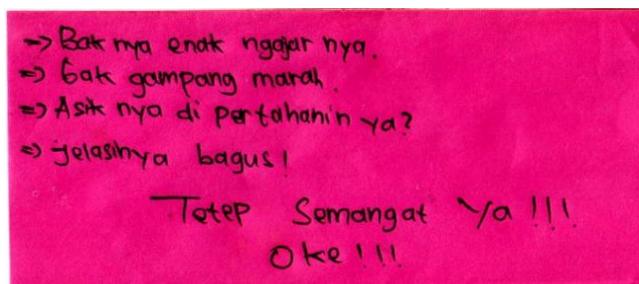
Code switching to Indonesian is also really helpful to cover my own weakness in speaking English. According to some students, I speak too quickly when I use English in the classroom, which makes it hard for some students to

catch what I said. However, they could understand when I repeated the instructions in Indonesian, as admitted by the students themselves.



Dear, Miss Mustika. The way you teach is nice, easy to understand, but please speak more slowly. Don't speak to fast.

Good luck, Miss. And keep smiling.



*The way you teach is nice.
You don't get angry easily.
Keep the cool teaching, OK?
Good explanation.*

Keep your spirit up! OK!!!

See more on appendix, field note

Figure 8. Students' Opinions on the Way I Explained the Teaching Materials

d. Using media

The media used in cycle II included pictures and a computer application. Like in cycle I, The use of media was effective as teaching aids, and more importantly the students liked it. The media in the form of pictures were given in their handout, and worksheet, and displayed on the LCD. And the media in the form of computer application was also presented using the help of the LCD projector.

The LCD projector was used to show visual media application called Cambridge i-dictionary. The application had pictures, sounds for English word pronunciation, songs, and simple exercises with interesting visualization. The combination of media and technology proved to assist the teaching and learning process.

I then asked the students what things that could be found in a house. To assist, I opened a picture dictionary application and showed it to the students with the help of an LCD projector. The application showed parts of the house and the things inside and around the house along with the English words and how to pronounce them. The students imitated the pronunciation of those words.

See Appendix, vignette

e. Arousing motivation and giving moral supports to the students

As the attempt to motivate the students by playing a short motivational movie about the unfortunates was successful, this strategy was then implemented in the cycle II. During the implementation of cycle II, I played short movies that were only three to five minutes long before starting the class. The effect was

positive as the class was usually calmer and more conducive after the movies were played. The situation is illustrated in the following vignette.

I greeted the students as usual and then prepared the LCD and laptop. I started by playing a short movie. The students were excited and as the movie ended, they paid attention to what I said. The movie was a motivational and educational movie about a problematic boy who was somewhat depressed in his teenage year yet got a little attention from their parents. The character was involved in a juvenile act, got arrested by the police, and sent to prison. When he was locked in jail, however, he did not lose hope. He learned public speaking diligently and when he grew up he became a famous public figure.

As the movie ended, I asked the moral of the story. The students seemed to be able to relate to the story and were calmer throughout the rest of the lesson, even the usually noisy students.

See appendix, interview

c. Evaluating the Teaching and Learning Process in Cycle II

Upon the completion of the implementation of actions on cycle II, I together with the collaborators evaluated the teaching and learning process to see how it was going and reflected on the actions.

The quantitative data on the results of the students' writing performance by the end of cycle I showed that the students had some improvements, compared to the results on the pre-test. Their writings improved on the five aspects being assessed, i.e. content, organization, vocabulary, language and mechanics. The following is the comparison between the results of students' writing performance in pre-test, cycle I and cycle II.

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Table 7. Comparison of Students' Writing Performance before the Actions, by the End of Cycle I, and by the End of Cycle II

Progress on students' writing performance is presented in the chart below.

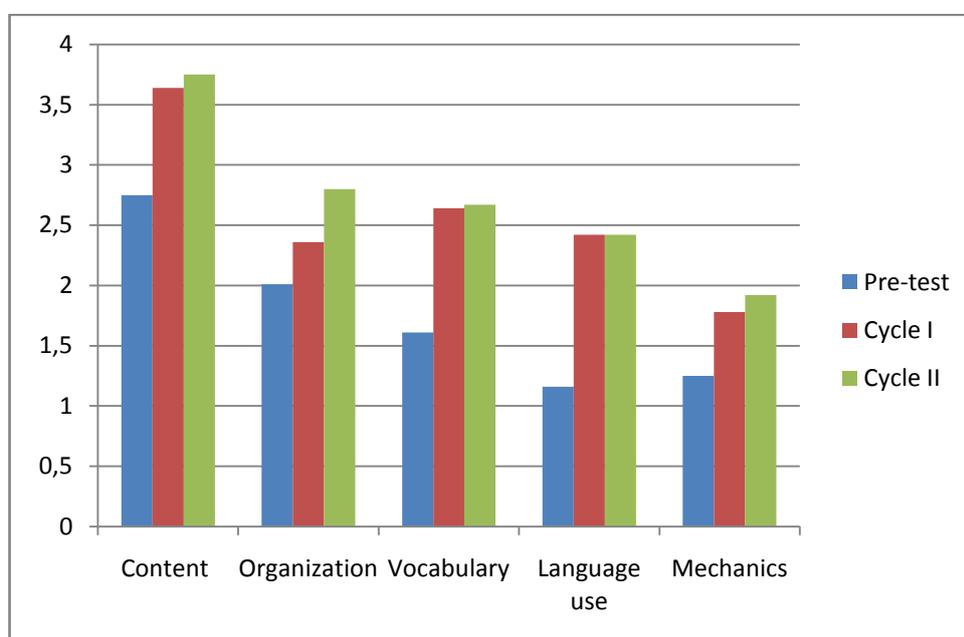


Figure 9. Comparison of Students' Writing Performance before the Action, by the End of Cycle I, and by the End of Cycle II

The table and chart indicated that the students' writing skill had improved. Although the improvement on the aspects of mechanics, vocabulary, and language use were not so significant compared to the improvements on the content and organization of the text. However, the process of the implementation of actions needed to be evaluated as well as to see which actions were effective on the

improvement and which ones were not. Analysis on the effectiveness of actions was performed by reflecting on the teaching and learning process.

The collaborator and I analyzed the data from the observations of actions which were documented in the vignettes, field notes, and the interview transcripts to evaluate the actions. The evaluation covered several aspects including the material design, use of media, the techniques and strategies, the classroom management and classroom interaction.

The material was designed in a sequence from easy to difficult, from simple to complex. As the teaching in cycle II focused on the descriptive text, similar to cycle I, some language features used in the descriptive text—despite already being given in cycle I—were repeated and reviewed in cycle II. It aimed to strengthen students' mastery on the area. The materials were designed in a sequence that was suitable for slow learners to be able to learn gradually, bit by bit.

However, since the materials were designed in small chunks, it resulted in the larger capacity of tasks. Repetitive and high frequency tasks sparked problems i.e. the students got bored, tired and lost interest in learning. Such problems, yet, could be overcome by changing the learning pace by proposing games when the students began to show disinterest. The games were meant to be an icebreaking activity as well as a bridge that connects to the next activity, although the main purpose of the game was to avoid boredom and alternated students' disruptive

tendency to a more positive activity that benefited both the teacher and the students.

The classroom interaction was also accommodated by the games, in addition to various activities including group works. Through these activities, both the teacher and the students were given opportunities to manifest interaction between the students and the teacher, and among the students.

While it was indeed an English class, the interaction in the classroom was mostly dominated by Indonesian language. English was used in a small portion due to the students' low proficiency in English. When I asked questions in English, the students often fell silent until I repeated the question in Indonesia. However, they were able to answer some simple questions in English and when they did not know the word; they would say it in Indonesian.

Throughout the implementation of actions, I was not being strict on the use of language. I believed that it was more important to raise students' self esteem by not criticizing them on their weaknesses, one of which was the fluency of English. It is based on the consideration that one of the adolescents' characteristics is that they are ultra sensitive. Brown (2001) suggests that the teacher keep the students' self-esteem high by avoiding embarrassments of students at all cost. Therefore, rather than pointing out their weaknesses, I focused more on how to improve students' participation in classroom activity by boosting their self esteem. To build their confidence as well as to show the students that it

was alright to make mistakes while learning, rather than criticizing the mistakes, I praised the students for trying and participating.

Motivating students by occasionally giving praises was hardly enough. As suggested by the English teacher that the students need to grow their internal motivation, I tried the technique that was effective in cycle I—playing short motivational movies before starting the class. The observations on cycle I and cycle II showed that this strategy was effective to encourage the students in learning as they were more cooperative after watching the motivational movies.

The improvement on cycle II was also shown on the aspect of the classroom management. As I found that the noise and disruption in the classroom were mainly caused by only a small group of students who refused to cooperatively participate in classroom activities, I focused more on this group throughout the implementation of actions in cycle II. As noted in the previous cycle, these students began to get noisy when things got difficult for them. Noticing this, I attempted to make these students cooperate by approaching them when they were given tasks.

When the class worked on group works, I approached this group of troubled students and paid more attention to them. As I assisted the group patiently little by little, they slowly began to show compliance in doing the tasks. As these students were slower than the others, I needed to be patient. Also, considering their pride as male teenagers, I tried to not underline their mistakes, instead I encouraged these students by giving compliments. When later the class

discussed the results of their works, I called some of these troubled students to participate.

The class however became uncontrollably noisy when I gave prizes for the students after doing games. Although I had prepared the prizes to all students, the class turned into a chaos when the students got overexcited to take the prizes.

The summary of the reflection on cycle II is presented in the table below.

Reflections
<ol style="list-style-type: none"> 1. The students' participation was improved as more students participated in classroom activity and showed positive attitude towards English. The usually disruptive students could be handled by paying more attention to them. When giving tasks, for example, they needed more assistance than other students. It would be wise for the teacher to allocate more time to focus assisting them through the tasks as they were slower than the other students. 2. The students comprehended the generic structure of a descriptive text and the language features. They had been able to write a descriptive text quite well. 3. Compared to the results by the end of cycle I, the students had made an improvement on writing a descriptive text, especially on the aspects of content and organization. However, the results only showed a slight progress on mechanics, vocabulary and language use. 4. Giving prizes might not always be a good idea as the students were too excited and overly noisy.

Table 8. Reflections on Cycle II

C. GENERAL FINDINGS

The reports on the implementation of actions in two cycles showed that the attempts to improve students writing skill through the implementation of Genre-Based Approach were successful. The conclusion was drawn from the fact that the implementation of actions brought positive changes in the term of teaching and learning. The following table shows the summary of changes throughout the course.

Before actions	Cycle I	Cycle II
<p>Students participations</p> <ul style="list-style-type: none"> • Most students showed low participation in classroom activities. • Most students were slow learners and had a hard time understanding the instruction given by the teacher. • Some students completely ignored the teacher and had so little respect to her. • Most students had difficulties in responding to the teacher's questions/instructions. 	<p>Students participations</p> <ul style="list-style-type: none"> • The students' participation was improved as more students participated in classroom activities and showed a positive attitude towards English. However, some students still did not take part in the activities and preferred playing with their friends. • The majority of the students paid attention and participated in doing the tasks given. However, there are a few students who did not do tasks and doodled on their note books instead. 	<p>Students participations</p> <ul style="list-style-type: none"> • The students' participation was improved as more students participated in classroom activities and showed a positive attitude towards English. The usually disruptive students could be handled by paying more attention to them. When giving tasks, for example, they needed more assistance than other students.

Before actions	Cycle I	Cycle II
<p>Material design</p> <ul style="list-style-type: none"> • The materials were lack of visual aids. 	<p>Material design</p> <ul style="list-style-type: none"> • The materials were varied and designed based on scaffolding concept. 	<p>Material design</p> <ul style="list-style-type: none"> • The materials were varied and designed based on scaffolding concept.
<p>Teaching Media</p> <ul style="list-style-type: none"> • Teaching media was rarely used. 	<p>Teaching Media</p> <ul style="list-style-type: none"> • I used pictures, real objects in the classroom, and a picture-dictionary application displayed with an LCD Projector. 	<p>Teaching Media</p> <ul style="list-style-type: none"> • I used pictures, real objects in the classroom, and a picture-dictionary application displayed with an LCD Projector.
<p>Teaching techniques</p> <ul style="list-style-type: none"> • Classroom discussions did not work. • Lack of scaffolding caused students to have a hard time understanding the subject and completing tasks. • Lack of classroom management. • The teacher was dominant in the classroom. • The teaching technique was not varied. • The teacher tended to focus more on teaching reading. 	<p>Teaching techniques</p> <ul style="list-style-type: none"> • Classroom activities were varied, i.e. group work, pair work, and discussions. Games were also included. • The students were able to complete tasks since the teaching process was based on the scaffolding concept. The materials were delivered little by little and in a sequential order. However, teaching techniques and classroom management needed to be improved, because occasionally lack of classroom management turned the class noisy. 	<p>Teaching techniques</p> <ul style="list-style-type: none"> • The classroom condition was more conducive as the usually disruptive students could be handled by paying more attention to them. When giving tasks, for example, I gave more assistance to them than to other students.

Before actions	Cycle I	Cycle II
<p>Writing performance</p> <ul style="list-style-type: none"> • Since the teacher was usually more focused on teaching reading, students writing skill was rarely improved in the classroom activities. • Students' writings were generally scored 'poor' with the mean of 17,56. 	<p>Writing performance</p> <ul style="list-style-type: none"> • The students comprehended the generic structure of descriptive text and the language features of simple noun phrases and simple sentences with singular and plural nouns. However, they found it difficult to put them into a good paragraph. It suggests that the students need more writing practices focusing on developing a good paragraph. • The students had made improvement on writing a descriptive text. However, they still needed practices focusing on language use, organization and mechanics. • Students' writings were generally scored 'good' with the mean of 25,67. 	<p>Writing performance</p> <ul style="list-style-type: none"> • Compared to the results by the end of cycle I, the students had made an improvement on writing a descriptive text, especially on the aspects of content and organization. However, the results only showed a slight progress on mechanics, vocabulary and language use. • Students' writings were generally scored 'good' with the mean of 27,15.

Table 9. Summary of Changes throughout the Course of Actions

Prior to the implementation of actions, I administered a pre-test to measure the students' writing performance. During the actions, I collected the quantitative data derived from the results of the writing assessments by the end of

each cycle. The students' writings were assessed in five aspects, i.e. content, organization, vocabulary, language use and mechanics. The improvement on students' writing performance from before and after the implementation of actions is presented in the following chart.

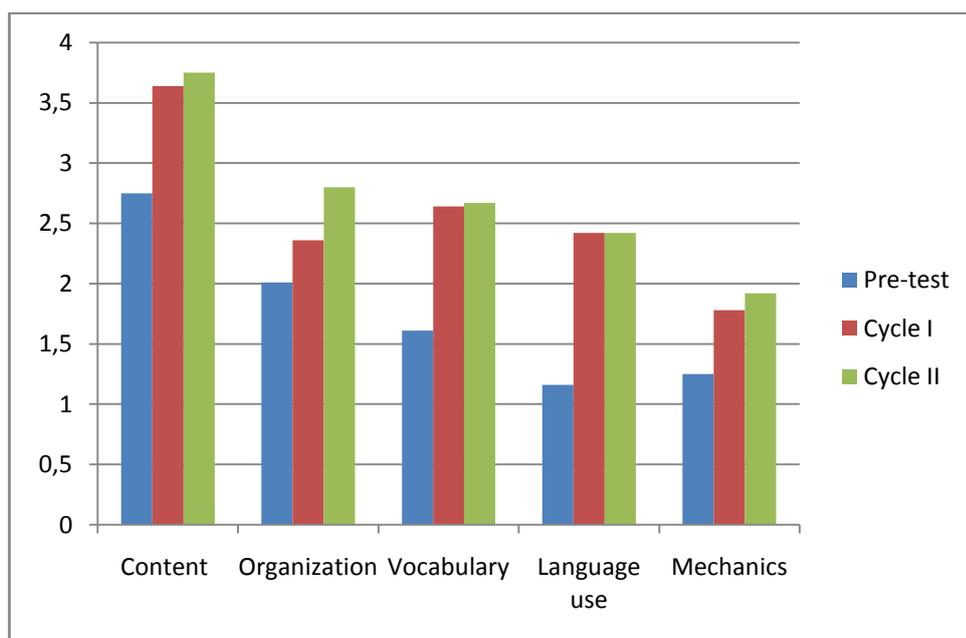


Figure 10. Improvement on students' writing performance before and after the implementation of actions

The results of the research of the implementation of Genre Based Approach in teaching writing showed that the method was effective to improve students' writing skills. Based on the analysis and reflections of the actions conducted in two cycles, some points could be concluded as follows.

1. Genre-Based Approach could be used to improve the students writing skill. The students were able to put their ideas into their work and be aware of the organization of the idea within the text. Although their writing performance by the end of the actions was not excellent, the

progress on their writing quality showed that by learning through Genre-Based Approach they were able to improve their ability in writing.

2. The aspect of Genre-Based Approach that mostly contributed to the improvement was the scaffolding concept that requires materials to be given in small chunks. It gave the students—which are mostly slow learners—a sense of achievement every time they completed a task. It makes them more eager to learn more and—as a result—gradually improves their participation in the class.
3. Code-switching during the teaching process was effective in giving instructions. In addition to helping students to better understand the instructions, code switching between English and Indonesian also covers my own weakness in speaking English, as according to the students I tend to speak too quickly in English.
4. Teaching is not about controlling the students. But to teach is to collaborate with the students, to see them as human beings from whom we need to earn respects. On that note, as I reflected on my actions, being a stern teacher will not get you anywhere with problematic students. Instead of trying to control them with commands and punishment, it is easier to communicate with them by showing respect, by showing that we as teachers do not see them based on what they have or their intelligence. It is not our place to judge or, worse, underestimate them based on something that we cannot help with. However, some actions I did are able to minimize their tendency to be noisy in the classroom as well as to improve

their participation. Keeping the classroom activities interesting, giving easy tasks that they mostly can do, showing respect to them, and vocally praise them whenever they show positive attitude are some factors that contribute to the positive changes.

5. The use of media could help the students get better understanding on the subject, especially the media presented with technology. Visual and audiovisual media such as pictures and videos used during the implementation of actions were able to get the students' attention.
6. Giving prizes was not an effective solution to raise the students' motivation as they tend to be overly noisy and the effect was temporary. Instead of attempting to raise external motivation, it is more effective to raise students' internal motivation, for example, as I did during the actions, by playing three-to-five-minute motivational movies before beginning the class.
7. Doing games in between heavy tasks was effective to improve the classroom situation as it helps to keep the students in a good mood. And since the games played were related to what they had learned during the teaching and learning process, the students gained benefits from doing the games in terms of deepening their comprehension about language features and vocabulary.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The implementation of Genre-Based Approach has helped improve the writing skill of the grade VII A students SMP Institut Indonesia. The main aspect within the framework of the genre-based that makes the improvement feasible is the scaffolding concept. The scaffolding concept was implemented by providing the students with explicit knowledge and guided practices throughout the course. Not only was scaffolding manifested in teaching and learning process but also in the material designs. The materials were designed in a sequential order, bit by bit, from easy tasks to harder tasks, from simple tasks to complex tasks, from group tasks to individual tasks.

During the teaching and learning process, the students and I worked collaboratively as we conducted discussions in doing tasks. This kind of activity gave the students a vast opportunity to share information and knowledge both about the language and their surroundings. In addition, the activity also gave them experiences in constructing the text type and in using what they had learned in the previous stages. As a result, the students' writing skill was improved.

Improvements could also be seen in students' behavior towards English as they were more and more willing to participate in classroom activities in general.

