AN UNDERGRADUATE THESIS

IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT

USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS

NEGERI 1 EAST LAMPUNG

By:

ANIS NAILUL ULYA M

Student Number: 1901050004

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2023 M

IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS NEGERI 1 EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Department

By:
Anis Nailul Ulya M
Student Number: 1901050004

**Tarbiyah and Teachers Training
Faculty English Education Study Program**

Sponsor: Dr. Ahmad Subhan Roza, M.Pd

**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

APPROVAL PAGE

Title : IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS N 1 EAST LAMPUNG

Name : Anis Nailul Ulya M

Student Number : 1901050004

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education
Departement

Andianto, M.Pd.
NIP. 1987 1102 201503 1 004

Metro, 13 Juni 2023
Sponsor

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                Anis Nailul Ulya M

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.
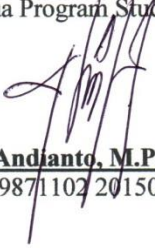
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Anis Nailul Ulya M

NPM   : 1901050004

Program Studi   : Tadris Bahasa Inggris (TBI)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi   : IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS N 1 EAST LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro, 13 Juni 2023
Ketua Program Studi TBI   Pembimbing

Andianto, M.Pd.   **Dr. Ahmad Subhan Roza, M.Pd**
NIP. 19871102 201503 1 004   NIP. 19750610 200801 1 014

iv

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the munaqosyah**
                  of Anis Nailul Ulya M

To :

The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Anis Nailul Ulya M

Student Number   : 1901050004

Department   : English Education

Faculty   : Tarbiyah and Teaching Training

Title   : IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS N 1 EAST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 13 June 2023

Head of English Education
Departement

Sponsor

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

RATIFICATION PAGE

No. B-3787 / In.28.1/ D/ PP.009 /06/2023

An undergraduate thesis entitled: IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS N 1 EAST LAMPUNG written by Anis Nailul Ulya M, student number 1901050004, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 23st 2023 at 13.00- 15.00 P.M.

BOARD OF EXAMINERS:

Chairperson : Dr. Ahmad Subhan Roza, M.Pd   (.........................)

Examiner I   : Trisna Dinillah Harya, M.Pd   (.........................)

Examiner II   : Aisyah Sunarwan, M.Pd   (.........................)

Secretary   : Leny Setyana, M.Pd   (.........................)

The Dean of Tarbiyah and Teachers Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

vi

IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS N 1 EAST LAMPUNG

ABSTRACT
By: Anis Nailul Ulya M

The purpose of this research is to apply a genre-based approach to improve students' writing skills as an approach to assist the learning process. This research was conducted in class VIII MTS N 1 East Lampung, and the population of this class consisted of twenty seven students. The problem in this study is that students experience difficulties in composing writing and lack of understanding, especially in the aspect of writing. This study uses Classroom Action Research (CAR). This research was conducted in two cycles. Each cycle consists of planning, action, observation and reflection. In collecting data, researchers used tests, observations, field notes and documentation.

The test results showed an increase from the pre-test and post-test. the average score of students during the pre-test was 53.36 then in the post-test I it increased to 68.18. From cycle I the learning target had not been achieved because students who scored more than 75 were only 10 students out of 27 students. This means that only 37% get a score according to the criteria while the target to be achieved is 70%. In cycle II there was an increase from the results of the posttest I 68.18 to 80.46 in the posttest II. In this cycle the learning target was achieved, because 89% of students scored more than 75. In addition, student activity also increased, from 63.75% in cycle I to 85.75% in cycle II.

The conclusion is that using a genre-based approach can improve students' writing skills and

learning activities.

Keywords: *English, classroom action research, writing ability, genre-based approach*

MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS TEKS RECOUNT MENGGUNAKAN PENDEKATAN BERBASIS GENRE PADA KELAS DELAPAN MTS N 1 LAMPUNG TIMUR

ABSTRAK
Oleh: Anis Nailul Ulya M

Tujuan dari penelitian ini adalah menerapkan pendekatan berbasis genre untuk meningkatkan keterampilan menulis siswa sebagai pendekatan untuk membantu proses pembelajaran. Penelitian ini dilakukan di kelas VIII MTS N 1 Lampung Timur, dan populasi kelas ini terdiri dari dua puluh tujuh siswa. Permasalahan dalam penelitian ini adalah siswa mengalami kesulitan dalam mengarang tulisan dan kurangnya pemahaman khususnya dalam aspek menulis. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dalam pengumpulan data peneliti menggunakan tes, observasi, catatan lapangan dan dokumentasi.

Hasil tes menunjukkan peningkatan dari pre-test dan post-test. nilai rata-rata siswa pada saat pre-test adalah 53,36 kemudian pada post-test I meningkat menjadi 68,18. Dari siklus I target pembelajaran belum tercapai karena siswa yang mendapat nilai lebih dari 75 hanya 10 siswa dari 27 siswa. Artinya hanya 37% yang mendapatkan skor sesuai kriteria sedangkan target yang ingin dicapai adalah 70%. Pada siklus II terjadi peningkatan dari hasil posttest I 68,18 menjadi 80,46 pada posttest II. Pada siklus ini target pembelajaran tercapai, karena 89% siswa mendapat nilai lebih dari 75. Selain itu, aktivitas siswa juga meningkat, dari 63,75% pada siklus I menjadi 85,75% pada siklus II.

Kesimpulannya adalah penggunaan pendekatan berbasis genre dapat meningkatkan keterampilan menulis siswa dan aktivitas belajar siswa.

Kata Kunci: *Bahasa Inggris, penelitian tindakan kelas, kemampuan menulis, pendekatan berbasis genre*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned,

Name	: Anis Nailul Ulya M
Student Number	: 1901050004
Department	: English Education Departmen
Faculty	: Tarbiyah and Teachers Training

States that this thesis as a whole is the result of my research, except for certain parts which are referred to from the source and listed in the bibliography.

Metro, June 19th 2023
Researcher

Anis Nailul Ulya M
NPM.1901050004

ORISINILITAS PENELITIAN

Yang bertanda tangan,

Nama : Anis Nailul Ulya M

Nomor Mahasiswa : 1901050004

Jurusan : Jurusan Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan merupakan hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan tercantum dalam daftar pustaka.

Metro, 19 Juni 2023

Researcher

Anis Nailul Ulya M
NPM.1901050004

MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهٌ لَّكُمْ ۚ وَعَسَى اَنْ تَكْرَهُوْا شَيْئًا

وَّهُوَ خَيْرٌ لَّكُمْ ۚ وَعَسَى اَنْ تُحِبُّوْا شَيْئًا وَّهُوَ شَرٌّ لَّكُمْ ۗ وَاللّٰهُ

يَعْلَمُ وَاَنْتُمْ لَا تَعْلَمُوْنَ ء

"Fighting has been enjoined upon you while it is hateful to you. But perhaps you

hate a thing and it is good for you; and perhaps you love a thing and it is bad for

you. And Allah Knows, while you know not."

(Q.S Al-Baqarah:216)

Just prepare, not compare. I believe that Allah is always with me.

Anis Nailul Ulya M

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Edy Wahyuni, S.Pd.I and Mrs. Raudlatul Mustofiyah, S.Pd) who always support me from all sides.

2. My Beloved siblings (A'imatul Mustofiah Al-Hafidzah and Syfa 'Ais Wardita) thank you for being my best inspirator.

3. My Sponsor (Mr. Dr. Ahmad Subhan Roza, M. Pd), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.

4. My Beloved Lectures of English Education Study Program of State Islamic Institute of Metro.

5. The big family at MTS N 1 Lampung Timur, thanks for helping.

6. My beloved almamater, IAIN Metro.

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First of all, all praises and thanks to Allah the most gracious, the most merciful so the researcher could finish this undergraduate thesis entitled *"IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT EIGHTH GRADE OF MTS N 1 EAST LAMPUNG"*. Shalawat and salam may always be given to the prophet Muhammad saw. the last messenger of Allah who always inspires us to enter God's paradise.

In addition, this research would not have been successful without support, guidance, advice, assistance, encouragement. For this, the researcher would like to thank:
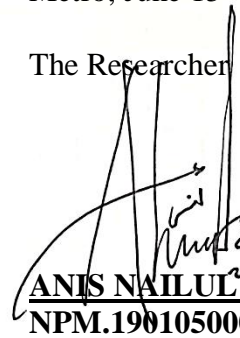
1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, PIA, as Rector of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty IAIN Metro.

3. Mr. Andianto, M.Pd, as Head of the Department of English Education.

4. Dr. Ahmad Subhan Roza, M.Pd, as the sponsor who is always patient in guiding, providing insight, and motivating. give plenty of time to the author to complete this thesis as well.

5. Mr. Udin, S.Ag, M.Pd as Principal of MTS N 1 East Lampung.

6. All lecturers of the Study Program of English at the Metro Islamic Institute, who have taught researchers since their first year of study.

7. The big family of English education study program 2019. Thank you very much for your motivation until the end of today.

The writer realizes that this thesis is still far from perfection. For that, with all humility, the researcher apologizes profusely. Constructive criticism and suggestions are greatly appreciated. Hopefully this thesis is useful for readers.

Metro, June 15th , 2023

The Researcher

ANIS NAILUL'ULYA M
NPM.1901050004

TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language which is very important to learn. In Indonesia, English is taught as a foreign language (EFL), which is included in the school curriculum in Indonesia.[1] EFL describes a situation where students learn English to use it with other English speakers in the world.[2] English is often used in writing science books, journals, or articles about science and technology, so English is very important for students' learning. Indonesia from junior high school to university to develop science and technology and to make it easier for us to have conversations with people in other countries.

According to Rahmah, Indonesian students focus of the mastery of four skills namely listening, speaking, reading, and writing. Writing is one of the skills that is considered to have an essential significance in second language learning because it serves as both a tool for communication and a means of learning, thinking, and organizing knowledge or ideas.[3]

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[1] Tien Rafida. *The Influence Of Using Vaklearning Model On The Students' Achievement In Writing Short Story Text. (*VVISION: Journal of Language, Literature & Education ISSN: 2086-4213, ol.13, No. 13 Januari-Juni 2018). p.2

[2] Jeremy Harmer. *The Practice Of English Language Teaching.* (Essex: Pearson Education Limited. 2007), 19

[3] Rahmah, Fithriani. Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*,Vol.3,No.1, January 2018,p.1.