This could not be separated from the efforts taken during the implementation of actions to get the students involved and engaged in classroom activities as well as reducing their tendency to be disruptive. The attempts ranged from trying to get students interested by providing interesting media displayed with technology, introducing new games as icebreaking activities, and raising their motivation in learning by making them aware of their valuable education privilege.

In terms of quantitative data, the improvement was seen from the comparison of students' writing scores done before the actions, and by the end of Cycle I, and by the end of Cycle II. The students' mean scores improved from 17,56 in the pre-test to 25,67 by the end of Cycle I and to 27,15 by the end of 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 me who acted as an English teacher, 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 were engaged in the activities. They actively took parts in discussions. They volunteered themselves in the learning process. They asked questions when they found something that was still unclear for them. They were also cooperative in the teaching and learning process.

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 in order to achieve the learning objectives and 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 gained more knowledge and experience on the implementation of the Genre-Based Approach.

4. The changes in me as a researcher

Conducting a research study has widely opened my mind about the practical English teaching and learning process. It brings me some insights about the problems and difficulties found by an English teacher in the classroom. In addition, I become more patient in dealing with students. I also become more sensitive to the students' different needs and more respectful towards the students. This research study has also expanded my insight about conducting a research.

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 VII A of SMP Institut Indonesia. It implies that the Genre-Based Approach was an appropriate method to be implemented in the classroom.

2. The students

Comparing the situations between before and after the implementation of the action research, the students showed a positive improvement in a way that they were more actively participating in the English class. It implies that the students had had the willingness in learning English. It shows that the implementation of Genre-Based Approach enables the students to get involved in the learning process.

3. The teacher

By being a collaborator during the research, the teacher has changed her perspective about English teaching. 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. It means that involving the teacher in a process of conducting action research brings a positive effect.

4. The researcher

After conducting the research on improving the students' writing skill through the implementation of the Genre-Based Approach, I have become more open-minded in terms of English teaching and learning process. I have also had some more understanding about the students' learning needs in the classroom. Moreover, I have got an experience in conducting a research, particularly an action research, which is an unavoidable routine for a teacher. Conducting this research is really beneficial in a way that it gives me some real pictures of the teachers' responsibilities to improve the students' skills as well as to help the process of their character building.

C. Suggestions

After conducting the research, there are several recommendations that I would like to offer. The recommendations are regarding the teaching and learning process, the students, the English teacher, and me myself. 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. 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 positive attitude towards the teaching and learning process. It requires the students to retain and maintain their internal motivation in learning English and to be given the opportunities to participate in the teaching and learning process.

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 conduct her own action research to improve her quality of teaching. I would also like to suggest the teachers who still believe that problematic students could be controlled by giving punishment to re-evaluate and reflect their way of teaching. I believe that teaching is not about controlling the students, but to teach is to collaborate with the students in order to achieve the learning and teaching objectives, and more importantly to build their characters.

4. The researcher

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

VIGNETTES

Vignette 1

Observation 1

January 20, 2015

The bell rang and the teacher entered the classroom. The class was noisy. Some of the students were talking with each other, some shouted out loud, and some other walked and ran around the classroom but soon they began to sit down as the teacher were ready to start her class.

Without waiting all of the students to be seated, the teacher greeted them, saying “Assalamualaikum warohmatullahi wabarokatuh. Good morning, class. How are you today?” The students replied respectively. Some students were still standing and walking around the classroom even though the teacher was starting the class. She said, “Sudah siap belum? Ayo bukunya disiapkan.” And the students got ready to start the class.

Since the teacher could not come to the class the previous week, she apologized and asked whether the students had finished the tasks she gave them.

“Maaf ya Miss Uswa minggu lalu tidak berangkat. Tugasnya sudah dikerjakan belum?”

Some students answered “sudah” while some other said “belum”. The teacher then reminded them to submit the tasks after they are completed.

The teacher divided the students into groups of four, gave a handout for each group and asked them to discuss the tasks on the handout. Meanwhile, a male student said while walking out the class, “Miss, mau pipis ya.”

“Kemarin bilanganya gimana kalau mau pipis? In English please,” said the teacher.

“Er.... Mau pipis, Miss,” said the student. The teacher permitted him and he walked away.

The teacher then gave instruction to the students on what to do with the handout while the students were still noisy, “Coba degarkan ya. Itu kan ada yang blank to, coba kalian diskusikan dengan anggota kelompok kalian terus diisi, ya.” Since the students were still not paying attention, she asked, “Bisa to?”

“Bisa,” said some students.

The teacher walked around, checking, monitoring and assisting students while some of them working on the handout. Meanwhile, some others are also walking around the class, playing and talking to their friends. The teacher warned the students who were slacking off but they did not really listen to her.

While the teacher sat down in the teacher desk, a male student came to her and asked what to do with the task. Apparently he did not listen when the teacher gave instruction earlier.

Around twenty minutes later the teacher asked, "Have you finished?" but the students said they had not finished the tasks yet, so she gave them five more minutes to complete the tasks."

"I'll give you five minutes, ya. Five minutes. Okay?"

"Okay," said the students.

With this five minutes left for them to complete the tasks, a male student came forward and asked what to do with the tasks. All this 20 minutes he and the members of his group did not know what to do with the tasks. The students then got back to work with the tasks while a few of them were still playing, either because they gave up with the tasks or because they relied on other members of their groups to complete the tasks.

Five minutes later the teacher asked again, "Have you finished? Siapa yang belum selesai? Raise your hand."

Some students from three different groups raised their hands. The teacher then came up to the groups one by one to assist them.

When the students had all completed the given tasks, the teacher discussed the results together with the students.

After discussing the answers to the fill-in-the-blank task, the teacher read the dialogue aloud. She then asked me to join her reading the dialogue to give example to the students on how to read the dialogue. The teacher then read the dialogue together with the students before she asked them to practice the dialogue with their friends in their group. The teacher then asked each group to come forward and read the dialogue in front of the class.

While a group was reading the dialogue, the other students were noisy and did not pay attention. "Kalau temannya di depan perhatikan ya. Perhatikan temannya, dihargai kalau ada temannya yang maju," said the teacher.

While a group of students were reading the dialogue in front of the class, the teacher watched and assisted them if they found difficulties in pronouncing certain words. The teacher also appreciated each performance and invited other students to give applause every time a group finished reading the dialogue.

After all groups read the dialogue in front of the class, they discussed the next tasks with the same process: discussing the answer and practicing the dialogue.

When the bell rang indicating the class was over, the students immediately wanted to walk out of the class. The teacher called out to them, “Nanti dulu belum ditutup kelasnya.”

The students stopped and the teacher said, “Okay, see you next week.”

Vignette 2

Observation 2

January 27, 2015

The teacher came into 7A classroom and greeted the students, “Assalamualaikum. Good morning.” The students were noisy talking to friends and walking around the classroom but they answered, “Waálaikumsalam. Good morning, Miss.”

“How are you today?” said the teacher.

“I’m fine, thank you.” The students answered.

The previous meeting was a self study because the teacher could not come to the class. She gave tasks for students to finish in a piece of worksheet and the students submitted them after completing them. Today, the teacher gave the worksheets back to the students so they could discuss the answers together.

“Sekarang kita bahas bersama, ya.” said the teacher.

She then called on the students one by one and asked them to give the correct answer. The first task was to find the Indonesian equivalent terms for the following words/phrases: “morning”, “afternoon”, “evening”, “night”, “goodnight”, “take care”, “I’m sorry to hear that”, “nice to meet you”, “thanks”, and “see you”. Most students could find most of the answers, but none of them could find the equivalent term for “take care” which is “hati-hati” in Bahasa Indonesia.

After that, the teacher read the words/phrases one by one and the students repeated after her. Then, the teacher called students by their name to read the words/phrases by themselves.

Moving on to the next task on the worksheet, which is putting sentences into the correct order to form a dialogue, the teacher called on the students one by one and asked them to give the correct answer. She then led the students to repeat after her.

The next task is to complete a dialogue with correct expressions. After telling the correct answers to the students, the teacher again led them to repeat the sentences she read in the dialogue.

The teacher gave another worksheet to the students and told them that they were allowed to work in pairs. She also explained in Bahasa Indonesia how to do the tasks in the worksheet. Some students worked on the worksheet immediately but most of them were not. They talked with their friends and walked around the classroom instead of doing the task. The teacher approached those students and told them to do the task but they did not listen.

About fifteen minutes later the teacher asked whether they had done the first number on the task, “Kira-kira yang pertama apa, ya?” but the students did not answer. They kept talking with their friends noisily. Only twenty minutes later that some students started doing the task. Some of them still did not know what to do with the task and one by one they asked the teacher. Some other students however did not do the task and just copied the answers from the friends who had finished it.

When all students had completed the task, they discussed the answers together with the teacher. The teacher read the dialogue in the task and the students repeated after her. For each sentence in the dialogue, she read it three times. Then, the student worksheets were submitted to the teacher.

The bell rang, indicating the class was over. To close the class, the teacher said, “Okay class, time’s up. See you next week.” and the students ran off immediately.

Vignette 3

Cycle 1 Meeting 1

May 13, 2015

The bell rang and I entered the classroom accompanied by the classroom teacher. The students were busy talking to their friends; some of them were still outside. The teacher asked them to come in because the class would soon be started.

I greeted the students, and some of them replied while some others were busy talking to their friends. Some students walked here and there in the classroom and made noises.

“How are you today?” No student answered . I repeated my question, “How are you today?”

“I’m fine, and you?” the students replied simultaneously.

“I’m fine too, thank you.” Then, I explained that I was going to teach the class for about a month starting that day, while being accompanied by their usual English teacher in the classroom.

I asked the students whether they still remembered my name. As suggested by their English teacher, I also told them that whatever tasks given to them were going to be given to and graded by their English teacher.

After praying and taking attendance, I began the class by asking everyone’s opinion about English. Most of the students answered that English was a difficult subject. I told them that I was there to help them learning English and asked for their cooperation. I told them that they were going to start learning English from the things that were close to them, starting from their class. When I asked the students what they thought about their class in English, no students answered. Then, I repeated the question in Indonesian language. Students answered loudly.

I asked them to mention the things they could see in their classroom. Since students answered randomly in Indonesian, I asked them to say it in English. However the students were unsure, so I guided them. I pointed an object and asked the students what it was called in English, “Ini meja bahasa Inggrisnya apa?”

“Table!” students answered loudly. I continued mentioning objects in the classroom while the students said their names in English. When none of the students could mention the English words, I wrote them on the board. Later, I read the words on the board and the students repeated after me. Up to this point, while most students participated well, a few students at the back seats paid no attention. They did not seem to be noisy enough to disturb the class but they clearly did not pay attention as they were doodling on their book or making paper planes; they continued to do so despite the presence of their English teacher who on occasion warned them.

I distributed the handout to the students and asked them to read the text about classroom. I asked them to find any difficult words in the text and I told them that they could ask me but nobody said anything. I checked whether they really already knew all of the words. It turned out they did not know most of the words on the text. I wrote the words on the board in a list. Later I asked them to find the meaning of the words in dictionary but none of them brought/had a dictionary. I decided to just write the Indonesian equivalences of the listed words.

After listing the difficult words, I asked the students to read text again. Students on the back were still not paying attention even when I went to the back and warned them. As these students were getting noisy, I pointed one of the noisy students to read the text and he did it playfully. At this point I realized that this class was going to be a lot more challenging that I had thought.

I read the text aloud and proceeded to check students' comprehension by first asking them the topic and general content of the text. Some of them answered correctly; some others just did not care.

I asked the students to answer some questions about the text. The questions were already on the handout. A few minutes passed by and some students still did not know what to do since they did not pay attention to what I said. I explained again what they had to do. After making sure the students had completed the task, I discussed the comprehension questions about the classroom with the students.

I gave another descriptive text about school library and asked the students to read it. This time, I listed difficult words on the board and write the Indonesian equivalences so that it would be easier for students to comprehend the text. The rest of the lesson was spent to discuss the comprehension questions about the text. This time, I called out to the noisy students to write the answer on the board.

After making sure that the students comprehended both texts, I invited the students to compare the both texts. I told that them they were both descriptive text. I asked whether they knew what descriptive text was. No students answered.

I pointed out that there was a short explanation about descriptive text in the handout. I also explained about the structure of descriptive text and invited the students to analyze the text. When a student answered, the researcher thanked him and praised him.

Meanwhile, some students at the back were still noisy and did not pay attention. Instead they doodled on their note books. When I asked them about descriptive text, they confidently replied that they did not know. I asked them to ask other friends but they did it impolitely. Nevertheless, when the students answered, I thanked them.

I continued explaining about descriptive text and asking the students to mention the content of the descriptive texts. I told them that after a few meetings they were going to write a descriptive text. But before that, I would help them learn how to make descriptive text little by little. I also promised that English lesson would be easy and fun as they were going to do games. The students seemed excited when I mentioned games. They said that they had never played games in English games and were looking forward to it.

I also told them that the best writings would be displayed on the bulletin board to decorate their classroom. Before closing the class, I reviewed what we had learned previously and asked the students whether they had questions. Since no students asked questions, I closed the class.

Vignette 4

Cycle 1 Meeting 2

May 18, 2015

After greeting, praying, and taking attendance, I asked the students whether they still remembered what we had learned on the previous meeting. As promised on the previous meeting, I planned to do a game with the students. I introduced and explained the rules to the game. The students were divided into groups and had to match English words about school with their Indonesian equivalences. All students excitedly participated in the game.

As the students were still excited, I led the class to move on to the next activity. I asked the students to look at the handouts given to them the other day. A few students said that they had not gotten handouts yet since they did not come to the previous meeting. I had already prepared some extra handouts, so I gave them to the students. Also, two students said they lost their handouts while I knew they threw their handouts away as soon as the class ended in the last meeting, because I found a few torn handouts on the floor just after the class. Did not want to make a fuss, I gave them new handouts anyway, telling them not to throw this one.

I started by asking the students whether they still remembered what they learned in the previous meeting. Some students answered randomly, “classroom, library, descriptive”. As suggested by the teacher the other day, I let the students who were talking to their friends know that they could leave the class if they did not want to participate. Instead of listening to me, or calmed down a little bit, they teased me saying “ada yang marah euy (uh-oh, somebody’s pissed off)”.

I reminded them that they were going to write a descriptive text next two meetings and that the best results were going to be displayed on classroom wall bulletin. I proceeded to teach by asking the vocabulary they had learned in the game previously. Students answered “chair, wall, door, ruler, bag, ...” they continued mentioning vocabulary used in the game.

I explained that the words they mentioned were nouns and asked a volunteer to read description of nouns on the handout. A female student volunteered and I thanked her when she finished reading. However, I pointed out that the student made pronunciation mistakes on some English words and I showed the correct pronunciation and asking the whole class to repeat after me.

I proceeded to explain about noun, countable and uncountable nouns, and singular and plural nouns. Then, I asked the students to do a simple exercise on singular and plural nouns with pictures. They were allowed to work in pairs. While the students were working, I walked around the class, giving necessary assistance. Some students did not hesitate to ask questions. They mostly asked whether their answers were correct.

After some time, I invited the students to write their work on the board. Some students were confidently walked forward and wrote their answers. Some of them were impatient to wait for their turn and snatched the board marker as soon as their friend finished writing their answer. On the other side of the room, however, some students were slacking off playing with their friends. The teacher had invited them to participate but they said nothing in return.

As the class had grasped about plural nouns in general, the activity moved on to the use of a/an. The activity involved pictures on the handout and also easy exercises so most students could follow them well.

Proceeding to the next activity, the researcher explained about the use of adjective in a noun phrase, followed by an activity to put jumbled words into meaningful noun phrases and finally write simple noun phrases based on pictures, assisted by a list of vocabulary. Most of them could perform well although they did not pay attention to details on spelling.

As the time was almost up, I reviewed what we had learned that day and reminded the students to take a good care of their handouts as they were going to be used for the next meeting as well.

Vignette 5

Cycle 1 Meeting 3

May 20, 2015

I entered the classroom and greeted the students. As usual, it was hard to get the students quiet especially because some students on the back did not listen to me. Nevertheless, I continued teaching the class; briefly reviewing what we had learned in the previous meeting. Then, I prepared LCD projector and laptop as I was going to use them to show the visual media of English picture dictionary. It was an application running on PC.

As soon as I took out my laptop, the students were excited. They demanded to watch movies. I calmed them and gave them understanding that they needed to learn first, and I promised that they could watch movies some other time.

I opened Cambridge i-dictionary on the laptop which was already connected to the projector. The application had pictures, sounds for English word pronunciation, songs, and simple exercises with interesting visualization.

It was clear that using visual media/technology could easily draw students' attention. Even the students who usually were noisy at the back of the class were silent and looked at the displayed visualization. They got curios of what I was going to show them and as a result they listened to me.

As I showed visualization about preposition of place, the students were listening carefully. It was apparent that the use of technology and visual media captivated them. Even the students who usually showed no interest in English and were noisy at the back of the class actually listened and could also answer my questions about preposition of place when asked orally.

The task for prepositions of place was given in the handout and the students were allowed to work in pairs. As usual, I walked around the class to see whether they needed assistance. After a while, the students finished their task and while discussing the answer to the task, I asked for volunteers to write the answers on the board. However, only some student participated. As the students who were actively participated did not seem to change significantly, I pointed to certain students to write the answer on the board. I thanked and appreciated their participation as well.

The next activity was still an exercise on prepositions, with reference to a picture of a room. As they had already grasped something from the previous exercise, they could do this one faster.

Moving on to the next activity, I explained the concept of 'there is/there are' by first inviting the students to look at the text given on the first meeting about 'My school Library'. I pointed out some sentences that used 'there is and there are' and asked the students whether they knew the difference. When none of them answered, the researcher explained the difference and how to use both phrases in sentences.

The class, however, turned noisy and only some students paid attention. The classroom remained noisy when the researcher tried to proceed to the next point about arranging jumbled sentences and writing in a group. Students in the back kept making noises, chatting and shouting with their friends. Even some of the girls. This riot somehow had taken the school principal's attention whose room was not far from the class. He just stood silently outside the class while opening one of the windows and glared at the noisy students. Magically, the students gradually went silent and sat back on their seats, neatly and calmly. The rest of the lesson proceeded well that day. The students started listening and doing the task on arranging jumbled sentences into a good paragraph, in groups.

Getting to the next stage, I led the class to write a descriptive text. I asked the students to look around the classroom and asked them how they would describe their class. I threw a few adjectives to probe: clean, big, small, neat?

I also asked the students to mention the things in their classroom, how many they were, and where they were located. I listed their answers on the board. Then, using this list I led them to construct a descriptive text.

After finishing this activity, the students got back to their previous group. Each group was given a picture and asked to analyze it. They needed to write a

paragraph describing the picture. They had difficulty in doing the task and I encouraged them to not be afraid to make mistakes. When I approached each group, they did not hesitate to ask questions.

Initially, I planned to conduct a pair correction activity in which each group was supposed to check another group's work to see the mistakes. However, as most of them had difficulty in writing their own paragraph, it was apparent that pair correction was too early for them.

At the end of the task, I took one sample, took a picture of it with my phone and displayed the work on LCD for the whole class to see. This way, I could give feedbacks to the work by pointing out the mistakes and invited the class to voice their idea on how to correct the mistakes.

As the class was almost over, I gave back their works and told them to revise their works before submitting them in the next meeting. I also reminded the students that they were going to write a descriptive text individually on the next meeting. The best works were going to be displayed in the class bulletin.

A female student asked when they would watch movies. I promised that on the next meeting they were going to watch a movie. Some students cheered in amusement. I also reminded the students to study at home before closing the class.