Besides that there are several reasons why writing is absolutely important. First, writing is a way of communication to communicate with other people in the world. Second, writing skills are needed in almost all jobs.[4]

According to the basic competencies in the junior high school curriculum, "Students are expected to be able to write several types of texts such as descriptive, narrative, recount or greeting cards".[5] Recount text is a text that we find quite a lot in Junior High School English books, so they are expected to be able to compose good recount with good content and coherence, but based on the initial data during the Teaching Practice conducted by the researcher, the students did not have ideas to write and did not know the correct tenses to write recount text as well as its generic structure. In other words, they have an blank mind when asked to write a recount text.

The problems faced by students and teachers are caused by several factors which may come from students, teachers, the media, or the techniques used in the teaching and learning process. Students are not very interested in learning English, especially writing because English is only considered a foreign language and is not used in everyday conversation. The following is pre-survey data on eighth grade students' English learning outcomes for one semester.

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[4] Shubhada, Deshpande, Teaching Writing Skills in English, *Internasional Journal of English Language Teaching*, Vol.3,No.1,March 2014, p.68.

[5] Depdiknas. . *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris.* (Jakarta: Depdiknas. 2006). p.287

Table 1.1 The data of Pre-Survey

No.	Name	Score	Criteria
1	ARA	78	Complete
2	AKW	50	Incomplete
3	AAP	75	Complete
4	AW	40	Incomplete
5	AAA	40	Incomplete
6	AERA	78	Complete
7	AF	50	Incomplete
8	AAD	60	Incomplete
9	EIA	75	Complete
10	DAA	70	Incomplete
11	FMH	64	Incomplete
12	HI	50	Incomplete
13	IKW	40	Incomplete
14	MFA	76	Complete
15	MAP	60	Incomplete
16	MM	40	Incomplete
17	MRH	50	Incomplete
18	MZS	68	Incomplete
19	MZF	30	Incomplete
20	SKZ	60	Incomplete
21	TTY	20	Incomplete
22	TA	30	Incomplete
23	VS	40	Incomplete
24	VN	30	Incomplete
25	YBS	40	Incomplete
26	YAW	40	Incomplete
27	ZLNH	60	Incomplete
Total		1414	
Average/Mean		**52,37**	**Incomplete**

In addition, the result of pre-survey above was categorized into two kinds of criteria such as Incomplete and Complete based on the Minimum Mastery Criterion. The catagorization of pre-survey result was provided in the following table :

Table 1.2 The presentage of data pre-survey

No	Grade	Criteria	Total of student	Presentage
1	≥ 75	Complete	5	19%
2	≤ 75	Incomplete	22	81%
Total			**27**	**100%**

Based on the data in the table above, we can conclude that student learning outcomes are still very low. Besides that, based on the observations of researchers during the pre-survey, student learning activity was also very low due to a lack of interest and motivation in learning English, especially in writing classes. Therefore, researchers think that methods and approaches are important to attract the attention and motivation of students which can help them develop their creativity and imagination in expressing their ideas. That is, the teacher must have good preparation before teaching so that students can easily learn and understand all the material provided by the teacher.[6]

Related to the description above, Derewianka explained that in a genre-based approach, teachers not only teach the structure and grammatical features of spoken and written language but also enable the development of language skills in relation to genre through certain stages. This approach may not only contribute to helping develop students' skills in grammar and

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[6] Sarinten. *Improving Students' Skill In Writing Narrative Text Through Picture Series*, (Surakarta : Univeristas Sebelas Maret. 2010). p.24

vocabulary but also facilitate the development of reading, speaking, listening, and writing. Thus, focusing on teaching the genre through certain stages in the approach, in particular, can help in developing students' competence in writing and is also significant for reducing their anxiety during the learning process.[7]

To measure the effectiveness of GBA, many researchers have conducted research. One of them is Surya Sagiro Batubara who recognizes that the application of a genre-based approach is very important to improve students' ability to write English. The researcher noticed that building field knowledge and modeling supported students' knowledge in vocabulary, grammar, and text features.

The purpose of implementing a Genre-Based Approach in teaching English at MTs N 1 Lampung Timur is to improve students' ability to write recount texts and make students interested in the material, and they can get new ideas about the material, as well as to provide more opportunities for students understand English texts, and participate in teaching materials.

Based on the background above, the researcher wants to conduct research on writing with the title: "**Improving Students' Ability In Writing Recount Text Using Genre Based Approach At The Eighth Grades Of MTs N 1 Lampung Timur**".

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[7] Surya Sagiro Batubara. *The Implementation Of A Genre-Based Approach: A Case Study In Teaching A Narrative Text To Second Grade Junior High School Students.* (English Education Vol. 1 No. 2. July 2013). p.140

B. Problem Identification

Based on observation and interviews at school, the researcher found several problems related to students' writing skills. The following are problems that researcher can identify in the field:

1. Students have low motivation in learning English, especially in writing class.

2. Students do not have ideas to write and do not know the appropriate tenses and generic structure to write recount text.

C. Problem Limitation

Researchers limit research. Researchers focused on the approach method used in teaching and learning activities, namely by using a genre-based approach. By applying a genre-based approach, the researcher believes that he can help researchers to improve the skills of writing recount texts for class VIII MTs N 1 East Lampung in the 2022/2023 academic year.

D. Problem Formulation

The problem that can be formulated based on the previous explanation is: Can the implementation of genre based approach improve the students writing ability and learning activity of eighth-graders at MTs N 1 East Lampung?

E. Objective and Benefit of Study

1. Objectives of Study

   The objective of this research is to know whether the genre based approach can improve writing skills of eighth-grade students of MTs N 1 East Lampung for the 2022/2023 academic year.

2. Benefit of Study

   The results of this study are expected to provide benefits to the teaching and learning process of writing.

   a. For Students: Students' writing ability is increasing, especially in writing recount text.

   b. For Teachers: Researcher hope that this research will be useful for English teachers to be able to increase students' motivation in teaching English, especially in writing classes. In addition, teachers are expected to use more interesting media and techniques to support the teaching and learning process.

   c. For school principals: as a material consideration in conducting guidance to teachers of English subjects

   d. For Other Researcher: Researcher hope that this research can inspire and help other researcher who will conduct research in the future.

F. Prior Research

   Researchers have proven that using a genre-based approach to improve students' writing skills increases and is effective in attracting students'

attention in learning. They were not too noisy in the teaching and learning process, all students focused on doing their assignments and asked about any difficulties they found. One of the previous studies that is relevant to this research is the English Journal by Surya Sagiro Siregar entitled "Implementation Of A Genre-Based Approach: Case Studies In Teaching Narrative Texts To Grade Two Junior High School Students". This journal was published in 2013. Using qualitative research methods, Surya Sagiro's research concentrates on describing the implications of a genre-based approach in teaching English writing.[8]

Then, another related research is Getreda Yosmi Oematan's research entitled "Application Of A Genre-Based Approach In Teaching English At Sma Negeri 1 Surakarta (Naturalistic Study)" in 2008. This research was conducted using a qualitative research method. The purpose of this study is to describe the application of a genre-based approach (GBA) in teaching English. In addition, it was also carried out to study teacher perceptions about using GBA in teaching English as a foreign language, difficulties and solutions faced by teachers in implementing GBA, and to describe how teachers acquire knowledge about GBA.[9]

And the last other related research is research entitled "The Implementation Of Genre-Based Approach To Improve The Writing Skills Of

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[8] Surya Sagiro Batubara. *The Implementation Of A Genre-Based Approach: A Case Study In Teaching A Narrative Text To Second Grade Junior High School Students.* (English Education Vol. 1 No. 2. July 2013). p.140

[9] Getreda Yosmi Oematan. *Application Of A Genre-Based Approach In Teaching English At Sma Negeri 1 Surakarta (Naturalistic Study).* 2008

The Seventh Grade Students Of Smp Institut Indonesia" by mustika in 2016. This study used a classroom action research method, aiming to improve students' ability to write English.[10]

The differences between this research and the relevant studies above is in the research method used and the purpose of the research itself. while the most prominent similarity is the use of a genre-based approach in conducting the research. The position of this research in previous research is as a deepening and further action in researching genre-based approaches to improve students' writing skills.

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[10] Mustika. *The Implementation Of Genre-Based Approach To Improve The Writing Skill Of The Seventh Grade StudentsOf Smp Institut Indonesia.* 2016

CHAPTER II

THEORICAL REVIEW

A. The Concept of Writing

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing and reading. Among the four skills, writing is the most difficult skill to be learn. This opinion is supported by Jack C. Richards and Willy A. Renandya, writing is the most difficult skill for second language learners to master.[1] The difficulty is not in generating and organizing the ideas, but also in translating idea into readable text.

Writing is a written product of thinking, drafting and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.[2]

1. Writing Ability

a. The Definition of Writing

According to Dorothy and Carlos, Writing is an important form of communication in everyday life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first and a second language. Students can find it challenging to find ideas to incorporate into their writing, and each

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[1] Jack C. Richard and Willy A. Renandya, *Methodology in Learning Teaching: An Anthology of Curent Practice*, (New York: Cambridge University Press, 2002), 303.
[2] H. Douglas Brown. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. (New York: A Pearson Education Company, 2001), 335.

culture has its own style of governing academic writing.[3] Writing ability is a very complex skill that starts from imitating words or phrases that are often used by other writers to develop an awareness of the use of sentence structure, genre, process of preparation, and editing of writing for readers.

Hyland Klan said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.[4] And according to Armstrong said that writing is thinking on a paper. Writing and reading are away into knowing, learning, and communicating.[5] So, it means that writing is activity which used by the researcher to show information by stages and has purpose to the reader.

Meanwhile, according to Zamel, based on Long and Richard, "Writing is the process through which meaning is created. The act of writing generates ideas and is a way to explore one's feelings and thoughts".[6] So, the important difference between writing and speaking is: In writing, every idea you put forward must be supported with certain reasons or details.[7]

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[3] Dorothy E Zemach and Carlos Islam, *Paragraph Writing from Sentence to Paragraph, (*Macmillan, 2005), iv.