Vignette 6

Cycle 1 Meeting 4

May 25, 2015

After greeting the students, I prepared LCD and laptop to, as promised, play a short movie. It was a three-minute long motivational movie. The students were surprisingly calm and enjoyed the movie. The movie was about a middle school student who had a hard time going through his education because of financial problem. Nevertheless, he did not give up. He continued to pursue his dreams until he managed to become a successful person when he was adult. It was all because he did not stop to learn.

As the movie ended, the students were surprisingly calm. I asked the moral of the story and the students expressed their opinions. Then, I asked them to submit their group homework and asked whether they were ready to write their own descriptive text. Some students said they were not ready. So I gave them 10 minutes to study or ask anything to me. After that, I gave each student a paper with a picture on it. The students were supposed to write a descriptive text describing the picture. To avoid cheating, I provided four different pictures for the whole class.

The rest of the meeting, I walked around the class checking students' progress. As there was still some spare time after all students finished their descriptive text, I asked them to voice their opinions and critics about the way I teach. I gave them each of the students some paper to write in. They did not have to write their name on it so they could express their opinions and critics more freely, as there is safety in anonymity.

Vignette 7

Cycle 2 Meeting 1

May 27, 2015

I greeted the students as usual and then prepared LCD and laptop. I started by playing a short movie. The students were excited and as the movie ended, they were paying attention to me. The movie was a motivational and educational movie about a problematic boy who was somewhat depressed in his teenage year yet got a little attention from his parents. The character was involved in a juvenile act, got arrested by the police, and sent to prison. When he was locked in jail, however, he did not lose hope. He learned public speaking diligently and when he grew up he became a famous public figure.

As the movie ended, I asked the moral of the story. The students seemed to be able to relate to the story and were calmer throughout the rest of the lesson, even the usually noisy students.

The students chired in disappointment when I said to continue with English lesson. At this, I promised that they were going to watch movies again next time. The students were looking forward to it, saying "Beneran besok nonton film lagi ya, Miss. Janji lho. Kalau bohong dosa."

I began by displaying a series of picture in a slideshow. They were pictures of houses, starting from pictures of big, luxurious houses to simpler houses. The slideshow ended with pictures of homeless people. It was aimed to remind the students, who were mostly from poor family, to be grateful for what they had.

Then, I displayed a picture of a house and asked the students what they think about it. I asked them to mention parts of the house (kitchen, living room, etc) while completing task 1 (writing parts of a house in a diagram) on the board.

I asked them what objects they could find in a house. To assist, I opened a picture dictionary application and showed it to the students through LCD projector. The application showed parts of the house and the objects inside and around the house along with the English words and how to pronounce them. The students imitated the pronunciation of those words.

I gave a handout with a vocabulary list and a text describing a house. I asked the students to read the text and answer the comprehension questions. They worked in pairs and while they were working, I walked around the class to see if they had any difficulty. Once they completed the task, I led the discussion on what the text was about and asked the students to write the answers to comprehension questions on the board.

I announced that we were going to play a vocabulary game. The students are divided into small groups and given 10 minutes to memorize the vocabulary they had learned before. Then, I gave each group a handout with pictures. They were supposed to write the names of things in the picture as many as possible in a given time.

As the game ended, the class was noisy but the students were excited. I reminded them to calm down as they were going to continue the lesson. It took a while until the students were back to their seats. I asked the students to look at the text given previously. I asked the students whether they know what type of text that was. The students recognized that it was a descriptive text, which suggested that they still remembered the last week's lesson about descriptive text. However, when I asked whether they still remembered the structure, a few students answered in doubt. So I explained again the structure of descriptive text while inviting the students to analyze the parts of the text.

Noticing students' mistakes in their work on previous cycle, I explained again about noun phrases. To strengthen their grammar, I gave them exercises to make meaningful noun phrases based on pictures and words given. The fact that the majority of the students could do well on this exercise suggested that they were ready to proceed to the next activity.

I explained the concept of cohesive and coherence in a text. I pointed out that the previous text used pronouns. I gave a simple exercise on pronouns and later discussed the answers. Then, I pointed the use of has/have in the text before giving an explanation. There was already examples on how has/have is used in a sentence but I gave more examples. As the students began to grasp the grammar rules of has/have, they were asked to do the exercise on the handout.

Unfortunately, the time was up before all students could finish the task so it was assigned as homework.

Vignette 8

Cycle 2 Meeting 2

June 1, 2015

I entered the classroom and greeted the students, accompanied by English teacher as usual. As promised, I played another short movie. This time it was a motivational movie about a naughty boy who stole medicine for his sick mother because they were too poor to afford it. The boy then was helped by a man who also gave food. Years later, the boy became a doctor who helped curing the man. The students seemed to like the movie and they calmed down.

Reviewing what was taught in previous meeting, I asked what they could remember. The students mentioned some vocabularies about houses. Then, I reviewed briefly about the use of pronouns and has/have in sentences. I also asked the students whether they had finished the homework on has/have. As it turned out, not all students had finished the task despite its being assigned as homework. So, I gave a few minutes for them to finish it before proceeding to discuss the answers.

After discussing the answers to the task, I initiated a game in which students were to make a small group and to do a race game of correcting English sentences in a paragraph. The students were excited doing the game.

The next activity was writing a text together. I led the writing process; I asked probing questions about their dream house and what they wanted to have in their dream house. Their answers were then put together as a text on the board.

The students then were divided into small groups and each group was given a picture of a house. They were supposed to work together writing a text describing the picture. To assist the students, I wrote an outline on the board.

While the students were working, I walked around to give necessary assistance. Some groups were slower than the other and needed more intensive assistance. I told them that they did not have to finish the task in a rush and that they should use their time to be more focus on the quality of the text.

However, when the class was over, some of the groups still did not finish their work. Therefore, the task was assigned for homework. Their homework was due next meeting.

Vignette 9

Cycle 2 Meeting 3

June 3, 2015

I entered the classroom accompanied by the English teacher and greeted the class. I asked the students to submit the homework given on previous meeting.

I asked whether the students had a dream house; a house they wanted to have when they grew up. I then explained that they were going to write a descriptive text about their dream house. I reminded the students that their works were going to be checked by their English teacher as well. The students listened carefully. One student even hushed his noisy friends at the back seats.

I explained that they were supposed to write the text as good as possible. They could use their imagination to picture their dream house and make a list of information they wanted to put in their text before start writing it, just like when they did in Joint Construction of the Text activity in the previous meeting.

Before starting to write, some students asked the details of the task. I answered one by one. Then, I gave each student a blank paper to work on. While students were working, I walked around the class making sure the 'super-active' students did not cause problems or disturb their friends.

Surprisingly, the students finished writing their descriptive text before the class ended. I had asked them to re-check their works but the class turned noisy instead. As the students already finished their writing while there was still plenty of time, I initiated a game. It was a vocabulary game called Hang-Man.

The students seemed having fun doing the game. However, when the class almost over and I gave prize to the whole class, the situation turned into a chaos that I could barely handle it. Fortunately, the class was over soon after.

APPENDIX B

INTERVIEW TRANSCRIPTS AND FIELD NOTES

Interview transcripts

R : Researcher

S : Student

T : Teacher

OT : Other teacher

Interview 1

R : Permisi. Selamat pagi, Bu.

T : Selamat pagi.

R : Ibu Uswah, nggih?

T : Iya, betul. Ada apa ya, Mbak?

R : Sebelumnya perkenalkan, saya Mustika dari Pendidikan Bahasa Inggris UNY. Tujuan saya ke sini untuk minta izin melakukan penelitian skripsi. Tadi sudah ketemu bapak Wakil Kepala Sekolah dan diminta langsung menemui Ibu.

T : Oh, ya silakan. Penelitiannya tentang apa, Mbak?

R : Penelitian PTK tentang *writing*, Bu. Saya berencana melakukan *Action Research* untuk meningkatkan kemampuan menulis dengan menerapkan 'Genre-Based Approach.

T : ... dengan metode apa, Mbak?

R : Genre-based approach, Ibu. Maaf sebelumnya, Ibu sudah pernah menggunakan metode ini?

T : Belum sih Mbak kayaknya. Ya silakan saja, Mbak.

R : Tapi sebelumnya saya perlu melakukan observasi dulu, Ibu. Untuk mengamati proses mengajar di kelas.

T : Ya, boleh. Mau kapan, Mbak?

- R : Saya manut Ibu mawon. Ibu ngajarnya hari apa. Kalau bisa pas ngajarnya menekankan pada writing.
- T : Minggu depan saja po, Mbak? Jadwal saya mengajar hari Senin dan Rabu.
- R : Oh, nggih. Senin dan Rabu. Maaf, Bu. Kalau boleh saya sekalian minta nomer telepon Ibu supaya kalau ada apa-apa bisa mengabari.
- T : Boleh...boleh... [dictating phone number]
- R : Nggih sudah saya catat. Kalau begitu saya pamit dulu nggih, Bu. Insyaallah ke sini lagi minggu depan untuk observasi.

Interview 2

- R : Halo, Dik. Baru selesai pelajaran Bahasa Inggris ya. Sulit nggak tadi pelajarannya?
- S : Susah e, Mbak.
- R : Yang paling susah apanya?
- S : Ya pokoknya gitu lah susah.
- R : Kalau kamu yang paling susah apa?
- S2 : Ngartiinnya itu lho Mbak. Kata-katanya susah.
- R : Oh, gitu. Terus pelajaran yang paling disukai apa?
- S1 : Seni Rupa
- R : Kamu juga suka Seni Rupa?
- S2 : Iya Seni Rupa sama Olahraga.

Interview 3

- T : Gimana, Mbak?
- R : Kelasnya agak ramai ya, Bu. Apa memang selalu begitu?
- T : Iya, Mbak. Memang seperti itu, ada beberapa anak yang memang nggak bisa diatur. Mbak lihat sendiri kan tadi? Soalnya saya kalau disuruh anu sama anak-anak, disuruh galak tu nggak terbiasa. Nggak bisa. Meskipun saya sering marah tapi nggak membuat anak takut e.
- R : Ibu sudah tiga tahun ya?

- T : Dua tahun.
- R : Ibu saja yang sudah dua tahun seperti itu apalagi saya yang baru mencoba.
- T : Dulu kan awal-awal saya kan frustrasi tapi disemangati, ‘kamu kalau bisa meng-handle anak-anak seperti itu dengan baik, itu kamu nggak akan kesulitan kalau ditempatkan misalnya ngajar di tempat manapun gitu. Yang penting kan, kalau di negeri kan anak-anaknya kan lumayan. Tapi kalau dibandingkan dengan di sini. Saya pernah to mbak, saya masuk kelas kursi saya dikasih sapu kok. Kan ada kursi sini. Aku kan baru masuk. Kursinya itu dikasih sapu coba. Itu kan penghinaan banget kan jadi kotor to. Aku tuh nanya ‘ini siapa [pelakunya]? Ini namanya penghinaan ini.’
- R : Tapi kalau dari pelajaran mereka bisa mengikuti?
- T : Nggak, Mbak. Ya ada yang bisa mengikuti, tapi namanya sekolah swasta Mbak. Mereka yang masuk ke sini biasanya karena nggak diterima di sekolah lain, inputnya rendah jadi dari segi pelajaran agak kurang.
- R : Kalau pelajaran lain bagaimana Bu? Seperti itu juga?
- T : Pelajaran lain, nggak semuanya seperti itu sih, Mbak. Kalau pelajaran yang mereka suka seperti kesenian ya mereka mau.
- R : Kalau untuk beberapa anak yang ramai seperti tadi itu gimana ya Bu menangannya?
- T : Sering saya tegur Mbak mereka itu. Tapi kadang udah nggak mempan ya saya biarkan aja. Yang mau mendengarkan ya cuma anak-anak itu aja.
- R : Biasanya anak-anak perempuan ya Bu yang lebih mendengarkan.
- T : Ah, kalau di sini sama aja Mbak murid laki-laki atau perempuan.
- R : Wah, tantangan sekali ya Bu jadi guru sekolah swasta.
- T : Ya jelas Mbak. Jadi guru sekolah negeri itu lebih enak karena input siswanya sudah bagus. Kalau di sini, yang penting mereka sudah mau mendengarkan.

Interview 4

- R : Bu, anak-anak nggak pakai buku ya? Nggak dipinjami dari sekolah?
- T : Iya, ini kan dulu kan nganu...pake buku kurikulum 2013 itu lho. Tapi kan ditarik lagi dikembalikan sama perpustakaan, habis itu nggak dipinjami lagi.
- R : Oh gitu. Eh, perpustakaan di mana to Bu?

- T : Itu lho di situ. Di atas. Kadang kan saya kalau pinjam di perpustakaan harus dikembalikan lagi. Jadi pinjem-balik, pinjem balik. Kadang kan perpustakaan nggak ada yang jaga juga. Jadi mayoritas saya ngajarnya saya tulis di papan tulis. Misalnya, teks descriptive sama procedure itu kan di buku ada sebenarnya. Tapi saya tulis di papan tulis itu lho mbak terus anak-anak nulis nanti sekalian biar anu to...
- R : Malah kalau nulis begitu sekalian belajar ya Bu, kalau di buku belum tentu dibuka.
- T : Lha iya, kalau saya pertimbangannya kan kalau saya seringnya di papan tulis aja bahkan kadang anak-anak misalnya penugasan itu kadang tak suruh nyatet. Soalnya ya itu, soalnya mereka tak suruh fotokopi kadang nggak mau. Kadang kan mereka tak minta 'kalian mbok itu pakai uang kas [kelas] kalian untuk fotokopi'. Pada nggak mau. [laugh] Ya gitu kadang pertimbangannya sarana prasarana mempengaruhi juga.
- R : Kalau LKS mereka sama sekali nggak punya?
- T : Kalau semester...kalau dulu pernah LKS. Ya saya sering pakai LKS itu. Kayaknya konvensional banget ya. Habisnya saya juga bingung ngajarnya gimana [laugh]. Nah terus pake LKS gitu to, Mbak, nah terus kan kurikulumnya itu kan ganti. Ya saya kan kurikulumnya 2013, tapi kan ganti lagi KTSP, terus nggak saya berikan to. Ya kayak gitu, Mbak. Mereka jadinya ya seadanya kayak gitu.
- R : Ya mau gimana lagi ya Bu ya memang adanya kaya gitu.
- T : Kenapa kok saya kayaknya ngajarnya seperti itu kok membosankan, lha saya juga bingung mau ngajar seperti apa. [laugh] Dulu kan pernah menerapkan kurikulum 2003 nah itu tak perhatikan gitu to Mbak, tak perhatikan nek di kurikulum itu kan anak-anak harus aktif, diskusi. Nah itu anak-anak kalau aktif [saat pelajaran] Bahasa Inggris itu agak susah. Tak suruh nanya nggak mau nanya. Akhirnya tak kasih tugas ya udah mbuat pertanyaan aja berdasarkan teks itu pertanyaannya gimana. Ya [mereka] mau meskipun salah tapi kan...minimal ya mau secara tertulis tapi kalau secara lisan nggak bisa e. Belum bisa, belum bisa kalau lisan.
- R : Oh begitu, jadi Ibu ngajarnya lebih ke tertulisnya aja ya. Kalau yang speaking atau listening tu ..
- T : Iya, wong itu kadang saya memberikan materinya itu hampir kalau menerangkan itu pakai bahasa Indonesia lho mbak. Lha misalnya kalau pakai bahasa Inggris paling cuma menyapa, dan itu mereka kalau dilakukan terus-menerus kan mereka tahu.
- R : Oya, kalau Ibu sebelumnya sudah pernah pakai metode genre based?

- T : Ya, kan memang...ya kayak gitu kadang-kadang seperti itu...kadang-kadang cuma itu latihan-latihan.
- R : Kalau Ibu metode yang paling sering dipakai di kelas biasanya apa, Bu?
- T : E...itu ceramah sama tanya jawab aja. Sama penugasan. [giggle] biasanya seperti itu. Kalau diskusi itu sering ga jalan e.
- R : Kenapa, Bu?
- T : Kadang diskusi juga, misalnya ini ada procedure teks. Dulu pernah tak suruh diskusi misalnya bagaimana cara membuat ini, gitu to. Tak suruh diskusi mbok tanya sama temannya yang tahu, gitu kan. Tapi yang mau...apa...jalan itu ya cuma itu-itu aja. Lainnya cuma nyonto. Nanti pokoknya sudah jadi nyonto. Seperti itu jadi susah. Misalnya ada 4 kelompok gitu to. Entah kenapa kelompok anak-anak yang agak pintar itu menggerombol. Mungkin karena kenyamanan ya. Itu kan biasanya yang pintar, agak pintar itu jejer. Itu yang jalan ya cuma kelompok itu. Dan nek mau tak tentukan kelompok ini, ini, ini itu nanti ramai.
- R : Jadi meskipun sudah dicampur-campur misalnya yang pintar dengan yang nggak pintar dicampur...
- T : Tetep nanti yang mikir yang pintar. Yang nggak pintar tetep nggak mau.
- R : Oh, nggak mau. Padahal biasanya yang pintar ngajari yang lain ya Bu ya.
- T : Iya tapi kadang ya ada yang mau tanya dan ngajari. Tapi ada juga yang nggak mau tanya. Lha mbok ini diajari. Lha nggak tanya kok. Ada yang poko ke luweh.
- R : Apa cuma pelajaran Bahasa Inggris saja mereka begitu, Bu?
- T : Nek anak sini umumnya kayak gitu, Mbak. Tapi nek menurut survey pelajaran yang menurut mereka itu anu, misalnya matematika, IPA mungkin ya, yang mereka anggap nggak bisa itu lho Mbak. Tapi nek seni rupa yo jalan, olah raga jalan, menjahit jalan.
- R : Oh, ada pelajaran menjahit juga, Bu?
- T : Iya, PKK. [talking to a female older teacher] Di sini ada pelajaran menjahit, Bu ya?
- OT : Ada, pokoknya di sini itu kalau pelajaran yang tidak memakai ini [gesturing, touching head]
- T : [laugh]
- OT : Yang pakai skill aja.
- T : Menggambar atau... nek Bahasa Inggris, Matematika itu [laugh]

- OT : Blondo. Nek kita yang penting cuma sing penting lulus, nggak nakal, nggak ramai.
- R : Oh, jadi yang nggak bisa itu sebenarnya mungkin bukan karena nggak bisa tapi karena nggak mau, Bu.
- T : Oh, ya bisa juga kayak gitu. Tapi anak-anak yang memang sebetulnya otaknya tidak nyampe itu ya ada. Ada yang memperhatikan tetapi nggak bisa yo ada. Yang perempuan-perempuan itu pada memperhatikan lho itu, tapi ya tetep hasilnya ya ga bagus lho.
- R : Kalau dari segi fasilitas gimana, Bu?
- T : Nek di sini itu fasilitasnya masih agak kurang e. Di belakang itu ada lab IPA kayaknya tapi nggak pernah dimanfaatkan e. Apa ya. Sebenarnya di sini itu fasilitasnya kurang anu...kurang memadai. Kadang itu kalau pemerintah mengutamakan yang sekolah negeri yang dikasih bantuan. Kadang kan misalnya sekolah yang swasta kaya gini misalnya dananya nggak ada kan susah nyari dananya dari mana.
- R : Cuma mengandalkan dari SPP ya, Bu?
- T : Itu juga kan di sini siswanya latar belakangnya bukan orang mampu. Menengah ke bawah gitu. Kadang ada yang nggak mampu to, nunggu lama banget. Kadang mengandalkan bantuan. Pokoknya nanti kalau dapat bantuan lewat sekolah langsung dipotong untuk SPP. Padahal di sini rata-rata gurunya bukan pegawai negeri. Jadi mereka gajinya diambilkan dari itu juga. Kadang kan SPP anak ada yang telat jadi kadang kan emang gurunya terima gaji mundur ada. Ya kayak gitu susahnyanya. Ya kan bagaimanapun juga itu pengaruh Mbak kok nggak menyediakan misalnya fotokopian materi. Kebanyakan kan kadang yang bukan guru pegawai negeri kan banyak itu kan perkara juga to.
- R : Oh...sudah gajinya telat, kalau harus fotokopi materi kan ...
- T : Makanya jadinya ngajarnya jadi apa adanya sekali. Itu syukur-syukur anak-anak memperhatikan ya sudah Alhamdulillah. Nek hasil nek secara kognitif memang belum tentu bisa. Mungkin ya itu tadi mungkin ngajar afektif atau apa sikapnya mungkin ada peningkatan.