[4] Hyland, Klan, *Second Language Writing*, (USA: Cambridge University Press, 2003), 9.

[5] Joyce Armstrong C. And Edward E, W. *How to teach Writing*. (USA: Teacher Idea Press, 1993), 6.

[6] Lilies Setianingsih Dadi, *How To Write A Short Essay In English Academic Writing*, (Bandung: Alfabeta, 2015), p.4

[7] Jhon Langan, *Exploring Writing Second Edition*, (New York: Mc Graw Hill, 2010), 6.

Based on the explanation above, the researcher concludes that writing is a process to sharing meaning through hand write in the paper that uses symbols and graphic signs. In writing, one can express thoughts, ideas, and feelings in a form that is written on paper for the readers to enjoy and through writing one can convey information or messages to everyone and give them evidence to support their ideas and thoughts. In addition, students can learn to write in any organizational writing style.

b. **The Definition of Ability**

According to Chaplin "ability is energy (strength) todo an act."[8] Meanwhile, according to Robbins, "Ability can be an innate ability from birth, or is the result of training or practice".[9] From this understanding, it can be concluded that ability is the ability or potential to master a skill that is innate or is the result of training or practice and is used to do something that is realized through his actions. Robbins further stated that ability consists of two factors, namely:

1) Intellectual abilities

   Is the ability to perform activities mentally.

2) Physical ability

   Is the ability to perform activities based on stamina, strength and physical characteristics. According to Keith Davis, "according to

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[8] Chaplin J.P. Dictionary of Psychology. (New York: Dell Publishing, 1997), P. 34
[9] Robbins s.p. organizational behavior (ttp.: tnp., tt.), 46-48.

Psychologically, ability (ability) consists of potential ability (IQ) and reality abilities (knowledge + skills).

c. The Process of Writing

Writing is not easy, more than picking up a pen and putting the words on paper. Writing is a recursive process, which means students revise though out the process, frequently moving back and forth among the stage. So, when the learners want to write, must know steps writing process.

In the following section, writing is a process that involves several steps. The following stages are some stages of writing offered by Karen Blanchard and Christine namely prewriting, writing and revising.[10]

1) Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warning up our brain before we write, just as we warm up our body we excercise.

2) Writing

After we have spent some time thinking about our topic and doing the necessary pre-writing, we are ready for the next step in writing process, writing our paragraph. When we write the first

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[10] Karen Blanchard, and Christine, Root. *Ready to Researcher: A First Composition Text 2ed*, (Longman: Pearson Education, Inc, 2003), 37.

draft of our paragraph, use the ideas we generated from prewriting as a guide.

3) Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising. When students revise, the review their text on basic of feedback given in previous stage. The reexemine what was written to see how effectively they have communicated their meaning to the reader.

d. The types of writing

There are several types of writing, in this section the researcher has been taken from Thomas S. Kane Books. He said that the types of writing as follow:[11]

1) Descriptive

Descriptive text paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize the topic and enter into the researcher's experience. It makes a spoken or written account of a person, object, or event.

2) Persuasive

Persuasive, is a piece of work in which uses words to convince the reader that the researcher's opinion is correct with regard to an

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[11] Thomas S. Kane, *Essential Guide to Writing,* (New York: Oxford University Press, 2000), 7.

issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste, feel, sound, smell it may also evoke moods such as happiness, fear, joy, or loneliness.

3) Narrative

Narrative text is a meaningful sequence of events told in words. A straight forward movement from the first event to the last constitutes the simples chronology.[12] However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

4) Argumentative

Argumentative is the text that explains and convinces the reader by presenting both pros and cons. It is worth making an analogy of what argumentative looks like. Accordingly the topic has to be controversial for public in this model inductive reasoning, deductive reasoning, and cause and effect reasoning.

5) Expository

Expository paragraph is essentially an enlargement of a subject or predicate pattern. Deal with facts, ideas, belief. They explain,

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[12] *Ibid,*.Page. 9.

analyze, define, compare, illustrate. The term paragraph has no simple definition.

Related to explanation of the types of writing above, the researcher chooses writing argumentative text as the particular thing to do in research. The goal of this research is to know the students are able to make writing argumentative text in the phase.

e. The Purpose of Writing

According to Penny Ur "the purposes of writing, in principle, is the expression of ideas, the conveying of messages to the reader.[13] So the ideas themselves should arguably be seen as the most important aspect in the writing. It means that what when the researcher do their writing, of course they have some purpose. They have to consider the purpose of their writing since this will influence, not only the type of the text they wish to produce, but including the language which they use and the information that they choose. And there are really only four common purpose in writing they are: to inform, to explain, to persuade, and to amuse others.

f. Assesment of Writing

Based on an explanation of the writing process there are topics, gathering ideas, organizing, and structure and content. To assess writing multiple paragraphs look at structure and content, vocabulary, and writing organization.

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[13] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press,1996). P.163

According to H. Douglas Brown, assessing writing has five categories, namely: content, organization, vocabulary, syntax, and mechanics. Where each category has a different score in the range of 30 to 5.[14]

First, content is the logical development of ideas. Good writing starts with a good idea. Without an interesting idea, even the most skilled writer will produce a weak work.[15]

Second, organization is introduction, content, and conclusion. Pay attention to the writing results of the introduction, a good introduction is from general to specific or vice versa from specific to general, the body is the information or message conveyed, and the conclusion is a summary of everything.

Third, vocabulary is the style and quality of expression, in this case the use of language. the fourth, syntax is grammar. Fifth, mechanics, punctuation, and spelling. We can see where the punctuation and spelling are correct.

Table 2.1 rubric scoring writing ability design by H. Douglas Brown

No	Criteria	Score	General classification & description
1	Content	27-30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic.
		22-26	Average to good: some knowledge of subject,

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[14] H. Douglas Brown, *Language Assessment Principles and Classroom Practice, (*New York: Pearson Education, 2004), 243.

[15] Gary Robert Muschla, *Exploring Writing, (*Mc Graw Hill, 2011), 1.

			mostly relevant to the topic but lack detail.
		17-21	Poor to fair: limited knowledge of subject, inadequate development of topic.
		13-16	Very poor: does not show knowledge, not pertinent to topic.
2	Organization	18-20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure.
		15-17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences.
		10-14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear.
		7-9	Very poor: does not communicate, no organization, not enough to evaluate.
3	Vocabulary	18-20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
		15-17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured.
		10-14	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured.

		7-9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate.
4	Grammar	22-25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition.
		18-21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured.
		11-17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured.
		5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate.
5	Mechanic	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Average to good: occasional errors of

			spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing.
		2	Poor handwriting, meaning confused or obscured.

2. Recount Text

a. The Definition of Recount Text

Recount text can be considered as the most common kind of text that the writer can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

Recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened.[16] Furthermore, also say that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre.[17]

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[16] Anderson M & Anderson, K, *Text Type In English 1*, (south melbourn: Macmilan,1997), 49.

[17] Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technology for Teaching and Assessing Writing*, (New south wales: University of New South Wales Press, 2005)

Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

b. Generic Structure of Recount Text

Recount text begins with some form of orientation that tells about who, what, where, when, and why the text are introduced. This is followed by a chronological-ordered set of events. There can be some form of concluding statement or re-orientation at the end.[18] A recount text has three main parts or generic structures, they are:

1) Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed by using 5 W (who, what, when, where, and why). The writer needs to give information about what happened, who or what was involved, when and where the events occurred and why an awareness of audience and purpose will assist the author in selecting the amount of detail needed.[19]

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[18] Maureen Hyland,*Writing Text Types*,(Western: Australia: RIC Publications, 2009)*,*p.3
[19] Sue Stubbs,*Targeting Text*, (Sidney: Black Education, 2000), 9.

2) Event

Events should be selected carefully to add the audiences' understanding of the topic. Students should be prepared to discard events and detail that are unimportant and uninteresting. The students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

Furthermore, events are usually sequenced chronologically, but students should be encouraged to experiment with flashback or arranging events in order of importance. Unity between paragraph is created through the use of time connectives (before, throughout, finally, and so on).

3) Re-orientation

Re-orientation is the final section in creating the recount text. This final section concludes the recount by summarizing the outcomes or result, evaluating the topic's importance of offering personal comment or opinion. It functions as the closing statement in recount text.

c. **Language Features of Recount Text**

Language features of a recount. A recount usually includes the following grammatical features:

1. Focus on specific participants

2. Use of material processes

3. Circumstances of time and place

4. Use of past tense

5. Focus on temporal sequence

B. The Concept of Genre Based Approach

1. Definition of Genre Based Approach

The word 'genre' comes from French which means 'type' or 'type'. In English literature, genre has been used to denote a literary category such as a type of novel or short story. According to Chamberlain and Thompson genre can also refer to the type of text or elements within the text. That is, genres are known as types of text that involve text elements such as cohesion, coherence, rhetorical organization, and have communicative purposes.[20]

The genre-based approach is a method of applying genre in teaching and learning activities. According to Hyon quoted in Luu, the genre-based approach places a great deal of emphasis on the relationship between the genre of the text and its context.[21] Genre-Based Approach (GBA) is an approach which guides students to understand the social purpose, organization, and language features in each type of text. Tuan states that "every text has a social purpose that reflects the schematic structure or organization of the text and language features, namely grammar, vocabulary, connectors, etc.