Interview 5

- R : Ibu, saya mau minta masukan dari Ibu. Ibu kan sudah lama mengenal anak-anak ini. Gimana ya untuk menangani anak-anak yang nggak mau mengikuti pelajaran?

- T : Nah itu saya juga bingung Mbak. Kalau pas mengerjakan soal itu jawabannya nanti tak tulis di situ, tapi yo yang bisa cuma itu-itu terus. Yang lain yo cuma nyonto. Tak suruh, ‘mbok nggak usah nyonto’ tu saya tuh masih kurang punya daya tu untuk mereka tidak mencontoh. Itu tu kesadaran diri kayaknya.
- R : Iya, Bu. Saya juga sudah merasakan sendiri susahnyanya.
- T : Iya itu motivasi dari dalam dirinya sendiri yang perlu di...pokoknya saya nggak nyonto, saya pingin bisa sendiri, saya pingin membuktikan. Kalau itu pernah ya mungkin peningkatannya signifikan sekali. Tapi, ya itu mbuatnya. Gimana ya Mbak supaya bikin anak-anaknya punya motivasi dari dirinya sendiri?
- R : Kalau ini, saya kan bimbingan sama Bu Warsih; ini aja Mbak, personal approach. Jadi didekati satu-satu anaknya. Diajak ngobrol bawisa, ‘kamu rumahnya mana?’ seperti itu. Lama-lama dia membuka diri.
- T : Oh, gitu ya. Saya jarang kayak gitu itu.
- R : Kalau saya dengar dari cerita Ibu Warsih, beliau dulu pernah menajdi guru juga sebelum jadi dosen dan punya pengalaman dengan anak-anak bandel. Tapi memang butuh waktu. Kayaknya kalau saya cuma ngajar satu bulan nggak bisa pake pendekatan personal dengan maksimal, apalagi anak yang ramai [bermasalah] lebih dari satu jadi untuk personal approach untuk penelitian ini sepertinya saya belum bisa. Mungkin bisa ibu coba karena ibu lebih lama mengajar di sini.
- T : Oh, begitu to.
- R : Kalau dari cerita Ibu Warsih, dulu beliau gajar di kelas yang ada 1 anak bandel. Nggak mau dengerin, kalau ada tugas nggak mau megerjakan. Semua pelajaran seperti itu. Tapi pas diampu sama Bu Warsih dia lama-lama jadi anak yang bertanggungjawab.
- T : Bukunya ada nggak, ya Mbak kira-kira gimana caranya...
- R : Setahu saya Ibu Warsih bukunya tentang metodologi penelitian.
- T : Ini banyak lho Mbak anaknya yang bermasalah. Kadang bolos, terlambat.

Interview 7

- R : Mbak Herlina ketua kelas 7A ya?
- S : Iya, Miss.
- R : Miss Tika mau tanya, menurutmu gimana tadi pelajarannya? Mudeng nggak?

- S : Ya mudeng sih Miss soalnya ngajarnya dikit-dikit dan tugasnya gampang. Tapi tugasnya banyak e Miss.
- R : Iya memang tugasnya banyak, tapi kan gampang-gampang to. Pilih mana, tugas banyak tapi gampang atau sedikit tapi susah?
- S : Ya yang gampang lah, Miss.
- R : Kalau game-nya gimana? Suka nggak belajar sambil main game?
- S : Suka, Miss. Besok lagi ya.

Interview 9

- R : Oya, kemarin itu Bu, saking ramainya mereka sampai ada kepala sekolah diluar jendela diam memperhatikan agak lama sampai anak-anak diam. Saya jadi nggak enak sama Pak Kepala Sekolah.
- T : Memang sering kaya gitu kok.
- R : Oh, sering kaya gitu. Jadi nggak cuma saya kemarin itu?
- T : Nggak. Aku kadang dulu juga. Dari lima kelas, ini yang paling trouble lho Mbak. Kemarin kan saya sebenarnya, ada kelas 7A, 7B tapi yang satu kan sudah dipakai penelitian Mbak Zuli.
- R : Oh, iya Bu nggak apa-apa.

Interview 10

- R : Bu kalau boleh tahu latar belakang keluarga siswa di sini rata-rata seperti apa ya, Bu? Kok sepertinya di sekolah sering ramai. Barangkali ada masalah di rumah.
- T : Di sini rata-rata ekonominya menengah ke bawah, Mbak. Bahkan ada yang kurang mampu. Ada yang orang tuanya cuma pemulung. Ada yang anak sini sepulang sekolah bantu kerja di warung sampai malam. Kemarin itu ada yang dari BK orang tuanya bercerai cuma ikut simbahnya.

Interview 11

- R : Arjuna, kamu ngapain di luar? Itu teman-temanmu di dalam baru pelajaran.
- S : Iya, Miss. Baru disetrap Miss nggak boleh masuk.
- R : Lho kenapa?

- S : Tadi waktu istirahat jajan di luar, Miss.
- R : Oh, gitu. Tapi nanti pas pelajaran Bahasa Inggris boleh masuk, kan?
- S : Iya kayanya. Nanti nonton film, Miss?
- R : Nonton film nggak ya...? Tapi yang jelas nanti pakai LCD.
- S : Ah, gitu. Mbok nonton film aja, Miss.
- R : Kalau nonton film terus belajarnya kapan dong? Eh tapi suka nggak kalau belajarnya pakai LCD?
- S : Ya suka, ada gambarnya terus lebih jelas. Pakai yang ada gambarnya tikus itu lho, Miss.

Interview 12

- R : Oh iya, Bu. Itu kan di presensi ada 25 anak. Tapi ada yang tidak pernah berangkat, Nanda...
- T : Itu keluar e Mbak. Di sini ada yang dikeluarkan, ada yang keluar, tapi saya nggak tahu [yang mana]
- R : Oh, gitu.
- T : Coba tak tanya [talking to a senior teacher]. Pak Ju, Adik Faisal itu keluar?
- R : Adik Faisal sama Ridwan Yakud.
- T : Kalau Ridwan Yakud itu pindah sekolah, Mbak. Tapi kalau Adik Faisal itu...aku kok lupa ya...oh, ikut mbahnya. Jadi dia pindah sekolah juga.
- R : Jadi pindah sekolah semua.
- OT : Kalau Nanda Kurnia masih.
- T : Masih tapi kalau di kelas malah nganu e ...ngrusak kelas.
- R : Istimewa memang Bu anak-anaknya.
- T : Ada beberapa yang memang ya gitu lah Mbak. Aulia, Avinas, ...
- R : Ada juga yang kemarin itu lho Bu, saya suruh baca tapi diganti nama.
- T : Oh, Dewanto. Malah kadang guru itu nggak punya power e Mbak. Kadang udah tak suruh keluar nggak mau keluar. Masa saya suruh nyeret, diseret itu juga nggak mau e. Kadang anaknya sudah besar-besar e tarik-tarikan yo kalah [laugh] ya kayak gitu. Disuruh keluar belum tentu mau.

- R : Iya, dirusuh keluar nggak mau. Saya juga udah nyoba, Bu. Nggak mau.
- T : Njenengan bukan gurunya asli. Saya gurunya asli lho, Mbak.
- R : Tapi kemarin waktu disetrap mau Bu beberapa anak itu di luar. Disetrap karena jajan di luar katanya.
- T : Kalau sama Pak...ada beberapa guru tertentu yang ditakuti. Tapi ada guru-guru yang nggak ditakuti. Saya termasuk guru yang nggak ditakuti sama anak-anak.
- R : Mungkin karena sudah senior gitu ya Bu jadi ditakuti.
- T : Sudah senior. Dan mungkin wibawanya juga harus lebih. [talking to another teacher]
- OT : ... Karang awake dewe ki maklum bocahe karang turahan sekolah liyane, dadi bocahe nganu...
- R : Istimewa kok, Pak.
- OT : Iyo, bocah kene iso sukses ki gurune juara. Nek SMP 5, SMP liyane bocahe wis pinter-pinter gurune kepenak. Yo po ra?
- R : Nggih.
- OT : Ning kene ki bijine iso apik, maune mlebune gur turahan nek bijine iso apik wah gurune sudah juara
- R : Luar biasa.
- OT : Ngene ki ora gur aku thok. Nek ngrasake ngadepi bocahe, wah..

Interview 14

- R : Bagus, gimana kemarin nulisnya bisa nggak?
- S : Susah e Miss. Nilaiku berapa, Miss?
- R : Belum dinilai. Tapi Miss yakin tulisanmu bagus kok. Susahnya dimana?
- S : Kosakatanya itu lho Miss.
- R : Oh gitu. Tapi sudah bisa kan caranya nulis teks deskriptif? Besok kita nulis deskriptif lagi lho.
- S : Iya, Miss. Itu to cuma kalimat pertamaya...apa itu...
- R : kalimat pembuka.

S : Iya terus dikasih deskripsi.

R : Betul!

Interview 15

R : Menurut Ibu bagaimana pembelajaran kemarin dengan genre-based?

T : Menarik metodenya. Kemarin dikasih motivasi dulu, pakai video dan gambar-gambar itu ya. Anak-anak jadi lebih antusias, tapi meskipun begitu kadang-kadang anak-anak mungkin kalau sudah beberapa menit berlalu tetep anu ya Mbak tetep seperti biasa lagi ya.

R : Iya Bu, kalau nggak menarik buat mereka.

T : Intinya mungkin pas awal-awal itu cuma menarik antusias aja disetelkan video seperti itu. Tapi mereka pada waktu itu tertarik banget, antusias banget tapi setelah dikasih materi terus ada anak-anak yang tetep aja nggak mau. Ya itu nggak tau caranya gimana saya juga bingung. Tapi nek untuk secara keseluruhan lumayan sih mbak daripada misalnya nek saya kan jarang menggunakan media. Terus kemarin dikit-dikit to ngajarnya ini ini ini diulang-ulang jadi yo anak-anak yo paham.

Field notes

Evaluation by the English teacher by the end of cycle I

- Good syllabus. Lesson plan was design aptly based on the syllabus.
- The lesson plan is well designed. The steps of teaching are elaborated in details.
- Using pictures and things in the classroom as teaching media.
- Materials: descriptive texts about classroom.
- Opening class by greeting the students, and asking the things in the classroom.
- The materials were varied. It begins with simple vocabulary, noun phrase, putting phrases in order, sentences, and writing a simple paragraph. Therefore, the materials were delivered little by little and in sequential order.
- Classroom interactions are accommodated with discussions, question and answer session, and lecture.
- Appropriate use of language. English was mixed with Indonesian language to make it easier for students to understand instructions.
- Time allocation was used efficiently based on the lesson plan.
- The researcher moved around the class to monitor the students.
- Motivating students by asking questions and giving compliments.
- Occasionally lack of classroom management causing the class to be noisy.
- The researcher used pictures, videos and things in the classroom to deliver the materials or give tasks.
- Assessment was done by assigning students to write a short descriptive text based on a picture.
- Closing the class by reviewing what had been learned.
- The majority of the students paid attention and participated in doing the tasks given. However, there are a few students who did not do tasks and doodled instead.
- Techniques and classroom management needs to be improved so that the class can be properly controlled.

Evaluation by the English teacher by the end of cycle II

- Lesson plan was design aptly based on the syllabus.
- Lesson plan was good and detailed.
- Using picture, application and videos as teaching media.
- Materials: descriptive texts about house
- Opening class by greeting the students, motivating the students and apperception.
- The materials were varied and detailed, rather high in capacity.
- Classroom interactions are accommodated with discussions, question and answer session, and lecture. Sometimes, along with tasks.
- Appropriate use of language. Indonesian language was more dominantly used in order to make it easier for students to understand instructions.
- Time allocation was used efficiently based on the lesson plan.
- The researcher moved around the class to monitor the students.
- The researcher used interesting videos and prizes to make the students enthusiastic.
- Good classroom management.
- The researcher used pictures, videos and software application to deliver the materials and give tasks.
- Assessment was done by assigning students to write a short descriptive text about a house.
- Closing the class by reviewing what had been learned and praying.
- The students were paying attention to the videos and materials displayed with the LCD projector. The majority of students participated in doing the tasks, only a few refused to do it. The class began to get noisy when the researcher gave prize because the students were overexcited to take the prizes.
- When giving prizes, the students should be more controlled so that the noise could be minimized.

Students' opinions on learning English through genre based approach

<p>Kritik : menurut saya mbak tika itu orangnya baik, kalau menyebut itu mengajar kan dia, kecewaan, hahh</p>	<p>ngosannya seru... tp kadang bikin ngantuk... heheh :D</p> <p>"Cemungut - Cemungut" eeaa...¹¹</p>
<ul style="list-style-type: none"> • Najarinya enak • Setuannya • ga galak • tapi.. "kebernyakan dibasih tugas" :) 	<p>Kritik : seru !! Saran : mbaknya kalongejasin jangan cepet-cepet !!</p>
<p>Saran :</p> <ul style="list-style-type: none"> -Mbaknya kurang tegas kalau mengajar -Semangat y ☺ <p>Pesan :</p> <ul style="list-style-type: none"> -S'moga mbak nya jadi guru yang baik dan cita-citanya tercapai. Amieen ☺☺☺ 	<p>Apik - Apik wae Mbg'e</p>
<p>mbaknya baik hati pintar</p> <p>Saya berterimakasih Sekali Sekali</p>	<p>Nama = - - - - - ? No = - - - ? kelas = VII^A</p> <p>kesan = mbaknya klo' ngajar ngomong nya cepet banget</p> <p>pesan = supaya rajin belajar</p>

Buat Mb. Tika
 Mb Tika mengajarnya asyik
 tapi kurang jelas & kurang
 tegas

MBK NYA Baik, Enak Ngajarnya

MBAK NYA Baik
 Enak Ngajar Nya 😊
 Moga Cita2 cpt tercapai
 N Dapat Pasangan yg
 Cerdas {088-880}

I really enjoy English lesson if you're the one
 who teach us ☺
 고맙습니다

- Mbak nya baik.
 - Ngajarnya juga enak.
 - Makasih ya untuk semuanya.
 - Semoga kuliahnya lancar.
 - Semoga juga nilainya baik.
 - Doain aku juga ya mbak, supaya nilai
 saya juga baik.
 CUMAN TUGAS NYA BANYAK.
 Kurangin dinitilah mbak.

→ Bak nya enak ngajar nya.
 → Bak gampang marah.
 → Asik nya di pertahanin ya?
 → Jelasnya bagus!
 Tetap Semangat Ya!!!
 Oke!!!

Mbak Tika ngajarnya enak, baik.

Kritik ⇒ ngajarnya kurang tegas
 jadi anak laki-laki nya
 banyak yang bande!
 X
 O
 Saran ⇒ Lebih tegas lagi ya
 mba... hehe

Mbak NYA yang baik.
 SMA mbk nya cepet dpt pekerjaan yg baik
 dapat jdh yg setinggi baik ht:
 n dpt nilai kelulusan yg baik
 mkasih to pajaranya

Kritik dan saran:
 ⇒ ~~kalau~~ kalau bicara menggunakan bahasa Inggris
 itu pelan-pelan aja
 Thank you
 NB: Don't Forget Me

- Mbak menantang
 - baik hati
 - jekasinta anak

- Mbaknya baik
 - Ngajarnya santai
 - gak gampang marah
 - cuman "KE BANYAK TUGAS"
 - Mudah di pahami
 - Semoga mbaknya sukses, saya DOA'IN

mbak mustika membuat saya
 ^ ^
 Happy

Dear : Mba Mustika
 Ngajarnya enak mba, mudah dimengerti,
 but kalo ngajar ngomongnya pelan-pelanlah,
 jangan cepet-cepet

Good Luck Mba...
 and keep smile girls 😊

APPENDIX C

Interview guideline

Interview guideline (classroom teacher)

1. Bagaimana pendapat Ibu mengenai keseluruhan pembelajaran tadi?
2. Bagaimana pendapat Ibu mengenai materi yang disampaikan?
3. Bagaimana teknik mengajar saya? Apa saja kekurangan dan kelebihanannya?
4. Apakah menurut Ibu anak-anak dapat menerima pelajaran dengan baik melalui penerapan GBA?
5. Mohon kritik dan saran.

Interview guideline (collaborator)

1. Bagaimana pembelajaran tadi?
2. Bagaimana teknik mengajar saya? Apa saja kekurangan dan kelebihanannya?
3. Bagaimana dengan pendekatan saya terhadap anak?
4. Bagaimana dengan cara saya menangani kelas yang gaduh?
5. Mohon kritik dan saran.

Interview guideline (students)

1. Bagaimana menurut adik pembelajaran tadi?
2. Apakah pembelajaran tadi cukup jelas atau membingungkan?
3. Apakah materi tadi terlalu sulit?
4. Adakah yang masih belum dipahami? Apa saja?
5. Apakah adik memiliki saran untuk pembelajaran selanjutnya? Apa saja?

APPENDIX D

Attendance

No.	NAMA	L/P	MAY					JUNE	
			13 rd	18 th	20 th	25 th	27 th	1 st	3 rd
1.	ADIK FAISAL	L	-	-	-	-	-	-	-
2.	ALVIN NOVANTORO	L	✓	✓	-	-	✓	✓	✓
3.	ANGGA DWI PRIYANTO	L	-	✓	✓	✓	✓	✓	✓
4.	ARJUNA PUTRA PRATAMA	L	✓	✓	-	✓	✓	✓	✓
5.	AVINAS NUR HIDAYAT	L	✓	✓	✓	✓	✓	✓	-
6.	BINTANG NANDA SAPUTRA	L	✓	✓	✓	✓	✓	✓	✓
7.	DESY SUCI ANGGRAENI	P	✓	✓	✓	✓	✓	✓	✓
8.	DEWANTO KHOIRULLAH	L	✓	✓	✓	✓	✓	✓	✓
9.	DIAS PUTRA PERSADA	L	✓	✓	✓	-	✓	✓	✓
10.	ERWINDO KRISTIANTO	L	✓	✓	✓	✓	✓	✓	-
11.	FIKAR WISNU ARDANI	L	-	✓	✓	✓	✓	✓	✓
12.	HANIFAH ADAWIYAH	P	✓	✓	✓	✓	✓	✓	✓
13.	HERLINA PUTRI ANTI	P	-	-	✓	✓	✓	-	✓
14.	IFAN FAUSI	L	✓	✓	✓	✓	✓	✓	✓
15.	LANI FITRIA NUR HIDAYAH	P	-	✓	✓	✓	✓	✓	✓
16.	M. LEO WAHYU P.	L	✓	✓	✓	✓	✓	✓	✓
17.	MARLIANA INDAH KUMALASARI	P	✓	✓	✓	✓	✓	✓	✓
18.	MUHAMMAD BAGUS PURWANTO	L	-	✓	✓	✓	✓	✓	✓
19.	NADIA AYESHA MAHADEWI	P	-	✓	✓	-	✓	✓	✓
20.	NANDA KURNIA DWI YULIANTO	L	✓	✓	✓	✓	-	✓	✓
21.	NOLA RISKA EVANI	P	✓	✓	✓	✓	✓	✓	✓
22.	NURWENDA AULIA WIDIANDHIKA	L	-	✓	✓	✓	✓	✓	-
23.	RIDWAN YAKUD DIAN P.	L	-	-	-	-	-	-	-
24.	SINTA BELLA	P	✓	✓	-	-	✓	✓	✓
25.	SYAFITRI ANJANI	P	✓	✓	✓	✓	✓	✓	✓

APPENDIX E

WRITING SCORES

THE STUDENTS' WRITING SCORES IN PRE-TEST

NO.	NAMA	L/P	C		O		V		L		M		TOTAL	LEVEL
			R	CL										
1.	Adik Faisal	L												
2.	Alvin Novantoro	L	3	3	1	2	2	1	1	1	1	1	16	POOR
3.	Angga Dwi Priyanto	L												
4.	Arjuna Putra Pratama	L	2	2	2	2	2	2	1	1	1	1	16	POOR
5.	Avinas Nur Hidayat	L	3	3	2	2	2	1	1	1	1	1	17	POOR
6.	Bintang Nanda Saputra	L	3	3	3	2	1	1	1	1	1	1	17	POOR
7.	Desy Suci Anggraeni	P	3	3	2	3	2	1	1	1	1	1	18	POOR
8.	Dewanto Khoirullah	L	3	3	2	2	2	1	1	1	1	1	17	POOR
9.	Dias Putra Persada	L	2	3	2	1	1	1	1	1	1	1	14	POOR
10.	Erwindo Kristianto	L	1	1	1	1	1	1	1	1	1	1	10	VERY POOR
11.	Fikar Wisnu Ardani	L												
12.	Hanifah Adawiyah	P	3	3	3	2	2	2	1	1	3	2	22	FAIR
13.	Herlina Putri Anti	P												
14.	Ifan Fausi	L	3	3	3	2	3	2	2	1	2	1	22	FAIR

15.	Lani Fitria Nur Hidayah	P												
16.	M. Leo Wahyu P.	L	3	3	3	2	2	2	2	1	2	1	21	FAIR
17.	Marliana Indah K.	P	3	3	2	2	3	1	2	1	2	1	20	FAIR
18.	Muhammad Bagus P.	L												
19.	Nadia Ayesha M.	P												
20.	Nanda Kurnia Dwi Y.	L	3	3	1	2	2	1	1	1	1	1	16	POOR
21.	Nola Riska Evani	P	3	2	3	2	2	1	2	1	1	1	18	POOR
22.	Nurwenda Aulia W.	L												
23.	Ridwan Yakud Dian P.	L												
24.	Sinta Bella	P	3	3	2	2		1	1	1	1	1	15	POOR
25.	Syafitri Anjani	P	3	3	3	2	2	2	2	1	2	2	22	FAIR
MEAN			2,75		2,01		1,61		1,16		1,25		17,56	
LEVEL			FAIR		FAIR		POOR		POOR		POOR			POOR

THE STUDENTS' WRITING SCORES IN CYCLE 1

NO.	NAMA	L/P	C		O		V		L		M		TOTAL	LEVEL
			R	CL										
1.	Adik Faisal	L												
2.	Alvin Novantoro	L												
3.	Angga Dwi Priyanto	L	3	2	2	2	2	2	2	2	1	1	19	POOR
4.	Arjuna Putra Pratama	L	4	4	3	3	3	2	2	3	2	2	28	GOOD
5.	Avinas Nur Hidayat	L	3	3	3	2	2	2	3	2	1	1	22	FAIR
6.	Bintang Nanda Saputra	L	4	4	2	2	3	3	2	3	1	1	25	GOOD
7.	Desy Suci Anggraeni	P	4	4	3	2	3	3	3	4	4	4	34	VERY GOOD
8.	Dewanto Khoirullah	L	4	4	2	2	3	1	1	2	1	1	21	FAIR
9.	Dias Putra Persada	L												
10.	Erwindo Kristianto	L	3	2	3	2	2	1	1	1	2	1	18	POOR
11.	Fikar Wisnu Ardani	L	4	4	3	3	4	4	3	3	3	3	34	VERY GOOD
12.	Hanifah Adawiyah	P	4	4	2	2	3	2	2	2	2	2	25	GOOD
13.	Herlina Putri Anti	P	3	2	2	2	2	2	3	2	1	1	20	FAIR
14.	Ifan Fausi	L	4	4	3	3	3	3	2	2	1	1	26	GOOD
15.	Lani Fitria Nur Hidayah	P	4	4	2	2	4	4	4	4	2	2	32	VERY GOOD

16.	M. Leo Wahyu P.	L	3	3	3	2	3	3	2	2	2	1	24	FAIR
17.	Marliana Indah K.	P	4	4	2	2	2	2	2	2	3	2	25	GOOD
18.	Muhammad Bagus P.	L	4	4	3	2	3	3	2	3	2	2	28	GOOD
19.	Nadia Ayesha M.	P												
20.	Nanda Kurnia Dwi Y.	L	4	4	2	2	2	1	2	2	1	1	21	FAIR
21.	Nola Riska Evani	P	4	4	2	1	3	3	2	3	1	2	25	GOOD
22.	Nurwenda Aulia W.	L												
23.	Ridwan Yakud Dian P.	L												
24.	Sinta Bella	P												
25.	Syafitri Anjani	P	4	4	4	3	3	4	3	3	3	3	34	VERY GOOD
MEAN			3,64		2,36		2,64		2,42		1,78		25,67	
LEVEL			GOOD		FAIR		FAIR		FAIR		POOR			GOOD

THE STUDENTS' WRITING SCORES IN CYCLE 2

NO.	NAMA	L/P	C		O		V		L		M		TOTAL	LEVEL
			R	CL										
1.	Adik Faisal	L												
2.	Alvin Novantoro	L	3	3	1	2	2	1	2	1	1	1	17	POOR
3.	Angga Dwi Priyanto	L	3	2	2	2	3	2	2	2	1	1	20	POOR
4.	Arjuna Putra Pratama	L	4	4	3	3	3	2	3	2	3	2	29	GOOD
5.	Avinas Nur Hidayat	L												
6.	Bintang Nanda Saputra	L	4	4	2	2	3	3	3	3	1	1	26	GOOD
7.	Desy Suci Anggraeni	P	4	4	4	3	3	2	4	2	3	2	31	VERY GOOD
8.	Dewanto Khoirullah	L	4	4	2	2	3	1	2	2	1	1	22	FAIR
9.	Dias Putra Persada	L	2	3	2	1	2	1	1	1	1	1	15	POOR
10.	Erwindo Kristianto	L												
11.	Fikar Wisnu Ardani	L	4	4	4	3	4	3	3	1	3	2	31	GOOD
12.	Hanifah Adawiyah	P	4	4	3	3	3	2	3	2	2	2	28	GOOD
13.	Herlina Putri Anti	P	4	4	3	3	3	3	3	2	3	2	30	VERY GOOD
14.	Ifan Fausi	L	4	4	4	3	3	3	2	2	2	2	29	GOOD
15.	Lani Fitria Nur Hidayah	P	4	4	3	2	4	3	4	2	2	2	30	VERY GOOD

16.	M. Leo Wahyu P.	L	3	3	3	2	3	3	3	2	2	1	25	GOOD
17.	Marliana Indah K.	P	4	4	3	3	3	2	3	2	3	3	30	VERY GOOD
18.	Muhammad Bagus P.	L	4	4	4	3	3	3	3	1	2	2	29	GOOD
19.	Nadia Ayesha M.	P	4	4	4	3	3	3	3	2	2	2	30	VERY GOOD
20.	Nanda Kurnia Dwi Y.	L	4	4	2	2	2	1	3	2	1	1	22	FAIR
21.	Nola Riska Evani	P	4	4	4	4	3	3	3	3	3	3	34	VERY GOOD
22.	Nurwenda Aulia W.	L												
23.	Ridwan Yakud Dian P.	L												
24.	Sinta Bella	P	4	4	3	2	3	2	3	2	2	2	27	GOOD
25.	Syafitri Anjani	P	4	4	3	3	4	4	3	3	3	3	34	VERY GOOD
MEAN			3,75		2,8		2,67		2,42		1,92		27,15	
LEVEL			GOOD		FAIR		FAIR		FAIR		POOR			GOOD

APPENDIX F

Writing assessment rubric by Weigle (2002)

	Score	Level	Criteria
Content	4	Excellent	Relevant to the topic
	3	Good	Mostly relevant to the topic but lacks detail
	2	Fair	Inadequate development of the topic
	1	Poor	Doesn't have knowledge of the subject
Organization	4	Excellent	Ideas clearly stated/supported, well organize.
	3	Good	Loosely organized but words ideas stand out, logical but incomplete sequencing.
	2	Fair	An idea confused or disconnected, lacks logical sequencing, and development.
	1	Poor	No organization.
Vocabulary	4	Excellent	Effective word/idiom choice and usage
	3	Good	Occasional errors of word/idiom form, choice usage, but meaning not obscured
	2	Fair	Frequent errors of word/idiom form, choice usage and meaning confused or obscured
	1	Poor	Little knowledge of English vocabulary, idioms, word form
Language use	4	Excellent	Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions
	3	Good	Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	2	Fair	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition, and or fragments run-ons, deletion
	1	Poor	Dominated by errors.
Mechanics	4	Excellent	Few errors of spelling, punctuation capitalization, paragraphing
	3	Good	Occasional errors of spelling, punctuation, capitalization
	2	Fair	Frequent errors of spelling punctuation, capitalization, paragraphing, poor hand writing
	1	Poor	Dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible.

Source: Weigle, C. Sara (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

APPENDIX G

LESSON PLANS

LESSON PLAN CYCLE 1

A. Identity of the Lesson

School : SMP Institut Indonesia
 Subject : English
 Grade/semester : VII/2
 No. of students : 24 students (15 male and 9 female)

B. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

(12. To express meanings in short functional texts and short essays in the form of descriptive and procedure texts in order to interact with the surroundings.)

C. Basic Competency

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

(12.2 To express meanings and rhetorical structure of short essays using written expressions accurately, fluently and appropriately in order to interact with the surroundings through descriptive and procedure texts.)

D. Indicators

1. Identifying things at school
2. Answering the comprehension questions about the content of descriptive texts correctly
3. Identifying the correct forms of singular and plural nouns
4. Identifying the correct use of adjective in noun phrases
5. Identifying the correct use of 'there is...' and 'there are...' in sentences

6. Identifying the correct use of prepositions of place
7. Making simple English sentences and putting them in a coherent paragraph.

E. Objectives

With direction and explanation from the teacher followed by individual/group activities and tasks, students are expected to be able to identify the meaning of short descriptive text and to express their ideas in written form of descriptive text related to themselves and their surroundings.

F. Materials

1. Topic : My school
2. Input text : Descriptive
3. Key vocabulary : things in the school (table, chair, whiteboard, window, door, library, teacher room, etc)
4. Key structures : present tense, singular and plural nouns, preposition of place, word order in noun phrases, pronouns and possessive pronouns
5. Key spelling : changes in singular to plural forms of words ending with f and y.

G. Time Allocation : 2 x 40 minutes

H. Teaching Method: presentation, practice, production

I. Media: pictures, projector, worksheets, real objects in the school.

J. Activities

a. Opening

- 1) Praying
- 2) Greeting
- 3) Checking attendance

b. Whilst-Teaching

Building knowledge of the field (BKOF)

- 1) Teacher (T) asks students (Ss) to look around their classroom and what they think about it. (T asks questions such as: Is it clean? Is it big? Can you mention the things in the classroom? The students may mention them in Bahasa Indonesia if they do not

know the English words for table, chair, windows, door, white board, marker, eraser, ruler, books, fan, etc.)

- 2) T tells Ss the goal of lesson: to describe a classroom.
- 3) T gives a short descriptive text describing a classroom with picture in a piece of paper.
- 4) T reads the text loudly while Ss are listening to her.
- 5) T asks whether there are difficult words in the text, and write the words on the board.
- 6) T then asks Ss to find the meaning of the words in the dictionary.
- 7) T asks Ss to re-read the text and then discusses the content of the text.
- 8) To check Ss comprehension of the text, by giving a task related to the text.
- 9) T gives Ss another descriptive text with picture and asks Ss to read it.
- 10) T asks whether there are difficult words in the text, and write the words on the board.
- 11) T then asks Ss to find the meaning of the words in the dictionary.
- 12) T asks Ss to re-read the text and then discusses the content of the text.
- 13) To check Ss comprehension, T gives a task related to the text.
- 14) T asks Ss to re-read the new vocabulary they learn today and memorize them. Then, T leads the students to do a game and explains the rule. In this game, the students are divided into six groups. Each group is given a piece of paper and an envelope. There are English words written on the paper and their Indonesian equivalence in the envelope. The students are supposed to match the Indonesian equivalent of the English words on the paper. They have to do it as quickly as possible. The group that finishes first and has most correct answers is the winner.

Modeling and Deconstructing of the Text

- 1) T reviews what they have learned on the previous meeting.
- 2) T asks Ss the similarities they can find in both texts given earlier.
- 3) T gives an explanation about descriptive text and its features.
- 4) T gives an explanation about **singular and plural nouns**, examples and exercise.
- 5) T gives an explanation about **adjectives** and how to use them in noun phrases, and followed by exercise.
- 6) T gives an explanation about **prepositions of place** using the i-dictionary application displayed with LCD projector and followed by an exercise.

- 7) T gives an explanation about **present tense [there is/there are]** followed by an exercise.
- 8) T leads the class to do a game and explains the rule: in this game, the students are divided into six groups. Each group is given a piece of paper in which there are incorrect English sentences and they have to correct them. The group that finishes first and has the most correct answers is the winner.

Joint Construction of the Text

- 9) Together with Ss, T writes a descriptive text on the board.
- 10) Provided with pictures, Ss are asked to make a descriptive text in groups.
- 11) While Ss working with their text, T goes around the class to offer help and monitors their works.
- 12) After all groups finish their works, each group is supposed to correct other group's work. Then, each group should revise their writing before finally submitting it to the teacher.

Individual Construction of the Text

- 13) T gives a picture to each student and them to write a descriptive text about it.
- 14) While Ss working with their text, T go around the class to offer help and monitor their works.

Linking to Related Text

- 15) T asks Ss to find a descriptive text with other subject to describe, i.e. house.

c. Post –Teaching

- 1) T concludes the materials have been taught.
- 2) T gives chance to the Ss to ask the material they feel unclear. Then, T invites Ss to reflect on their learning experiences during the stages of learning.
- 3) T closes the class and leads Ss to pray.

K. Setting: classroom

L. Teaching Media: pictures

M. Learning Resources:

- Ministry of Education and Culture. 2014. *Bahasa Inggris: When English Rings a Bell-Revised Edition*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Nawangwulan, 2012. *Funtastic English for VII Grade Junior High School*. 2012. Retrieved February 22, 2015 from <https://nawangwulan19.files.wordpress.com/2012/08/learning-material-descriptive.pdf>
- Priyana, Joko, dkk. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Wardiman, Artono, dkk. 2008. *English in Focus*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Cambridge Primary i-dictionary

TEACHING MATERIALS CYCLE 1

My classroom



Here is a picture of my classroom. The room is located on the first floor next to the library. It is clean and has complete facilities. The walls are painted white. A white board is hanging on the wall in front of the class. Next to it is a bulletin board where students can pin announcements. There are 10 tables and 10 chairs for the students. Each student gets one chair and one table for themselves so they can work comfortably on their own space. The table has a drawer in it to keep their stuff such as books or stationeries. My classroom is always clean because students of my class always diligently clean the classroom in turns. A clean and comfortable classroom like ours is a good place to learn.

Answer the following questions based on the text above.

1. What is the topic of the text above?
2. Where is the classroom?
3. How is the classroom condition?
4. Why does the classroom always clean and comfortable?
5. Mention the things in the classroom based on the text above.

My School Library



One of my favorite places in my school is the library. It is located just next to my classroom. I like reading so I like visiting my school library to read during breaks. It is a room filled with a lot of books. The books are placed in wooden bookshelves. On top of the bookshelves, there are two globes and a bouquet of flowers. There are posters above the bookshelves. There are also pictures of Indonesian heroes on the wall. In the middle of the library, there is a large green carpet. There is also a table for visitors to read books there. The library is quiet so I can always read peacefully here.

Decide whether these statements are true or false according to the text above. Write T if it is true, or write F if it is false along with the reason.

Statements	T/F	Reason
1. The writer enjoys reading.	T	
2. There are a numerous books in the library.		
3. There are only books in the library.		
4. The students can read the books in the library.		
5. The library is noisy.		

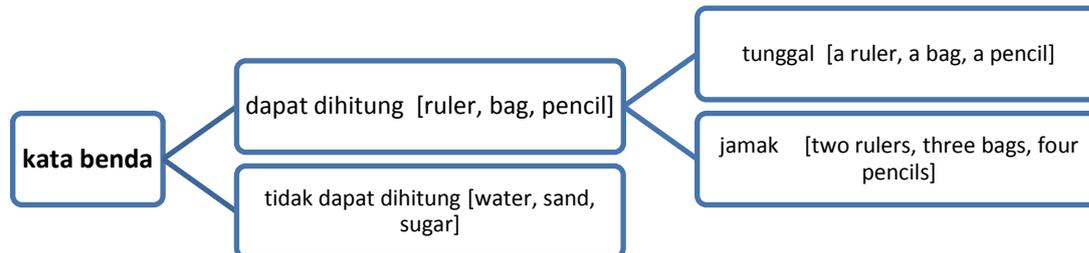
Descriptive text

Descriptive text atau teks deskriptif adalah teks yang mendeskripsikan sesuatu. Sesuatu itu bisa tempat, benda, hewan, orang, dll. *Descriptive text* memiliki kaidah susunan penulisan, yaitu *introduction*/pembuka dan *main part*/deskripsi. Perhatikan tabel berikut.

My classroom	Judul
<i>Here is a picture of my classroom.</i>	<i>Introduction /pembuka</i>
<i>The room is located on the first floor next to the library. It is clean and has complete facilities. The walls are painted white. A white board is hanging on the wall in front of the class. Next to it is a bulletin board where students can pin announcements. There are 10 tables and 10 chairs for the students. Each student gets one chair and one table for themselves so they can work comfortably on their own space. The table has a drawer in it to keep their stuff such as books or stationeries. My classroom is always clean because students of my class always diligently clean the classroom in turns. A clean and comfortable classroom like ours is a good place to learn.</i>	Main part berisi deskripsi ruangan kelas secara jelas dan rinci. Deskripsi ruang kelas bisa menyebutkan: letak ruang kelas, benda-benda yang ada di dalamnya, ukuran, dan keadaan kelas, dll.

Kata benda tunggal dan jamak

Kata benda merupakan kata yang merujuk pada suatu benda. Misalnya: *book, pencil, pen, ruler, eraser, water, sugar, sand, music*, dsb.