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[20] Chamberlin, M and Thomson, P. 1998. *Narrative and Genre*. Published in the USA and Canada by Routledge. P.3

[21] Luu, 2011. *Teaching writing through genre-based approach.* BELT journal Porto Alegre v.2 p 121-131 jeneiro/junho 2011, p.123

2. **The characteristics of Genre Based Approach**

    a. The genre-based approach emphasizes the importance of exploring the social and cultural context of language use in a piece of writing.

    b. Highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted.

    c. Underscores that writing is a social activity. In this case, the students collaborate with other students in the class or collaborate with the teacher.

    d. The genre-based approach concerned with teaching learner how to use language pattern to accomplish coherent and purposeful prose writing. Hyland cited in Luu states that through this approach, the students' writings are requested to take the overall social purpose of the text into account when composing a text.[22]

    e. This approach emphasizes the important role of writer and reader interaction in a piece of writing. It means that students' writings in this approach are requested to specify or think about the intended and or potential readers when writing in order to be able to select or anticipate appropriate content, language, and level of formality.

    f. The teacher's role in this approach is viewed as authoritative rather than authoritarian. It means that the teacher provides students with

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[22] Ibid,123.

systematic guidance and careful support through various activities so that students ultimately gain control of written genres.

g. The genre-based approach emphasizes the explicit teaching of linguistic conventions of the genre for the second language of a novice student writer. It is argued that students cannot produce a particular text type successfully if they are not taught explicitly about the linguistic convention of text type concerning the language features and schematic structure.

3. The Stage of Genre Based Approach

According to Derewianka and Gibbons, there are four stages in teaching writing using the Genre-Based Approach (GBA).[23]

a. Building Knowledge of the field (BkoF)

This stage aims to develop students' knowledge about the topic to be written. At this stage, the teacher can apply progressive brainstorming to recall students' prior knowledge and students are allowed to use the first language. The students are in one group. They write down some of the information they know about the topic using a certain color pen. Then, within a few minutes, students leave their work and move on to the next group. They added some information to their friend's paper with their colored pens and moved to another group until they were back in their original positions. After that, they report to the class what they have on their paper now. For other activities, several pictures and

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[23] Derewianka, B. (2000). *Exploring how texts work.* Sydney: Primary English Teaching Association.

several types of text are displayed that are related to the topic and serve as student guides. Students discuss vocabulary, phrases, expressions used to tell about something or someone that is introduced to students.

b.   Modelling of Text (MoT)

This stage aims to guide students to gain knowledge about a particular genre. Students are introduced to be familiar with the purpose, organizations, and language features of a particular genre. The teacher explains about grammar and text organizations. Then, several models of the particular genre will be distributed to the students. They will compare the models and focus on the language features of the recount text.

c.   Joint Construction of Text (JCoT)

At this stage, the teacher and students work together to compose the text. The topic at this stage is not exactly the same as the one will be written for independent writing. the teacher becomes the scribe in front of the class. Each of the students delivers his /her idea to tell about something or someone. Students will be guided to be in line with the genre of narrative text in the context of grammar, text organization, and language features.

d.   Independent Construction of Text (ICoT)

At this stage, students already have the knowledge and skill to write independently. Before coming to this stage, the teacher makes sure that students have already gotten the competencies, the students are asked

to composed narrative text individually. They draft, revise, and submit their work to the teacher. Further, they get feedback from the teacher about their writing.

4. **The Advantages and Disadvantages of Genre Based Approach**

There several advantages and disadvantages of the genre-based approach.

a. **The Advantages of Genre Based Approach**

The advantages of genre based approach is students generally appreciate the models or examples showing specifically what they have to do linguistically. Studying a given genre also provides them with an understanding of why a communication style is the way it is through a reflection of its social context and its purpose.. In this context, the genre approach is very beneficial because it brings together formal and functional properties of a language in writing instruction, and it acknowledges that there are strong associations between them.

Hayland sees the advantages of a genre based writing instruction that can be summarized as follows:[24]

1) Explicit. Makes clear what is to be learned to facilitate the acquisition of writing ability

2) Systematic. Provides a coherent framework for focusing on both language and contexts.

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[24] Hayland, K. . *Genre and Second Language Writing*. (Ann Arbor: The university of Michigan Press. 2004). p. 10-11

3) Needs-based. Ensures that course objectives and content are derived from students needs.

4) Supportive. Gives teacher a central role in scaffolding student learning and creativity.

5) Empowering. Provides access to the patterns and possibilities of variation in valued texts.

6) Critical. Provides the resources for students to understand and challenge valued discourses.

7) Consciousness raising. Increases teacher awareness of texts and confidently advise students on their writing.

b. **The Disadvantages of Genre Based Approach**

Despite the beneficial role of genre in helping learners produce written work with confidence, there are two concerns about the genre approach. One is underestimating the skills needed to produce content, and another concern is ignoring learner independence. The genre based approach not only places too much emphasis on genre conventions and features but also does not help students in finding actual text messages because of the targeted aspects of the specified genre.[25]

C. Action Hypothesis

Based on the theoretical review above, the researcher formulated an action hypothesis as follows: "The use of Genre Based Approach can improve students' ability to write recount texts".

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[25] Byram. *Genre and genre-based teaching*. (London: The Routledge, 2004). p.236

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

This research uses Classroom Action Research conducted by the teacher in the learning process in class to improve student learning outcomes using the Genre Based Approach on recount text writing materials in Eighth Grade MTs N 1 East Lampung. The variables examined in this study are as follows:

a. Independent Variable

An independent variable is an attribute or characteristic that influences or influences an outcome or dependent variable.[1] So, an independent variable is a variable (possibly) that causes, influences or results. They are also called treatments. The variables studied are classified into independent variables and dependent variables. The independent variable of this research is Genre Based Approach (X). This genre based approach can help students' ability to write recount text more easily and purposefully.

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[1] *Creswell, John W. Education Research, (New York: Person, 2012), p.116*

b. Dependent Variable

The dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable.[2] This means that the dependent variable is a variable that depends on the independent variable and is the result of the influence of the independent variable. The dependent variable (Y) in this study is the ability to write recount texts. The improvement in the ability to write recount text can be seen after using the genre based approach in learning.

2. Definition of Operational Variables

The operational definition gives meaning to a construct by specifying the operations the researcher must perform to measure it so that it can be manipulated into a construct.[3] It means a definition that specifies the procedures or operations to be followed in producing or measuring a concept. Meanwhile, according to John W variables are characteristics or attributes of individuals or organizations that research can measure or observe and vary between individuals or organizations studied. Those are the key ideas that researcher seek to collect information to achieve their research goals.[4] This means that a variable refers to a characteristic that can take on a different research value or score.

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[2] Ibid. p.115

[3] Donal Ary, *Introduction to Research in English Language Teaching, Eighth Edition,* (Canada: Nelson Education 2010), 36.

[4] *Creswell*, John W. *Education Research*, (New York: Person, 2012), 112.

B. Research Location

This research was conducted in Eighth Grade of MTsN 1 East Lampung. MTs N 1 East Lampung is located at Jalan Ki Hajar Dewantara, Banjarrejo 38b, Batanghari, East Lampung, Lampung.

C. Subject and Object of Study

The subject of this study is Eighth Grade of MTs N 1 East Lampung, which consisted of 12 male students and 15 female students. the total students who became the subject of this study were 27 students. while the object of this research is writing ability, especially recount text. because based on observations made by researcher, students' scores on writing skills tend to be low.

In this research, the researcher used collaborator to help the research in doing the action research. He is Mr. Bisri Arifin, S.Pd as an English teacher among the Eighth Grade at MTs N 1 East Lampung.

D. Action Plan

In this study, researcher use the principles of Classroom Action Research to collect data. Watts states that action research is a process in which participants systematically and carefully examine their own educational practices.[5] And according to Donald Ary action research is a process to improve education by incorporating change and involving educators who

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[5] Ferrance, Eileen. *Action Research*, (New York: LAB at Brown University, 2000), 1.

work together to improve their own practice.[6] This means that action research is a process in education where teachers are not what teachers usually do when thinking about teaching.

The followingbelow is a class action research design by Kemmis and Mc Taggart:
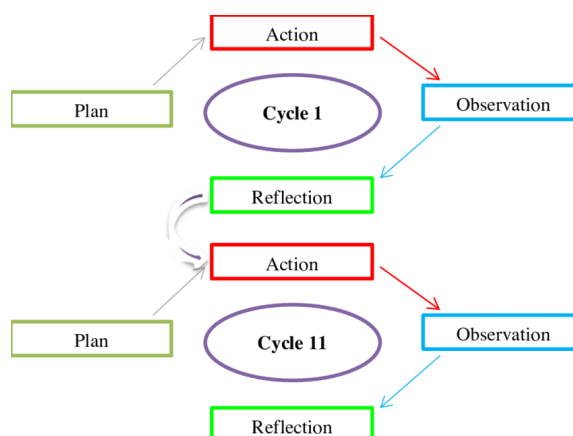
Figure 3.1 Classroom Action Research design

Classroom Action Research Cycles are:

1. **Cycle 1**

   a. Planning

      Planning is the first step of this classroom action research that prepares before I did the action. In this step, the researcher prepares the material that was related to the teaching and learning process.

      Here were the steps that the researcher made in planning:

      1) The researcher makes lesson plan.

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[6] Donal Ary, *Introduction to Research in English Language Teaching, Eighth Edition,* (canada: Nelson Education 2010), 514.

2) The researcher prepares the material and the teaching media that needed in teaching learning process, such as text book, laptop, paper, and marker.

3) The researcher prepares format to observe.

4) The researcher prepares format to evaluate the students' activity after teaching learning process.

b. Acting

After planning is complete, the learning process is carried out in Eighth Grade MTs N 1 East Lampung, the researcher act as follows:

1) Researcher applies lesson plans.

2) The teacher explains genre based approach in teaching writing.

3) The teacher explains the strategy for learning to write.

4) The teacher guides students in the teaching and learning process based on the lesson plans.

c. Observing

In this step the researcher observes the learning process using the observation format. Researchers observed student activities using observation sheets. It was to write some indications, not only good indications but also bad indications. Such as: good students, student mistakes and student understanding to answer questions. Important matters in the teaching and learning process were recorded by the researcher.

d. Reflecting

Reflecting is the last step in this process. The researcher analyze and discuss the observation result during teaching process, like the weakness and strength from the action in this step. The researcher using the data from evaluation to make improvement for the second cycle. The researcher decide that the next cycle focus on the weakness in preview cycle.

2. **Cycle 2**

a. Planning

1) The researcher makes lesson plan.

2) The researcher prepares the material and the teaching media that needed in teaching learning process, such as text book, laptop, marker and paper.