No.	Kata benda tunggal	Kata benda jamak	Aturan penulisan
1.	A chair, a bag	Chairs, bags	Noun + s
2.	A box, a watch	Boxes, watches	Noun + es
3.	A dictionary	Dictionaries	Y → ies
4.	A bookshelf	Bookshelves	F → ves

Label the following pictures using the correct forms. Look at the example

laptop
pen
book

dictionary
ruler
pencil

bag
pencil sharpener
dictionary

pencil case
eraser

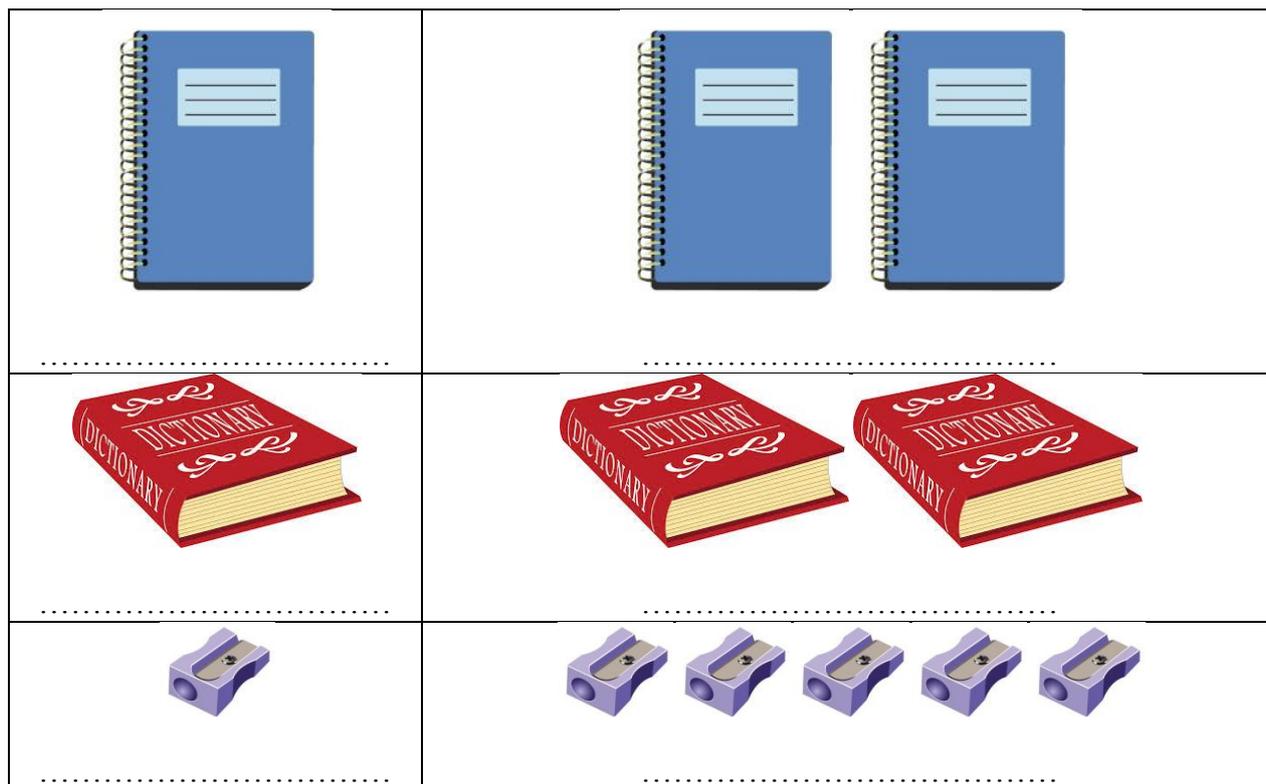


A bag



Two bags





Adjectives

Adjective adalah kata sifat yang menerangkan keadaan atau kualitas suatu benda, seperti new, empty, clean, dll. *Adjective* diletakkan sebelum kata benda. Perhatikan contoh berikut.

A new dictionary

An empty classroom

A clean room

Kita juga bisa menambahkan lebih dari satu adjective untuk menerangkan suatu benda. Contoh:

A new thick dictionary

A big empty classroom

A small clean room

Put the jumbled words bellow into a well arranged noun phrases.

<ol style="list-style-type: none"> 1. good-shoes-my 2. new-the-pencil case 3. bag-expensive-an 4. crayon-a-thick-orange 5. dirty-blackboard-old-a 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
--	---

a atau an?

There is **a** white board in my classroom.

There is **an** eraser on the table.

a + kata benda yang diawali huruf konsonan. Contoh: a ball, chair, a horse.

an + kata benda yang diawali huruf vocal: **a, i, u, e, o**. Contoh: **an** eagle, **an** umbrella, **an** idea.

a/an juga digunakan ketika kata benda diawali dengan adjective [kata sifat]. Misalnya: **a** blue book, **an** old car.

Perkecualian:

U terkadang dibaca /ju/ seperti dalam kata unit atau unique. Dalam hal ini dipakai **a** → a unique bag, a unit of computer.

H terkadang tidak dibaca tebal, seperti dalam kata *hour*. Dalam hal ini, dipakai **an** → an hour.

Write 'a' or 'an' before each word.



_____ aeroplane



_____ tree



_____ apple



_____ snake



_____ ice cream



_____ book

Complete the sentences using **a** or **an**.

- | | |
|------------------------------------|-------------------------------------|
| 1 It's a new book. | 6 He's waiter. |
| 2 She's an English teacher. | 7 It's ugly house. |
| 3 Are you student? | 8 Here's ticket for the play. |
| 4 Britain is island. | 9 He's good worker. |
| 5 They're at restaurant. | 10 It's not easy language. |

Write noun phrases according to the pictures. Use the list of adjectives below to help you. Look at the example given.

green	: hijau
pink	: merah muda
red	: merah
blue	: biru
expensive	: mahal
cheap	: murah
old	: tua
new	: baru

stripped	: bergaris
sharp	: tajam/lancip
strong	: kuat
soft	: lembut
small	: kecil
big	: besar
clean	: bersih
long	: panjang



A new expensive bag



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.....



.....



.....



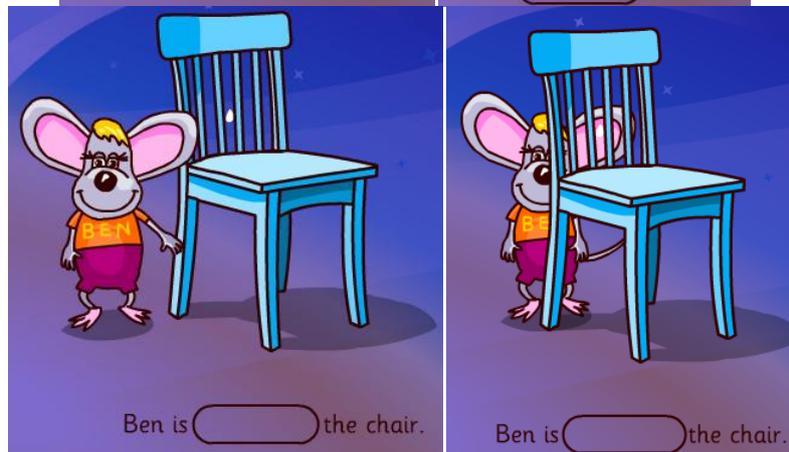
.....



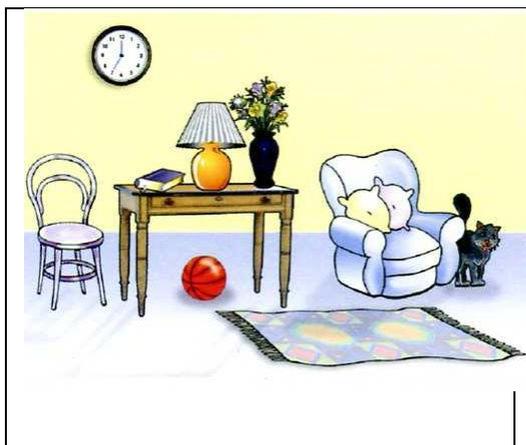
.....

Prepositions of Place

Put the correct prepositions to complete the sentences below.



Put the correct prepositions to complete the sentences below.



1. The clock is the wall.
2. The ball is the table.
3. The cat is..... the armchair.
4. The table is the armchair.
5. The carpet is the floor.
6. The lamp is the table.
7. The flowers are the vase.
8. The table is the chars.

There is/there are

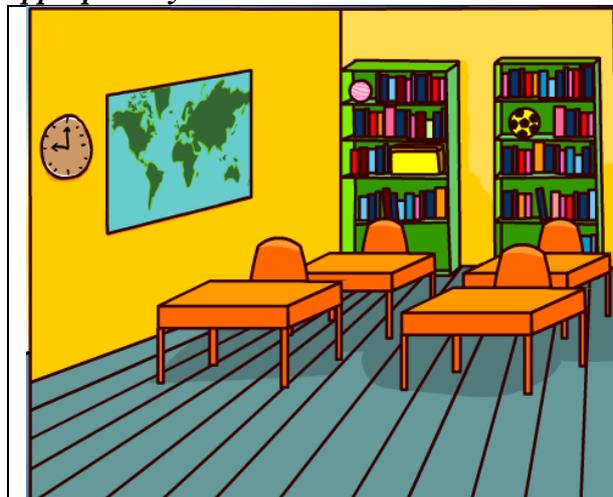
Perhatikan kalimat yang diambil dari teks berjudul 'My School Library' berikut.

- **There is** a large green carpet. → **There is** + kata benda tunggal.
- **There are** posters above the bookshelves. → **There are** + kata benda

Arrange the jumbled words below into a well arranged sentence.

1. is- There-an-blackboard- old- my classroom -in	1.
2. There -markers- on-two- are-table- the	2.
3. There- bag-are-new- in -some-books- my	3.
4. There-drawers-the teacher' desk-are- three	4.
5. There-pencil-is-in-pencil case- my-a	5.

Write sentences in the table below according to the picture, using 'there is' and 'there are' appropriately.



Things	Sentences
Map	There is one map in the classroom.
Chairs	There are four chairs in the classroom.
Table	
Clock	
Bookshelf	

Work in groups. Arrange the jumbled sentences below into a good paragraph of descriptive text.

1. My school is big.
2. All of the rooms are clean and comfortable, especially the library.
3. It also has a beautiful school park in the center of the school.
4. It has 18 classrooms, ten toilets, tree laboratories, a big library, a teacher room and a headmaster room.
5. It is very big and has a lot collection of books.

Work in small groups and pick one of these pictures. Then, write a descriptive text based on the picture you chose.



LESSON PLAN CYCLE II

A. Identity of the Lesson

School : SMP Institut Indonesia

Subject : English

Grade/semester : VII/2

No. of students : 24 students (15 male and 9 female)

B. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

(12. To express meanings in short functional texts and short essays in the form of descriptive and procedure texts in order to interact with the surroundings.)

C. Basic Competency

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.

(12.2 To express meanings and rhetorical structure of short essays using written expressions accurately, fluently and appropriately in order to interact with the surroundings through descriptive and procedure texts.)

D. Indicators

1. Identifying things in a house
2. Understanding the content of descriptive texts
3. Using adjectives in noun phrases
4. Using the proper pronouns
5. Using the has/have in simple sentences correctly
6. Arranging jumbled words into a good sentence
7. Arranging jumbled sentences into a coherent and cohesive paragraph

8. Making simple English sentences and arranging them into a coherent descriptive paragraph.

E. Instructional Objectives

With direction and explanation from the teacher followed by individual/group activities and tasks, students are expected to be able to identify the meaning of short descriptive text and to express their ideas in written form of descriptive text related to themselves and their surroundings.

F. Instructional Materials

1. Topic : My house
2. Input text : Descriptive
3. Key vocabulary : things and rooms in a house [living room, dining room, bathroom, bedroom, sofa, bed, carpet, etc.]
4. Key structures : present tense, preposition of place, noun phrase, and pronouns.
5. Key spelling :

G. Time Allocation : 2 x 40 minutes

H. Teaching Method: presentation, practice, production

I. Teaching Learning Activities

d. Opening

- 1) Greeting
- 2) Praying
- 3) Checking Attendance

e. Whilst-Teaching

Building knowledge of the field (BKOF)

- 1) The teacher (T) shows pictures of homeless people in order to get students' attention and to let them know how grateful they are to have a house to live in. Then, T shows pictures of different houses and asks the students (Ss) what they think about them. (T asks questions such as: Is it clean? Is it big? Can you mention the things in the house? The students may mention them in Bahasa Indonesia if they do not know the English words for living room, bedroom, bathroom, dining room, kitchen, sofa, carpet, etc.)

- 2) T tells Ss the goal of lesson: to describe a house
- 3) T asks students to complete a diagram of parts of the house.
- 4) T shows pictures of parts of a house using LCD projector [with Cambridge i-dictionary application].
- 5) T gives a short descriptive text describing a house with picture in a piece of paper, along with a list of vocabulary.
- 6) To check Ss comprehension of the text, by giving a task related to the text.
- 7) T leads the students to do a game and explains the rule. In this game, the students are divided into six groups. Each group is given a handout with pictures of a house and the rooms inside the house. The students are supposed to label as many things in the pictures as possible in a given time. The group that finishes first and has most correct answers is the winner.

Modeling and Deconstructing of the Text

- 1) T asks Ss the similarities they can find in the text describing house and the text on previous cycle describing classroom.
- 2) T reviews the organization of descriptive text and its features.
- 3) T reviews about adjective and noun phrases, and gives an exercise.
- 4) T gives an explanation about pronouns and possessive pronouns and how to use them in sentences. The activity is followed by an exercise.
- 5) T gives an explanation about the use of *have* and *has* in present tense, followed by an exercise.
- 6) After they completed the task, T asks them to do peer-correction (with the teacher's assistance).
- 7) T asks students to arrange jumbled sentences into a good paragraph.
- 8) T leads the class to do a game and explains the rule: in this game, the students are divided into six groups. Each group is given a piece of paper in which there are incorrect English sentences and they have to correct them during a given time. The group that finishes first and has the most correct answers is the winner.

Joint Construction of the Text

- 1) Together with Ss, T writes a descriptive text on the board.
- 2) Provided with pictures and a list of vocabulary, Ss are asked to make a descriptive text in groups.
- 3) After all groups finish their works, each group is supposed to correct other group's work. After that, each group should revise their writing before finally submitting it to the teacher.

Individual Construction of the Text

- 4) T asks the students to imagine the house they want to have when they're grown up and to write a descriptive text about it.

Linking to Related Text

- 5) T gives another text with the same topic 'house', in different text type, advertisement.

f. Post –Teaching

- 4) T concludes the materials have been taught.
- 5) T gives chance to the Ss to ask the material they feel unclear. Then, T invites Ss to reflect on their learning experiences during the stages of learning.
- 6) T closes the class and leads Ss to pray.

J. Setting: classroom

K. Teaching Media: pictures

L. Learning Resources:

- Cambridge Primary i-dictionary
- Ministry of Education and Culture. 2014. Bahasa Inggris: *When English Rings a Bell-Revised Edition*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Nawangwulan, 2012. *Funtastic English for VII Grade Junior High School*. 2012. Retrieved February 22, 2015 from <https://nawangwulan19.files.wordpress.com/2012/08/learning-material-descriptive.pdf>
- Priyana, Joko, dkk. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Wardiman, Artono, dkk. 2008. *English in Focus*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

TEACHING MATERIALS CYCLE II

Study the following words.

Armchair /'ɑ:m.tʃeə r /	kursi berlengan	Kitchen counter /'kɪtʃ.ən 'kaʊn.tər/	rak dapur
Bathroom /'bɑ:θ.rʊm/	kamar mandi	Lamp /læmp/	lampu
Beautiful /'bjʊ: tɪ. f ə l/	indah	Living room /'lɪv.ɪŋ.rʊm/	ruang tamu
Bed /bed/	tempat tidur	Mirror /'mɪr.ə r /	Kaca
Bedroom /'bed.rʊm/	kamar tidur	New /nju: /	baru
Big /bɪg/	besar	Plant /plɑ:nt/	tanaman
Cabinet /'kæb.ɪ.nət/	lemari kecil	Plate /pleɪt/	piring
Clean /kli:n/	bersih	Pot /pɒt/	pot
Comfortable /'kʌmp.fə.tə.bl/	nyaman	Roof /ru:f/	atap
Cozy /'kəʊ.zi/	menyenangkan	Shower /'ʃaʊər/	shower
Cup /kʌp/	cangkir	Sink /sɪŋk/	bak cuci piring
Desk /desk/	meja kerja	Small /smɔ:l/	kecil
Dining room dɑɪnɪŋ.rʊm/	ruang makan	Sofa /'səʊ.fə/	sofa
Fence /fen t s/	pagar	Stair /steə r /	tangga
Floor /flɔ: r /	lantai	Stove /stəʊv/	kompas
Garage /'gær.ɑ:ʒ/	garasi	Swimming pool /swɪmɪŋ.pu:l/	kolam renang
Garden /'gɑ:.d ə n/	kebun	Table /'teɪ.bl/	meja
Kitchen /'kɪtʃ. ə n/	dapur	Tidy /'taɪ.di/	rapi

Read the following text about Risa's house and answer the questions.

My House

My house is on Jl. Kartini. It is big and nice.

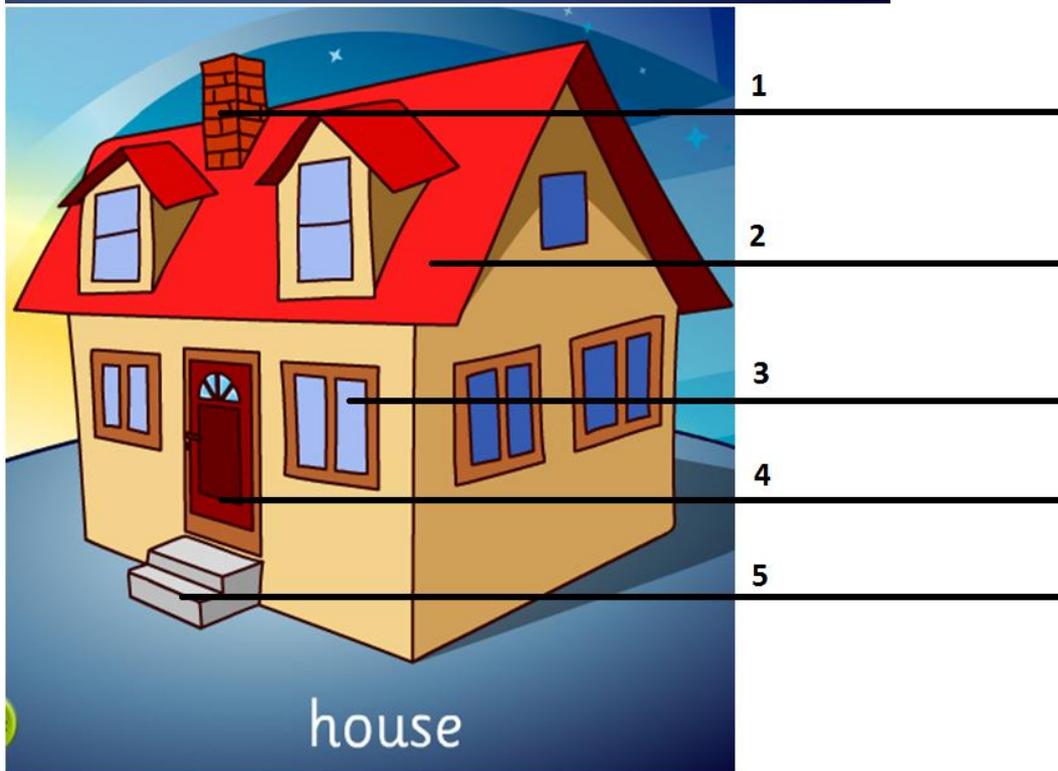
It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.