3) The researcher prepares format to observe.

4) The researcher prepares format to evaluate the students' activity after teaching learning process.

5) The researcher guides the student to learn genre based approach based on the lesson plan.

b. Acting

The researcher applies the action plan II, doing the treatment and giving the post-test 2.

c. Observing

In this step, researcher observe the process of teaching learning by using observation and field notes to collect the data action plan II.

d. Reflecting

In this step, the observer of compare the score of pre-test and post-test. Researcher review and reflect on student activities and teacher performance whether positive or negative, the second cycle is sufficient or needs further steps.

E. Data Collecting Technique

Data collection technique is the method used by researcher in collecting data. In this research researcher using tests and documentation. The following describes each method used in this classroom action research.

1. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basic of which a numerical score can be assigned.[7] So, Lorraine said that a test is formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristics.[8] Moreover, the researcher uses test as a data collection technique to measure both of the variable. In this research, the tests use in this research is pre-test and post-test:

a. Pre – test

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[7] Ary. Donald. *Introduction Research in Education*. (USA: Wadsworth. Cengage Learning. 2010), 201.
[8] Gay, R. Lorraine. *Education Research Competencies for Analysis and aplications*. (USA. Pearson. 2012), 154.

The researcher gives the pre-test to the students. This step will be conducted before giving presentation by special treatment to find out the capability and to know how far the students' writing ability.

b. Post – test

The post-test was carried out after treatment to find out whether the use of this method can improve students' writing skills.

2. Documentation

Documentation as the method which used to get information from written language of document (for example: books, magazine, rule, note and others). The researcher using the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure among the Eighth Grade at MTs N 1 East Lampung in the Academic year 2022/2023.

3. Field Note

To collect the data more accurately, the researcher using field note to make easy when analyze the data. In oder know students activities during teaching process. It conducted after finishing teaching and learning process.

F. Data Collecting Instrument

According to Lorraine, the instrument is a tool used to collect data.[9] This means that the instrument is a tool or means used by researcher to collect

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[9] Ibid, 151.

data completely and systematically. Furthermore, research instruments include:

1. Item test

   The test used is the Essay test which has several indicators as follows: the indicator of the genre-based approach used is that students are able to analyze and understand the structure and language features of texts both in groups and individually and then can improve their writing skills. Indicators of students' writing ability are students can improve their writing based on vocabulary, pronunciation, structure and grammar.

2. Observation guidance

   a. The students learning activity

   b. The teacher writing in the classroom

3. Documentation guidance

   a. The history of the school

   b. The condition of teachers and official employee

   c. The condition of students

   d. Learning facilities

   e. Organization structure

   f. Location sketch at MTs N 1 East Lampung

G. Data Analysis Technique

   Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be

prepared in advance before the actual collection of material.[10] A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of student' score and percentage of students' sore then, the result is matched by the minimum standart.

Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only.[11] Data analysis will be conduct by quantitative data and qualitative data. The quantitative data will be conduct by step by taking the average score of the pre-test in cycle 1 and cycle 2. Qualitative data will be conduct by observation. The researcher conducted data analysis by using a statistical technique in scoring the pre test and post test. Here are the following formula :[12]

$$P = \frac{F}{N} \times 100\%$$

Note:

$P = Persentage\ of\ Students\ Activity$

$F = The\ total\ number\ of\ students'\ scores$

$N = Number\ of\ Student$

$$\bar{x} = \frac{\sum x}{N}$$

Note:

$\bar{x} = mean$

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[10] Yogesh, Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), 223.

[11] Ibid. P.224

[12] Donald Ary *et. Al.*, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, 108.

$\sum = sum\ of$

$x = Raws\ score$

$N = Number\ of\ student$

H. Indicators of Succes

To find out the data acquisition, the researcher conducted each test by taking pre-test and post-test scores. After the results are in accordance with the minimum standard of writing ability in this class of at least 75. This research is said to be successful if 70% of students get a minimum score of 75 and 70% of students are active in the learning process.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The School Identity

Name of Madrasah : MTs N 1 East Lampung

NPSN/NSM : 10816758/121118070001

Address : Jl. KH Dewantara 38B Banjarrejo,

Batanghari, East Lampung Regency

Telephone : 07257852539

Status : Negeri

Accreditation Status : A

Email and Website : mtsnmetro@gmail.cm and

http://mtsn01lampungtimur.mysch.id/

b. Geographical Location of the School

Judging from its geographical location, MTsN 1 East Lampung is in the middle between East Lampung Regency and Metro City which is easily accessible by the public. To the south are people's houses, to the north, East Lampung State Islamic Senior High School (MAN), to the west are residential areas, and to the east are rice fields.

c. The History of MTS N 1 East Lampung

The establishment of this Madrasah was due to a period of integration or integration of several religious schools. At first it was

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transportation or transfer from teacher training schools, namely the Four Year Religious Teacher Education (PGA 4 Years). PGA 4 Years is a junior high school. Then from PGA 4 Years to become a teacher or educator, they must continue to Six Years Religious Teacher Education (PGA 6 Years). This year's PGA 6 is on the same level as the Teacher Training Senior High School (SLA). Then the 4-year PGA underwent integration in 1970 to become a State Madrasah Tsanawiyah. Also the 6 Year PGA changed to the State PGA which is a continuation school from Madrasah Tsanawiyah.

There is only one State PGA for a level I region, meaning that the position of the State PGA is only in the Province. As for the Lampung area, it is in Tanjung Karang. Besides that, it also opened a branch in the second level area of Central Lampung Regency, precisely at Metro.

Then to change the 6-year State PGA to 3-year State PGA one must have a State Tsanawiyah Madrasah. For the level II region of Central Lampung Regency, there is only one State Madrasah Tsanawiyah and is domiciled in the Poncowati area which should be in the Metro. So with all the careful considerations it was decided to establish a Metro State Madrasah Tsanawiyah.

At first, the Metro Public Madrasah Tsanawiyah had private status and joined the Filial Metro Madrasah Aliyah led by Mr. M. Sholeh, BA. Finally, in 1979 Madrasah Tsanawiyah Metro proposed to the Madrasah Tsanawiyah Negeri Poncowati that it could be made a Far-class

Poncowati Madrasah Tsanawiyah which was located in Metro, led by Mr. Syaiful Parjono, BA. Then the application was approved by the Head of the Madrasah Tsanawiyah Negeri Poncowati Drs. Prosper Zakaria. After that it was named Madrasah Tsanawiyah Negeri Filial Metro, to be precise in 1979 by the Principal of the Madrasah Tsanawiyah Negeri Poncowati it was proposed to the Central Religion Department through the Office of the Central Religion Department through the Lampung Provincial Office of the Ministry of Religion.

Finally, on April 19, 1983 it became the Metro State Madrasah Tsanawiyah with Decree No. Kep/E/PP/005/105/1983. With the issuance of a decree from the center, Filial Metro Madrasah Tsanawiyah Negeri will no longer join the Poncowati State Madrasah Tsanawiyah. And because of the expansion of the Metro City area, where the MTsN Metro area was located in the East Lampung region, MTsN Metro changed to MTsN Metro Batanghari, East Lampung.

The name MTsN 1 East Lampung has been officially used since 17 September 2014 based on KMA No. 157 of 2014 which was originally MTsN Metro Batanghari East Lampung.

d. The Organizational Structure of MTS N 1 East Lampung

STRUKTUR ORGANISASI
MTsN 1 LAMPUNG TIMUR
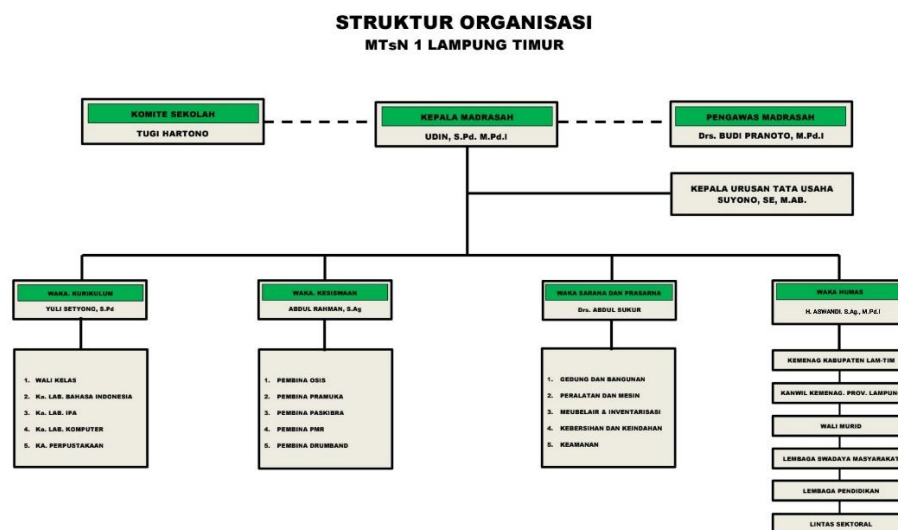
Figure 4.1 organizational structure of MTS N 1 East Lampung

Information:

1. The madrasa superintendent : Drs. Budi Pranoto, M.Pd.I
2. School Committee : Tugi Hartono
3. Head Master : Udin, S.Ag, M.Pd.I
4. Head of Administration Affairs : Suyono, SE. M.AB.
5. Deputy Head of Curriculum : Yuli Setyono, S.Pd
6. Head of Administration Affairs : Abdul Rahman, S.Ag
7. Deputy Head of the infrastructure sector : Drs. Abdul Sukur
8. Deputy Head of public relations : H. Aswandi, S.Ag. M.Pd.I

e. The Teachers And Staff

The teachers and staff of MTS N 1 East Lampung are as follow:

Table 4.1 The Teacher & Staff of MTs N 1 East Lampung

No	Name	NIP/NGNP	Position
1	Udin,S.Ag.,M.Pd.I	19710515 199603 1 001	Head Master
2	Yuli Setyono, S.Pd	19770721 200312 1 001	Deputy Head of Curriculum
3	Suyono. SE,M.AB	19820810 200501 1 005	Head of Administration Affairs
4	Abdul Rahman, PS.S.Ag	19650705 198903 1 006	Head of Administration Affairs
5	H Aswandi,S.Ag,M.Pd.I	19691124 200501 1 002	Deputy Head of public relations
6	Drs. Abdul Sukur	19660218 199703 1 001	Deputy Head of the infrastructure sector