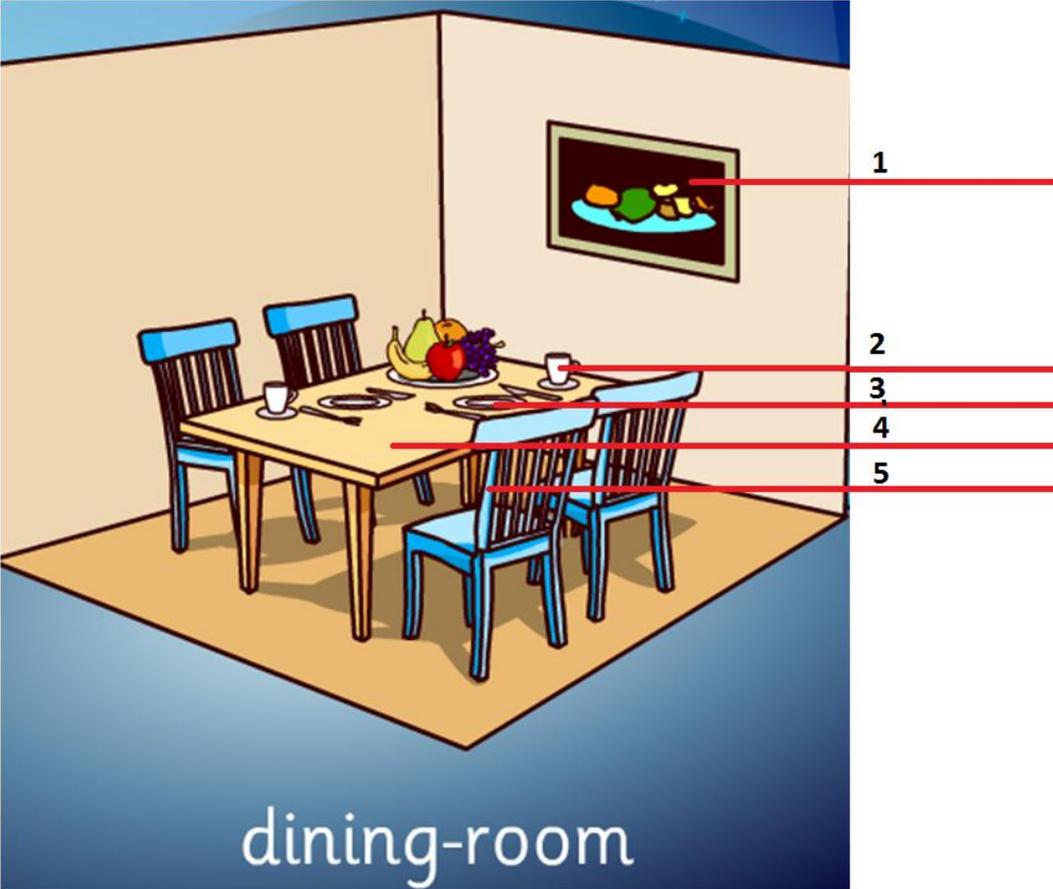
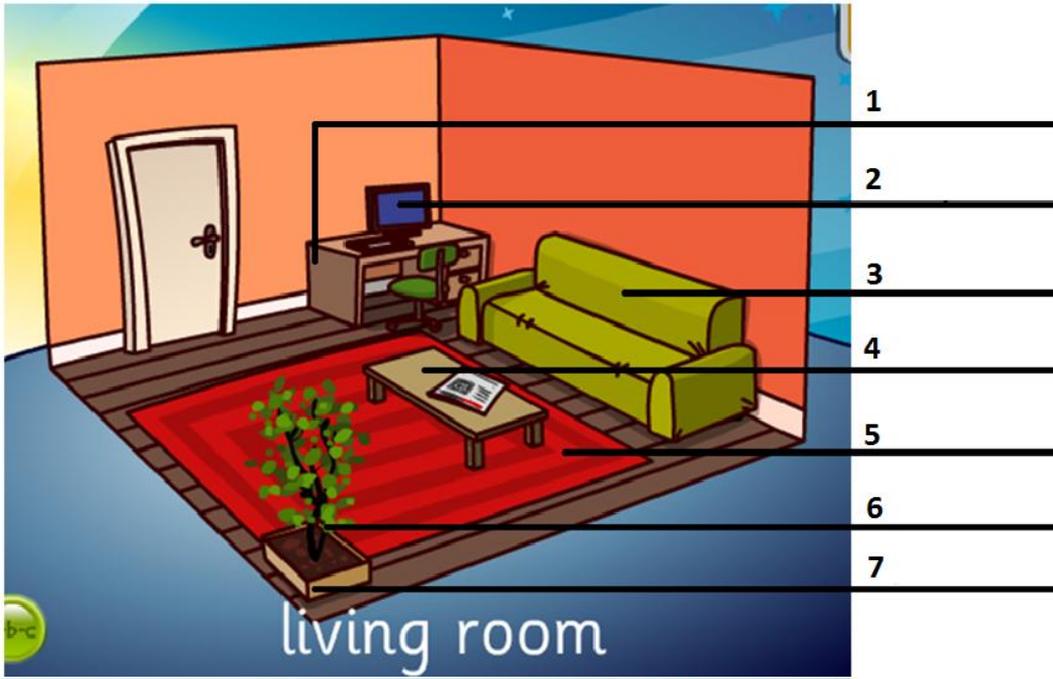


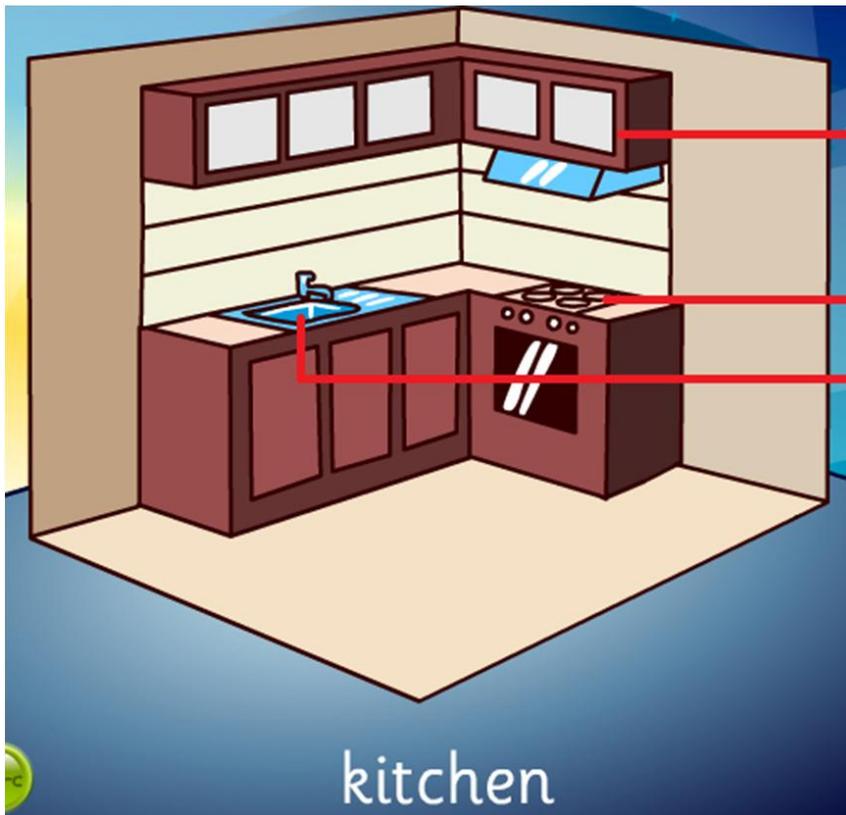
Picture 7.22

1. How many floors has Risa's house got?
2. What are the rooms on the first floor?
3. What are the rooms on the second floor?
4. Who has the big bedroom?
5. Who has the small bedroom?
6. What is the colour of Risa's bedroom wall?
7. What is in front of the house?
8. Who often plays in the garden?

[for vocabulary racing game] Work in group. Label the following pictures.

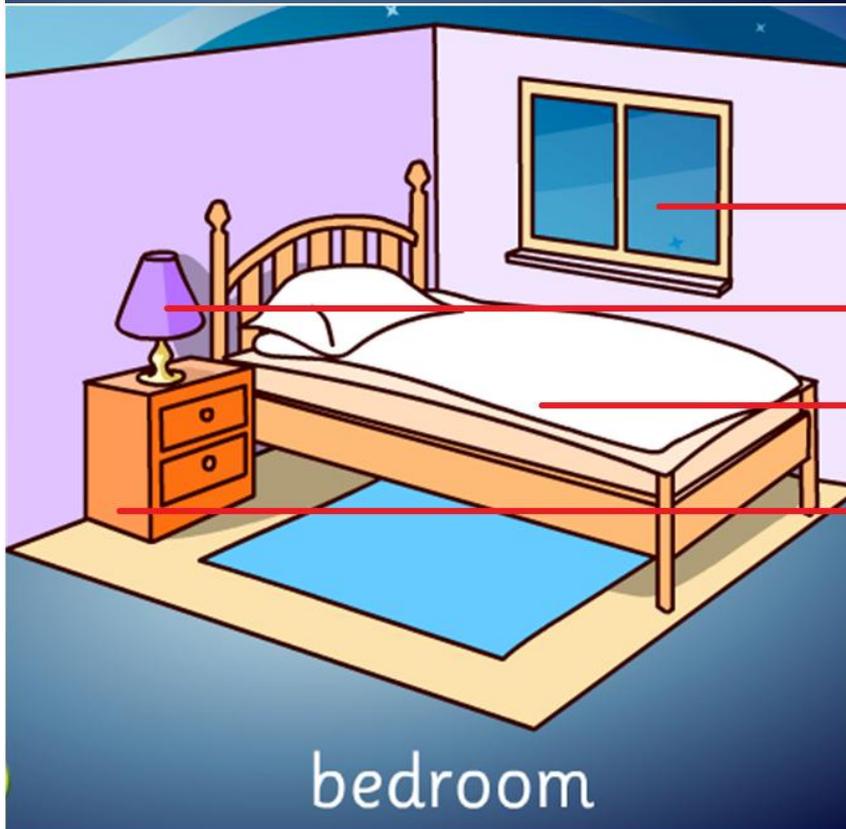






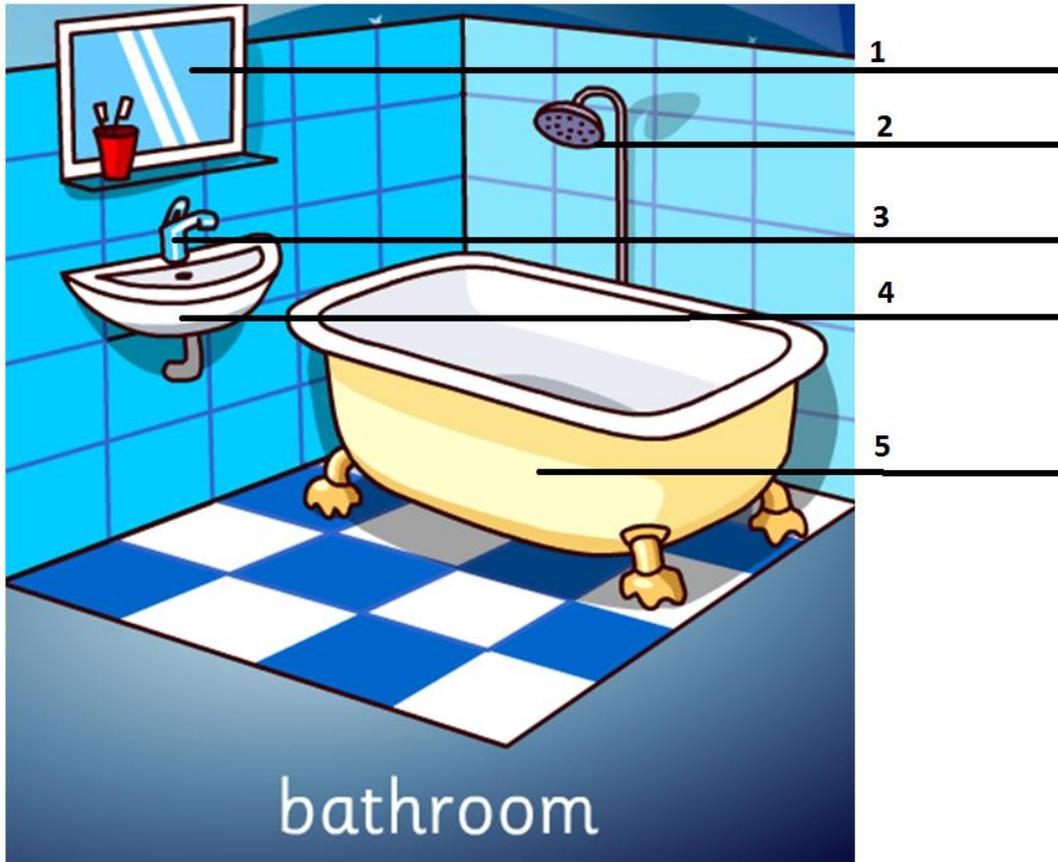
- 1
- 2
- 3

kitchen



- 1
- 2
- 3
- 4

bedroom



Write an appropriate noun phrase for each picture.



Picture 7.14

flowers - beautiful
three beautiful flowers



Picture 7.15

swimming pool - big



Picture 7.16

living room - cozy



Picture 7.17

garden - nice



Picture 7.18

bedroom - comfortable



Picture 7.19

house - big

Pronouns: they, we, he, she, it

I like **my classroom**. **It** is clean big and clean.

In my classroom, there are **two fans**. **They** are placed on the wall.

Anna is my friend. **She** is very diligent.

Pandu is my classmate. **He** is tall and handsome.

My friends and I are going on a school trip next week. **We** are going to Borobudur temple.

All students should attend flag ceremony every Monday. **They** should wear their school uniform.

They, we, he, she, it adalah kata ganti orang, sedangkan **they** bisa menjadi kata ganti **benda** maupun **orang** yang jumlahnya lebih dari satu.

All students should attend flag ceremony every Monday. **They** should wear their school uniform.

They → all students

In my classroom, there are **two fans**. **They** are placed on the wall.

They → two fans

Change the underlined nouns to pronouns. No. 1 has been done for you.

1. My friend has a new bag. The bag is blue.
My friend has a new bag. It is blue.
2. Andi bought a new bike yesterday. Today Andi rides the new bike to school.
.....
3. Anna is a new student in my school. Anna is from Jakarta.
.....
4. Pandu is my close friend. Pandu is also my classmate.
.....
5. Budi and I are neighbors. Budi and I like playing together.
.....
6. Tina and Tini are twins. Tina and Tini like wearing the same clothes.
.....

Have/has?

I	have	a really nice house.
You		a really nice house.
They		a really nice house.
We		a really nice house.
He	has	a really nice house.
She		a really nice house.
It		a really nice house.

have ,has

- I _____ a pen and my sister _____ ten pens.
 Shimon _____ two books, but his brother _____ three books.
 The cats _____ long tails.
 The pupil _____ many books.
 Tom _____ one brother and sister.
 They _____ one brother.
 You _____ two sisters.
 Grandmother and grandfather _____ three grandchildren.
 I _____ two chairs.
 Spiders _____ eight legs.
 My friends _____ three snakes as pets.
 Tom _____ a big tractor.
 Sharon _____ two cousins.

***Correct the underlined words in the following paragraph.***

I live in my house with my family. My house is a simple and comfortable house. It have five room. The first room is the living room. The living room is large and have a long sofa with coffee table. We welcome guests in this room. There is also a small aquarium with goldfish in the living room. Next to the living room is a dining room and kitchen. The dining room and kitchen are in the same room. The bathroom and the laundry are also in the same room. There is only two bedrooms in my house. My parents sleep in one bedroom. The other bedroom is for me and my brother. It is a simple house but I like it.

Arrange the sentences below into a good paragraph.

1. There are four bedrooms, two bathrooms, a kitchen, a playroom and a dining room.
2. My house is on Jl. Gejayan.
3. There is a large garden in front of the house.
4. It is a new house.
5. There are many flowers there.
6. It has many rooms.
7. They are beautiful and colorful.

Work in a group. Write a descriptive text describing one of these houses [choose 1]. You can use the words below to help you.

1.



2.



3.



4.



5.



APPENDIX H
COURSE GRID

A. Standard of Competence

12. To express meanings in short functional texts and short essays in the form of descriptive and procedure texts in order to interact with the surroundings.

B. Basic Competency

12.2 To express meanings and rhetorical structure of short essays using written expressions accurately, fluently and appropriately in order to interact with the surroundings through descriptive and procedure texts.

Cycle 1

Theme	Key vocabulary	Language features	Input text	Activities	Media
Describing rooms at school	Objects in the school such as library, teacher room, classroom, windows, chair, desk, etc. Adjectives to describe objects, such as big, small, long, short, new, old, etc.	Singular and plural nouns, adjectives, prepositions of, present tense (there is/there are).	Descriptive texts	<p>BKOF</p> <ul style="list-style-type: none"> • Identifying objects in the classroom • Showing examples of short descriptive texts describing a classroom and a library with pictures • Doing a vocabulary game <p>MOT</p> <ul style="list-style-type: none"> • Explaining the generic structure of descriptive text • Comparing sample texts • Explaining the language features, i.e. singular and plural nouns, adjectives, prepositions of, present tense (there is/there are). • Doing a game of 	LCD Projector Worksheets Pictures Real objects

				<p>correcting English sentences.</p> <p>JCOT</p> <ul style="list-style-type: none"> • Arranging jumbled words into a good sentence. • Describing pictures with the adjectives provided. • Together constructing a descriptive text about their classroom. <p>ICOT</p> <ul style="list-style-type: none"> • Writing a descriptive text about a classroom based on pictures. <p>Linking to Related Text</p> <ul style="list-style-type: none"> • Finding a descriptive text describing a house. 	
--	--	--	--	---	--

Cycle 2

Theme	Key vocabulary	Language features	Input text	Activities	Media
Describing a house	Rooms and objects in a house such as kitchen, living room, garden, table, sofa, etc. Adjectives to describe house and objects in it, such as big, small, large, tall, expensive, luxurious, simple, etc.	pronouns and possessive pronouns, the use of <i>have</i> and <i>has</i>	Descriptive texts	<p>BKOF</p> <ul style="list-style-type: none"> • Showing pictures of houses as well as homeless people to let them know how grateful they are. • Showing pictures of parts of a house in Cambridge i-dictionary through LCD Projector. • Showing examples of short descriptive texts describing a house with pictures • Doing a vocabulary game <p>MOT</p> <ul style="list-style-type: none"> • Explaining the generic structure of descriptive text • Comparing sample texts • Explaining the language features, i.e. pronouns and possessive pronouns, the use of <i>have</i> and <i>has</i>. • Doing a game of correcting English sentences. <p>JCOT</p> <ul style="list-style-type: none"> • Arranging jumbled words into a good sentence. • Describing pictures with the adjectives 	LCD Projector Worksheets Pictures Videos

				<p>provided.</p> <ul style="list-style-type: none"> • Together constructing a descriptive text about a dream house. <p>ICOT</p> <ul style="list-style-type: none"> • Students write a descriptive text their dream house. <p>Linking to Related Text</p> <ul style="list-style-type: none"> • Finding an advertisement of a house. 	
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APPENDIX I

Students' writing performance in pre-test

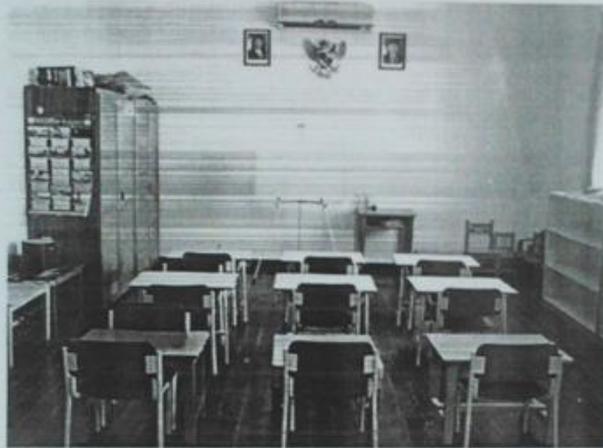


I like my classrom . It is clean and tidy . it is chair,
table , Air conditioner . In there is two boks - in front of
there is white board .