No	Name	NIP/NGNP	Position
7	Ma'sum, S,Ag.,M.Pd.i	19630708 199203 1 002	Teacher
8	Eni Yunanti Utami, M,Pd	19710501 199703 2 004	Teacher
9	Dra. Sri Budi Utami	19610203 198502 2 004	Teacher
10	Dra.Chandrawati	19670309 199403 2 003	Teacher
11	Dra. Rulia	19630508 199403 2 003	Teacher
12	Dra. Siti Tsaniyah	19681012 196003 2 001	Teacher
13	Drs. Akhmad Zazuli	19651010 199403 1 006	Teacher
14	Hj. Fatmah,S.Ag	19690106 199503 2 001	Teacher
15	Dra. Wiwik Darwati	19671017 199603 2 002	Teacher
16	Dra. Eka Marlita	19690319 199703 2 001	Teacher
17	Desi Handayani,S.Pd	19691219 199703 2 001	Teacher
18	Hj. Samsiah,S.Pd.I	19620906 198903 2 004	Teacher
19	Dra. Sri Hermawati	19660730 199703 2003	Teacher
20	Nasyiatun Budiarti, S.Ag.,M.Pd.I	19770104 200003 2 001	Teacher
21	Mardliyati,S.Pd.I	19610610 199203 2 001	Teacher
22	Rosita, S.Ag	19670517 199903 2 002	Teacher
23	Sukesih, S.Pd	19661023 199203 2 002	Teacher
24	Rubangi,S.Pd	19711130 199803 1002	Teacher
25	Maghdalena,S.Pd	19720321 200312 2 001	Teacher
26	Dra. Marliza	19650318 100501 2 002	Teacher
27	Muhammad Nurdin,S.Pd	19670519 200501 1 004	Teacher
28	Hartati,S.Pd	19711212 200501 2004	Teacher
29	Siti Nurhayati,S,Pd.,M.Pd.I	19780717 200501 2 009	Teacher
30	Maryono,S.Pd.,M.Kes	19750318 200501 1 001	Teacher
31	Novi Diana Mandawasa,S.Ag	19741123 200604 2 019	Teacher
32	Jumangin,S.Pd.I.M.Pd	19710406 200710 1 001	Teacher
33	Bara Sabarati,S.Ps.I.,M.Pd.I	19721209 200901 2 001	Teacher
34	Musyri'ah,S.Pd.i.,M.Pd.I	19720415 200604 2 003	Teacher
35	Atik Setyawati,S.Pd	19810121 201101 2 004	Teacher
36	Latifah Yan, S,Ag	19731115 200701 2 015	Teacher
37	Aswandi,S.Ag.M.Pd.I	19760526200710 1 001	Teacher
38	Drs.Ahmad Fauzi	19641224 201411 1 001	Teacher
39	Prayitno,S.Pd	19650806 200501 1 005	Teacher
40	Bisri Arifin, S.Pd	19710414 200501 1 006	Teacher
41	Agus Purnomo,S.Si	19750820 200912 1 001	Teacher
42	Sri Susilowati,S.Pd	19740529 200501 2 004	Teacher
43	Esti Palupi,S.Pd	19741002 200501 2 001	Teacher
44	Iffah Nur Atikah,S.Pd	19830930 200912 2 004	Teacher
45	Eka Ariyanti,S.AN	19940124 201903 2 014	Teacher
46	Ria Resti Novalia,S.AN	19861104 201903 2 014	Teacher
47	Tyas Rosawinda Khairunnisa, S.Si	19920225 201903 2 016	Teacher
48	Afifatur Rohmah, S. Pd	19950414 202012 2 004	Teacher
49	Nur Lailatul Qomariyah, S.Pd	19931001 202012 2 004	Teacher
50	Ajeng Riesmitasari, S.Si	19910101 202012 2 006	Teacher
51	Resti Yulista, S.Pd	19970407 202012 2 005	Teacher
52	Dara Ayu Permata Sari, S,Sn	19921119 202012 2005	Teacher
53	Evan Aprialdi, S.Pd	19870404 202012 1 001	Teacher
54	Sonia Artha Naully Siregar,S.Pd	19950921 202012 2003	Teacher
55	Yunita Eka Putri,S.Pd	19920616 202012 2 021	Teacher
56	Diana Sari,S.Pd	19841224 202012 2 002	Teacher
57	Farida,S.Pd.I	12111807000 1290006	Teacher
58	Endang Puji Lestari,S.Pd	12111807000 1240003	Teacher

No	Name	NIP/NGNP	Position
59	Prini Mardiyanti, S.Pd	12111807000 1110005	Teacher
60	Yusti Apriyani,S.Pd	12111807000 1240004	Teacher
61	Putri Dwi Pravitasari,S.Pd	12111807000 1090015	Teacher
62	Fahmi Ratna dewi, S.Pd	12111807000 1000017	Teacher
63	Budi Jamaludin Fa'ri,ST	12111807000 1280007	Teacher
64	Indra Septiawan,S.Pd	12111807000 1060009	Teacher
65	Baktiono,S.Sn	12111807000 1240002	Teacher
66	Nova Deliyanti,S.Pd	-	Teacher
67	Abdul Hanan	19700613 198903 1 002	Staf TU
68	Ponidi	19660507 201411 1 001	Staf TU
69	Asih Subagyo,BA	19661113 199101 1 001	Staf TU
70	Warisman M.Pd.I	19750915 200501 1 004	Staf TU
71	Rusada Niliyani,S.Ag	19740424 200312 2 003	Staf TU
72	Uzunuhir	19640228 198603 2 003	Staf TU
73	Husni Syarifudin,SE	19811104 201411 1 001	Staf TU
74	Muhammad Insan Jaya, S.Pd.I	12111807000 1000012	Staf TU
75	Eva Suryani,S.Pd.I	12111807000 1000021	Staf TU
76	Ferlia Yunita Sari, S.Pd	12111807000 1000019	Staf TU
77	Nurrahman	-	Staf TU
78	Anam Rifa'i	-	Staf TU
79	Bustomi	-	Staf TU
80	Nani Umi Saidah		

f. The Condition of Student

Students are an integral part of the school. The following is student data at MTs N 1 East Lampung in the last five years:

Table 4.2 The Condition of Student

Years	7th Grade			8th Grade			9th Grade			Total
	L	P	Ttl	L	P	Ttl	L	P	Ttl	
2018/2019	119	165	284	89	112	201	115	105	220	705
2019/2020	148	167	320	110	160	270	82	109	191	825
2020/2021	140	184	324	150	164	314	108	159	267	905
2021/2022	124	161	258	138	186	324	148	170	318	925
2022/2023	113	175	288	122	160	282	135	181	316	886

2. Description of Research Data

This study uses classroom action research. The implementation was carried out three times in two cycles, namely pretest, post test 1, and post

test 2. Each cycle consisted of two meetings and each meeting lasted 80 minutes. Each cycle consists of planning, action, observation and reflection. In connection with class management the researcher made a lesson plan. This research action uses a genre-based approach to improve learning activities and students' writing ability.

a. Pre-test

The researcher conducted a pre-test on Friday, May 12th, 2023 in eighth grade. The population in this class is 27 students, with details of 15 female students and 12 male students. Previously, students had been told that in their class there would be classroom action research. before the pre-test was held, notification was given to students by the English subject teacher who had coordinated with the researcher, in this case the teacher acted as a collaborator. the researcher was given two hours of lessons to conduct a pre-test and explain how this classroom action research would take place during the next few meetings. On this occasion, the pre-test given to students was in the form of an order to write their best experience. The results of the pre-test can be seen from the list of tables as follows:

Table 4.3 The result of pretest In writing recount text

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
1.	ARA	17	10	12	11	3	53	Incomplete
2.	AKW	17	14	10	15	3	59	Incomplete
3.	AAP	16	9	14	10	2	51	Incomplete
4.	AW	15	7	13	10	2	47	Incomplete
5.	AAA	21	10	10	10	2	53	Incomplete
6.	AER	22	10	9	10	2	53	Incomplete

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
7.	AF	15	10	9	10	2	46	Incomplete
8.	AAD	23	14	18	19	3	77	Complete
9.	DAA	16	9	10	10	2	47	Incomplete
10.	EIA	17	12	11	9	2	51	Incomplete
11.	FMH	27	15	16	15	2	75	Complete
12.	HI	21	10	10	10	2	43	Incomplete
13.	IKW	21	17	10	10	3	61	Incomplete
14.	MFA	22	9	14	10	2	57	Incomplete
15.	MAP	17	8	10	10	2	47	Incomplete
16.	MM	16	9	9	10	2	46	Incomplete
17.	MRH	13	9	10	17	2	51	Incomplete
18.	MZS	20	10	10	11	2	53	Incomplete
19.	MZF	22	10	9	11	3	55	Incomplete
20.	SKZ	22	17	17	21	3	80	Complete
21.	TTY	23	16	18	20	3	76	Complete
22.	TA	17	9	10	14	2	52	Incomplete
23.	VS	17	10	14	11	3	55	Incomplete
24.	VN	15	9	11	10	2	47	Incomplete
25.	YBS	16	12	17	18	3	59	Incomplete
26.	YAW	13	7	14	10	2	46	Incomplete
27.	ZNH	16	10	15	11	2	54	Incomplete
		Total					**1494**	
		Highest Score					**80**	
		Lower Score					**43**	
		Average					**53,36**	

Source: The result of Pre-test on may, 12nd, 2023

Based on the pretest that has been followed by 27 students. The highest score obtained was 80 and the lowest score was 43 with a total score of 1494. only 4 students were in the complete category and 23 other students were in the incomplete category. The data is placed on the frequency distribution table as follows:

Table 4.4 Table frequency of the result of pretest

No	Score	Frequency	Presentage	Category
1	≥75	4	15%	Complete
2	≤75	23	85%	Incomplete
Total		27	100%	