My Classroom

I Like my classrom . it is clean and tidy .
there is a white board and air conditioner .
My classrom have a ten chairs and nine table .
MY classroom have a Cupboard and two picture president .

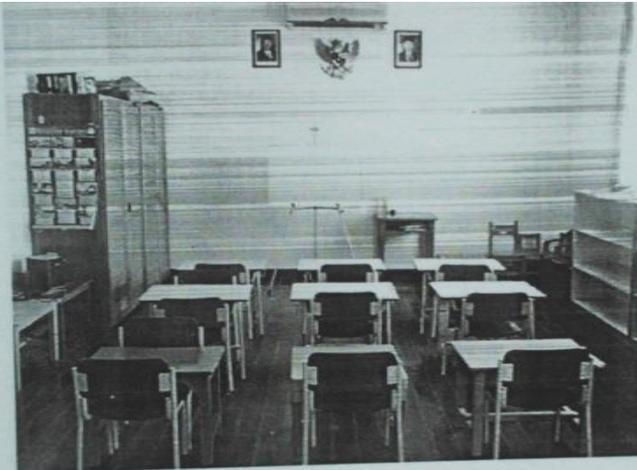


~~My Classroom~~ Classroom

~~My classroom has air conditioner and white board. My classroom has picture, lecture table and ten chair one butress my classroom has have two cup board.~~

My Classroom

I like my Classroom. It is clean and tidy.
 There is a white board and air conditioner.
 my classroom have ten chair and nine table.
 my class room to have two cup board.



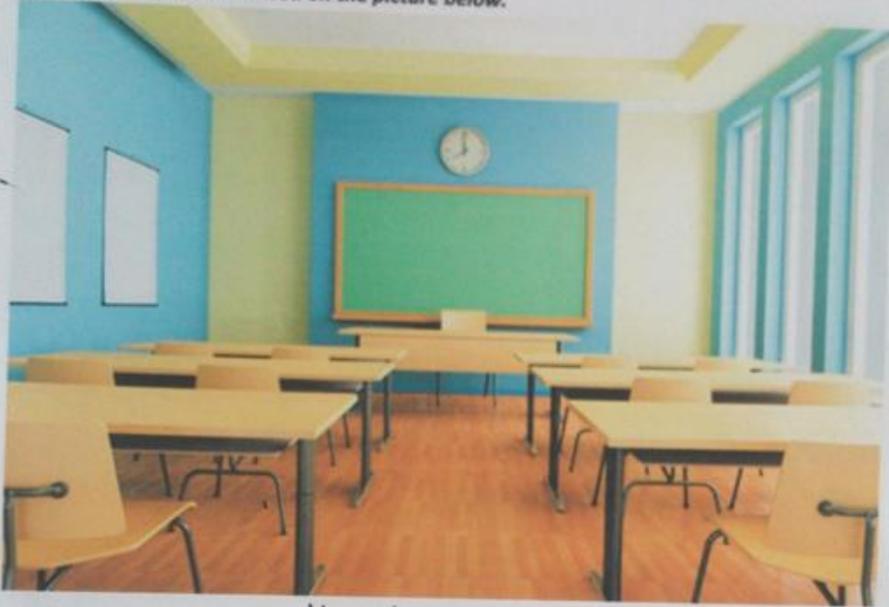
My classroom

I like my classroom. It is Air conditioner and white board. My classroom two picture, twelve table and ten chair, one butress, and two cup board. There are cabinets above the book. In there is two book.

Students' writing performance in cycle 1

Nama : Martiana Inoh ks

Write a descriptive text based on the picture below.



My classroom

My classroom is clean, There are 13 tables and 7 chairs.

They are brown.

There are two bulletin boards on wall, in front of the class.

There is a ~~black~~ board. ^{it} ~~There~~ is green on wall.

There is a clock on wall. There is white clock on wall.

There are three windows. There is green

There is a floor ~~There~~ ^{It} is brown. the classroom is neat and bright.

My classroom is can for table

Nama : ~~***~~ Fikar Wisnu Ardani

Write a descriptive text based on the picture below.



My classroom

My classrom ~~is~~ is next to class 8. There are 23 table and 23 chairs. They are brown. There ^{is} ~~are~~ one Door in Front of the class. ^{There is a} ~~are~~ white board. There are also Two air Conditioners. There is a Projector. There is one ~~De~~ Teacher's Desk, in front of Student desk.

Nama : Dasy suci Angraeni.

Write a descriptive text based on the picture below.



There are 9 tables and 13 chairs. They are brown. In front
of the class, there are a black board and a white board. There
are two national heroes on the wall. There is a clock on the wall.
There is a bulletin board. There are two pictures on the wall.

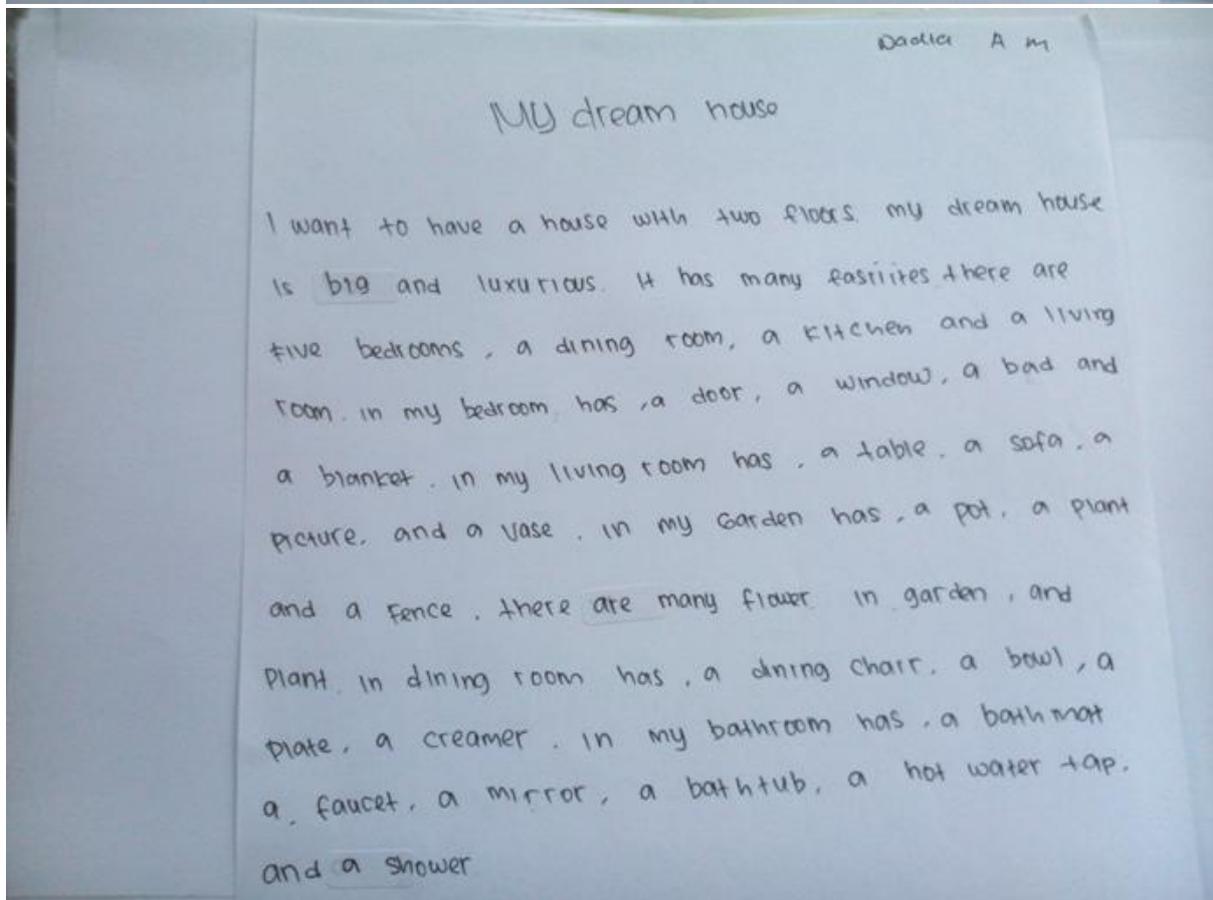
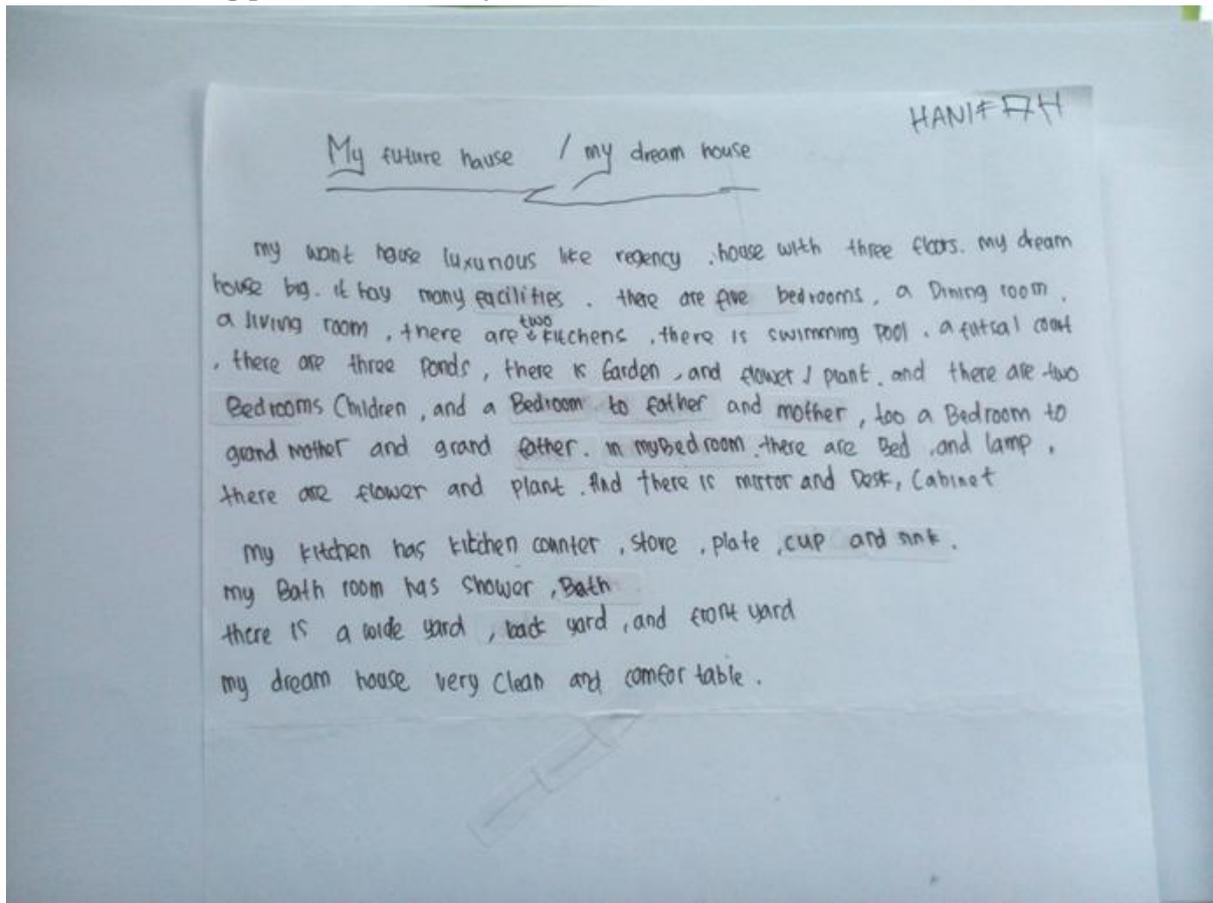
Nama : Lany. 7A

Write a descriptive text based on the picture below.



There are 12 tables and 13 chairs. there are four pictures. there is a whiteboard. there is also AC on the wall. there is a cupboard. it is brown. there is a bookshelf. it is white.

Students' writing performance in cycle 2



HERLINA PUTRI

My Dream house

I want to have a house with two floors. My dream house is big and luxurious. It has many facilities. There are five bedrooms, a dining room, a kitchen and a living room, a front yard, a back yard... there are many flowers in garden, and plants.

My bedroom has a door, a window, a bed and a bathroom. In my bathroom has a shower, a soap, a lamp and a... In my garden has a pot, a flower, a fence and a plant. In my living room has a sofa, a lamp, a table, a vase. In my dining room has a dining table, a creamer, a table cloth, a tea pot, and a bowl.

IFAN FAUZI

MY DREAM HOUSE

I want to my house has three floors but ~~the~~ Luxurious. It has four bedrooms, two bathrooms, a dining room, a living room on the first floor. On the second floor there are two bedrooms, a library, a big kitchen, and two bathrooms. My ~~the~~ bedroom is big and clean. It has light yellow wall. On the third floor there are a swimming pool. On the back yard consist of garden, flower garden. On the front yard consist of swimming pool, ~~the~~ ~~the~~ three ponds. My brother room is small and clean. My bedroom next to my father rooms. My bedrooms there are a desk, bed, computer. I want my house to have a Futsal court ~~and~~.

APPENDIX J**Photographs**

The researcher was explaining in front of the class.



The researcher was assisting students encountering difficulty in doing their tasks.



The students were working on their tasks.



Some students were caught slacking off.



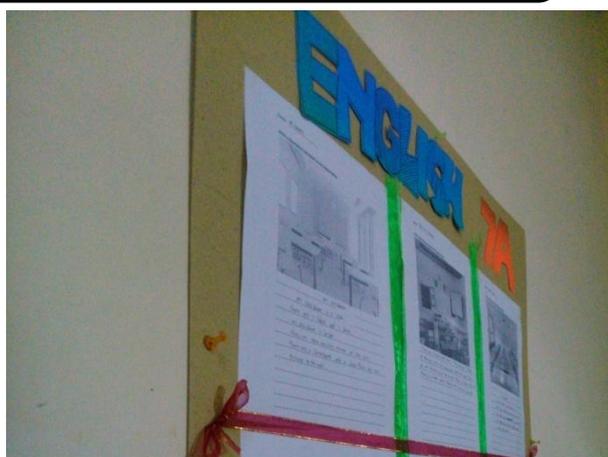
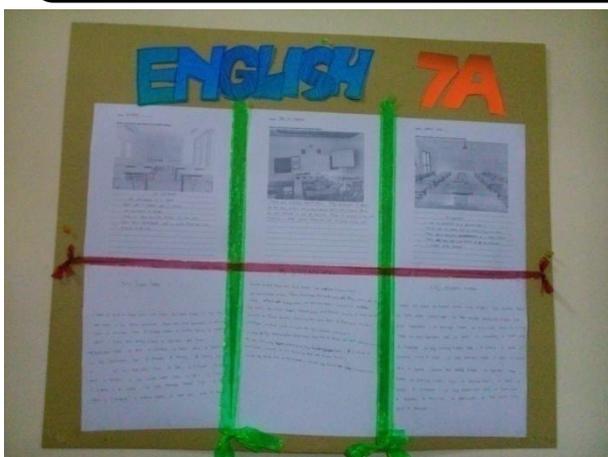
The students were working in small groups.



The researcher used LCD projector to display pictures and videos.



The classroom teacher was present in the classroom to observe the teaching process during the research.



By the end of the writing cycles, some of the best student works were displayed on a wall bulletin.

APPENDIX K

Permit Letters



**YAYASAN INSTITUT INDONESIA 48
SMP INSTITUT INDONESIA YOGYAKARTA
TERAKREDITASI "B"**

Alamat : Jl. Urip Sumoharjo Kelurahan Klitren Yogyakarta 55222 Telp. (0274) 563 860
e-mail: indonesia.institut@yahoo.com

SURAT KETERANGAN

Nomor : 024 /I 13 I/SMP.ii/I/2015

Yang bertanda tangan dibawah ini :

N a m a : Drs. SUPARDI
Jabatan : Kepala Sekolah
Unit Kerja : SMP Institut Indonesia Yogyakarta
Alamat : Jl. Jend. Urip Sumoharjo Yogyakarta Telp. 563860

Menerangkan bahwa :

N a m a : MUSTIKA
Tempat, tgl lahir : Kebumen, 14 Oktober 1990
NIM : 09202241019
Fakultas : Bahasa dan Seni UNY
Alamat : Karangmalang, Yogyakarta

Nama tersebut diatas benar-benar telah melaksanakan :

Penelitian dengan judul Proposal: THE IMPLEMENTATION OF GENRE-BASED APPROACH TO IMPROVE THE WRITING SKILLS OF THE SEVENTH GRADE STUDENTS OF SMP Institut Indonesia IN THE ACADEMIC YEAR OF 2014/2015 Pada tanggal, 11 Mei sd. 3 Juni 2015.

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana mestinya.



Yogyakarta, 9 Juni 2015
Kepala Sekolah

Drs. SUPARDI

NIP. 19640418 199207 0346



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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FRM/FBS/33-01
10 Jan 2011

Nomor : 486m/UN.34.12/DT/V/2015
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

Yogyakarta, 12 Mei 2015

Kepada Yth.
 Walikota Yogyakarta
 c.q. Kepala Dinas Perizinan Kota Yogyakarta
 Kompleks Balai Kota, Timoho, Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

THE IMPLEMENTATION OF GANRE BASED APPROACH TO IMPROVE THE WRITING SKILLS OF THE SEVENTH GRADE STUDENTS OF SMP INSTITUT INDONESIA IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama : MUSTIKA
 NIM : 09202241019
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Mei - Juli 2015
 Lokasi Penelitian : SMP Institut Indonesia

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
 NIP 19670704 199312 2 001

Tembusan:
 - Kepala SMP Institut Indonesia



PEMERINTAHAN KOTA YOGYAKARTA
DINAS PERIZINAN

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HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
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SURAT IZIN

NOMOR : 070/1846

3258/34

- Membaca Surat : Dari Dekan Fak. Fak. Bahasa dan Seni - UNY
Nomor : 486m/UN.34.12/DTV/2015 Tanggal : 12 Mei 2015
- Mengingat : 1. 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.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
- Dijijinkan Kepada : Nama : MUSTIKA
No. Mhs/ NIM : 09202241019
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang Yogyakarta
Penanggungjawab : Prof. Suwarsih Madya, Ph.D
Keperluan : Melakukan Penelitian dengan judul Proposal : THE IMPLEMENTATION OF GENRE-BASED APPROACH TO IMPROVE THE WRITING SKILLS OF THE SEVENTH GRADE STUDENTS OF SMP INSTITUT INDONESIA IN THE ACADEMIC YEAR OF 2014/2015
- Lokasi/Responden : Kota Yogyakarta
Waktu : 13 Mei 2015 s/d 13 Agustus 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

MUSTIKA

Dikeluarkan di : Yogyakarta
Pada Tanggal : 15-5-2015
An. Kepala Dinas Perizinan
Sekretaris



Drs. HARDONO
NIP. 195804101985031013

Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMP Institut Indonesia Yogyakarta
4. Dekan Fak. Fak. Bahasa dan Seni - UNY
5. Ybs.