Source: The result of Pre-test on may, 12$_{nd}$, 2023
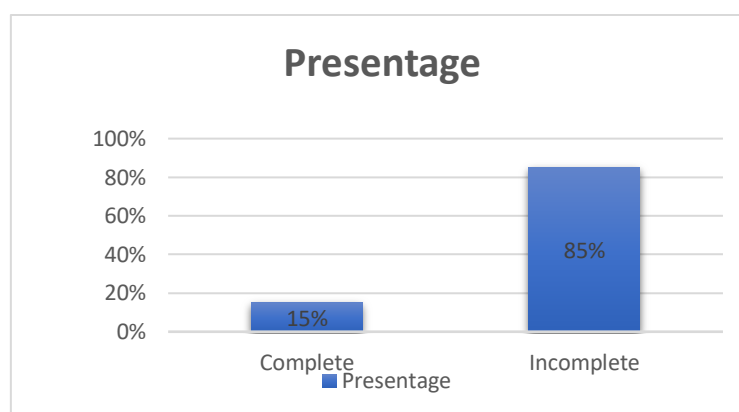
Figure 4.2 the presentage of pre-test result

Based on the data above it can be concluded that (85%) failed and (15%) succeeded. it can be concluded that the number of students who fail is more than the students who succeed. this seems very unsatisfactory to researchers. thus, the researcher applies a genre-based approach in teaching writing which is carried out as an effort to improve student learning outcomes and learning activities.

b. Cycle I

1) Planning

At the planning stage, researchers and collaborators prepared several things related to the teaching and learning process such as: preparing lesson plans, making instruments to be tested as post tests in cycle I and preparing materials. The researcher also plans to

provide an evaluation to measure students' mastery of the material provided.

2) Acting

Cycle I action consisted of one meeting, namely on Wednesday, May 17th 2023. The duration of one meeting was around 80 minutes, starting from 8.40 to 10.00 am. At this meeting, the researcher gave an explanation about the general meaning of writing and explained about recount text. by displaying several pictures, the researcher discussed and thought about the meaning, purpose, generic structure, and social function of recount text with students. After that, the researcher divided the students into 5 groups and gave each group an envelope containing several sentences to be arranged together. The researcher occasionally sees and directs students in compiling sentences to form correct paragraphs according to the rules of recount text. in the last 20 minutes, the researcher gave an order to the students to write their experiences independently, based on the rules of writing recount texts that had been studied together before. This task is intended to evaluate their learning improvement as well as a post-test 1 score's. Post-test 1 results can be seen in the data table below:

Table 4.5 The Result of Post-test 1 in Writing Recount Text

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
1.	ARA	19	14	15	14	4	66	Incomplete
2.	AKW	20	14	14	18	4	70	Incomplete
3.	AAP	19	12	15	12	3	61	Incomplete
4.	AW	18	11	16	15	3	63	Incomplete
5.	AAA	23	15	14	11	3	66	Incomplete
6.	AER	25	14	13	14	3	69	Incomplete
7.	AF	18	17	15	17	3	70	Incomplete
8.	AAD	26	18	18	19	3	84	Complete
9.	DAA	20	13	15	15	3	66	Incomplete
10.	EIA	21	17	18	16	3	75	Complete
11.	FMH	27	19	18	17	3	84	Complete
12.	HI	24	16	15	17	3	75	Complete
13.	IKW	25	19	15	14	4	77	Complete
14.	MFA	27	17	18	15	3	80	Complete
15.	MAP	20	14	17	4	3	58	Incomplete
16.	MM	20	14	15	17	3	69	Incomplete
17.	MRH	18	13	16	17	3	67	Incomplete
18.	MZS	25	17	15	15	3	75	Complete
19.	MZF	26	15	14	17	4	76	Complete
20.	SKZ	22	17	17	21	3	80	Complete
21.	TTY	25	18	19	19	4	85	Complete
22.	TA	20	14	13	17	3	67	Incomplete
23.	VS	19	13	17	15	4	68	Incomplete
24.	VN	18	12	15	14	3	62	Incomplete
25.	YBS	18	14	15	16	3	66	Incomplete
26.	YAW	19	10	17	14	2	62	Incomplete
27.	ZNH	18	15	18	15	2	68	Incomplete
		Total					1909	
		Highest Score					85	
		Lower Score					58	
		Average					68,18	

Source: The result of Post-test 1 on may, 17$_{nd}$, 2023

Table 4.6 The presentage of Pos-test 1 in writing recount text

No	Score	Frequency	Presentage	Category
1	≥75	10	37%	Complete
2	≤75	17	63%	Incomplete
Total		27	100%	

Source: The result of Post-test 1 on may, 17ₙd, 2023
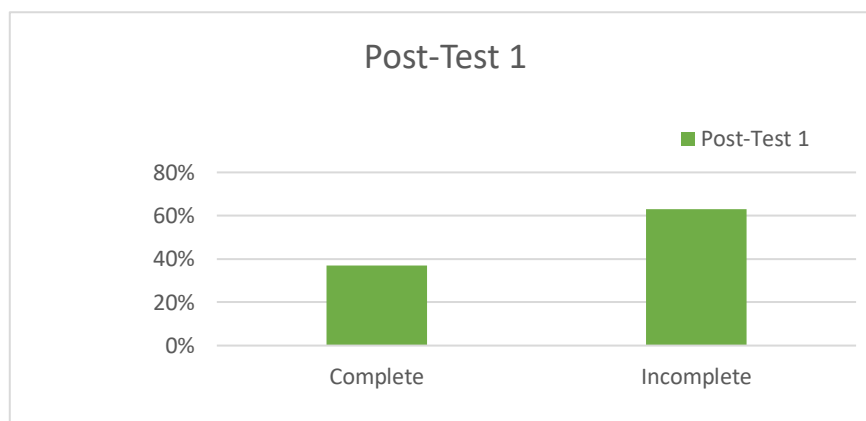
Figure 4.3 the result of post-test 1

Based on the results above, it appears that there is an increase in testing results. that 37% of students got grades according to standard and 63% got less marks from standard. The learning process is said to be successful if the average score of students is 75. The facts show that the results have not been satisfactory.

3) Observing

At this stage the researcher is assisted by collaborators to observe the activities that occur in the classroom, during the activity the researcher also observes student activities. Student activity is recorded in the observation sheet by checking it on the observation sheet that has been prepared. The results of student learning activities can be seen as follows:

Table 4.7 observations of student learning activities in cycle 1

No	Students' Name	The aspect that are observed				Total
		Pay attentation	Ask/answer the questions	Being active	Being Active in the Group Activity	
1.	ARA	√		√	√	3
2.	AKW	√			√	2
3.	AAP	√	√	√	√	4
4.	AW		√		√	2
5.	AAA	√		√	√	3
6.	AERA	√	√	√		3
7.	AF	√		√		2
8.	AAD	√			√	2
9.	DAA		√			1
10.	EIA	√		√		2
11.	FMH	√	√	√	√	4
12.	HI	√	√			2
13.	IKW	√	√		√	3
14.	MFA			√	√	2
15.	MAP	√	√		√	3
16.	MM	√		√		2
17.	MRH	√	√	√		3
18.	MZS	√			√	2
19.	MZF	√	√		√	2
20.	SKZ	√		√		2
21.	TTY	√	√		√	3
22.	TA	√			√	2
23.	VS	√			√	2
24.	VN	√			√	2
25.	YBS	√	√	√	√	4
26.	YAW			√	√	2
27.	ZLNH	√	√	√	√	4
Total		23	13	14	19	68
Precentage (%)		85%	48%	52%	70%	

Table 4.8 The presentage of student's activity at cycle 1

No	Student's Activities	Frequency	Presentage
1	Paying attentation on Teacher's explanation	23	85%
2	Asking or Answering the Question	13	48%
3	Being active in the class	14	52%
4	Being Active in the Group activity	19	70%
	Total Student		27
	Average Presentage		63,75%

Source: The student's learning activities at the eighth grade of
MTs N 1 East Lampung, May 17th 2023
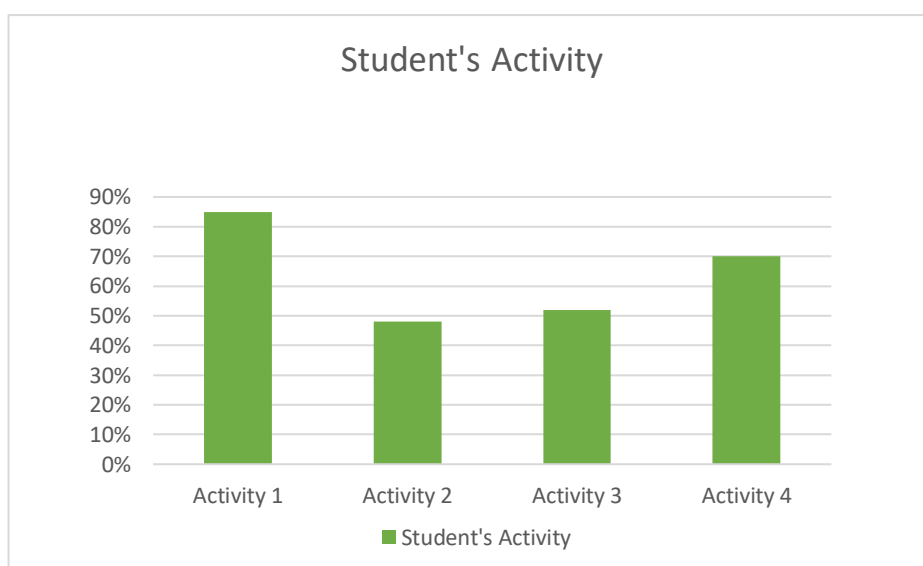
Figure 4.4 presentage of student's activity

The chart shows that not all students participate actively in their learning activities. 23 students (85%) paid attention to the teacher's explanation. 13 students (48%) asked and answer the question. 14 people are active in class (52%), and 19 students (70%) participated in group activities.

4) Reflecting

Based on the results of observations of learning activities in cycle 1, the learning process and learning outcomes did not meet the minimum completeness criteria of 75. At the end of this cycle, the researcher calculated and assessed each step, including the results of the pre-test and post-test scores for students. The following is a comparison of the pre-test and post-test score:

Table 4.9 Comparison Writing Recount Text Score Between Pre-Test And Post-Test 1

No	Name	Gender	Pre-test	Post-test 1	Increasing	Note
1	ARA	P	53	66	13	Improved
2	AKW	P	59	70	11	Improved
3	AAP	L	51	61	10	Improved
4	AW	L	47	63	16	Improved
5	AAA	L	53	66	13	Improved
6	AERA	L	53	69	16	Improved
7	AF	P	46	70	24	Improved
8	AAD	P	77	84	7	Improved
9	DAA	L	47	66	19	Improved
10	EIA	P	51	75	24	Improved
11	FMH	L	75	84	9	Improved
12	HI	P	43	75	32	Improved
13	IKW	P	61	77	16	Improved
14	MFA	L	57	80	23	Improved
15	MAP	P	47	58	11	Improved
16	MM	L	46	69	23	Improved
17	MRH	L	51	67	16	Improved
18	MZS	L	53	75	22	Improved

19	MZF	L	55	76	21	Improved
20	SKZ	P	80	80	0	Constant
21	TTY	P	76	85	9	Improved
22	TA	P	52	67	15	Improved
23	VS	P	55	68	13	Improved
24	VN	P	47	62	15	Improved
25	YBS	P	59	66	7	Improved
26	YAW	L	46	62	16	Improved
27	ZLNH	P	54	68	14	Improved
Total			1494	1909		
Average			53,36	68,18		
Highest Score			80	85		
Lowest Score			43	58		

Table 4.10 Table frequency of the comparison of learning completeness between pre-test and post-test 1

MMC	Pre-test	%	Post-test I	%	Explanation
≥75	4	15%	10	37%	Complete
≤75	23	85%	17	63%	Incomplete
Total	**27**	**100%**	**27**	**100%**	

The diagram below shows a comparison of students' writing results in the pretest and post test 1 of first cycle.
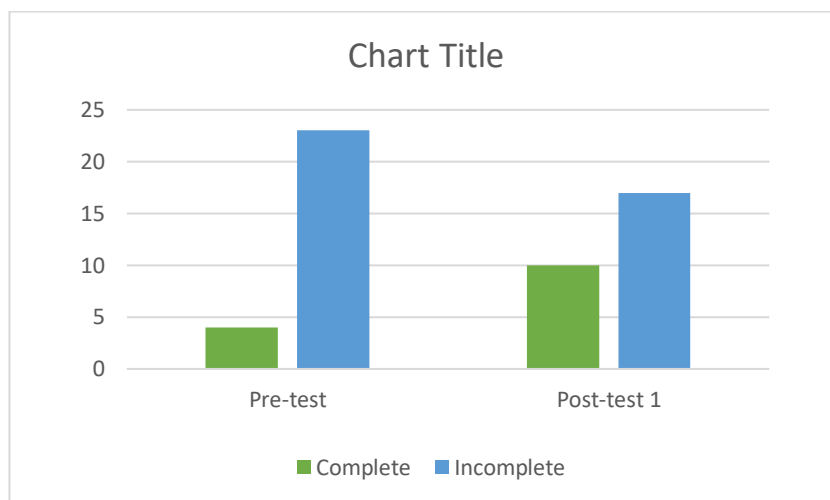
Figure 4.5 comparison diagram of learning completeness between pre-test and post-test 1

Based on the data above, it was found that there was a moderate increase in student scores between the pre-test and post-test. can be seen in the tables and graphs of students who get a complete score from 4 students to 10 students. The increase in the percentage of student scores from 15% to 37% after conducting post-test 1. Is not perfect but there is an increase in some students. Criteria for students who successfully master the material must achieve a minimum of mastery criteria, at least 75. When 70% of students get a score of 75, then the learning process is seen as positive. The fact shows that the results have not reached the target.

c. **Cycle II**

Cycle I activities succeeded in increasing student learning outcomes, but the results obtained were unsatisfactory, so cycle II had to

be added to overcome deficiencies and errors in Cycle I. Then, Cycle II involved the following steps:

1) Planning

The second cycle plan operates in the same way as the first cycle plan. Based on the findings of cycle I reflection, cycle II stage planning was carried out. Planning was carried out to overcome deficiencies and errors in the previous cycle, both to improve students' writing recount text skills and to increase student learning activities.

2) Acting

At this stage, the meeting was held on Friday, 19 May 2023 from 10.30 to 11.50. The researcher started the lesson by greeting the students, praying together, checking the attendance list, and asking about their health. then the researcher continued the material from the previous meeting, namely analyzing the general structure and features of the language used to write recount texts. This meeting is used to strengthen students' understanding of the material that has been studied in the first cycle, before carrying out the second post-test. after students felt they had really understood the material presented, the researcher gave a post-test to students. in this post-test II, the test given remains the same as the test given during the pre-test and post-test 1 , write a recount text (best experience).

Almost all students look stunning. The results of the second post-test

can be seen in the table below:

Table 4.11 the result of Post-test II in writing recount text

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
1.	ARA	25	18	20	18	5	86	Complete
2.	AKW	27	19	18	20	5	89	Complete
3.	AAP	24	19	17	19	4	83	Complete
4.	AW	20	15	18	17	3	73	Incomplete
5.	AAA	25	17	18	15	3	78	Complete
6.	AER	25	19	17	18	4	83	Complete
7.	AF	19	18	17	19	3	76	Complete
8.	AAD	26	18	18	19	3	84	Complete
9.	DAA	25	18	19	17	4	83	Complete
10.	EIA	26	19	20	19	4	88	Complete
11.	FMH	30	20	22	19	4	95	Complete
12.	HI	26	19	18	18	4	85	Complete
13.	IKW	27	19	17	18	5	86	Complete
14.	MFA	27	17	18	15	3	80	Complete
15.	MAP	25	18	17	15	3	78	Complete
16.	MM	26	19	18	18	4	85	Complete
17.	MRH	20	17	19	19	4	79	Complete
18.	MZS	27	19	18	18	4	86	Complete
19.	MZF	30	21	19	20	5	95	Complete
20.	SKZ	27	20	19	21	4	91	Complete
21.	TTY	28	20	24	20	5	97	Complete
22.	TA	25	18	17	20	4	84	Complete
23.	VS	22	17	21	19	5	84	Complete
24.	VN	20	16	19	16	3	74	Incomplete
25.	YBS	20	17	18	19	4	78	Complete
26.	YAW	21	15	16	17	3	72	Incomplete
27.	ZNH	23	17	20	18	3	81	Complete
		Total					2253	
		Highest Score					97	
		Lower Score					72	
		Average					80,46	

Source: The result of Post-test II on Mei, 19th, 2023

Table 4.12 The Percentage of Post-test II in Students Writing recount text Score

No	Score	Frequency	Presentage	Category
1	≥75	24	89%	Complete
2	≤75	3	11%	Incomplete
Total		27	100%	
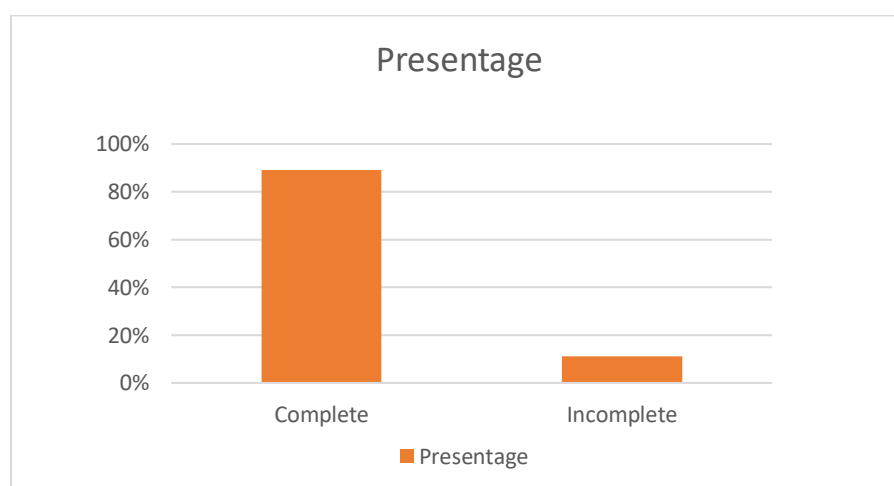
Figure 4.6 The presentage of post-test I result

Based on the graph above, it can be seen that there has been an increase in score. the highest score in the post test II was 97 with the percentage of students who achieved learning completeness of 89% andthe lowest score is 72 w ith the percentage of students who have not achieved learning mastery of 11%. The minimum standard for English lessons at MTS N 1 Lampung Timur is 75. 24 students is in the complete category and 3 other students did not complete.

3) Observing

At this stage the researcher pays attention to every activity in the class. student activity is recorded on the observation sheet. From the observation sheet, student activity can be said to be good if it is equal to or exceeds the percentage of 70% in this cycle students look more active than in cycle I. There are students who are more active than before, and more active than other students. So it can be concluded that there was a good increase in student learning activities. The increase can be seen in the table and graph below:

Table 4.13 The Students' Learning Activity Observation in Cycle II

| No | Students' Name | The aspect that are observed | | | | Total |
		Pay attentation	Ask/answer the questions	Being active	Being Active in the Group Activity	
1.	ARA	√	√	√	√	4
2.	AKW	√	√	√	√	4
3.	AAP	√	√	√	√	4
4.	AW		√	√	√	3
5.	AAA	√		√	√	3
6.	AERA	√	√	√	√	4
7.	AF	√	√	√		3
8.	AAD	√		√	√	3
9.	DAA	√	√	√		3
10.	EIA	√	√	√		3
11.	FMH	√	√	√	√	4
12.	HI	√	√		√	3
13.	IKW	√	√	√	√	4

No	Students' Name	The aspect that are observed				Total
		Pay attentation	Ask/answer the questions	Being active	Being Active in the Group Activity	
14.	MFA	√	√	√	√	4
15.	MAP	√	√	√	√	4
16.	MM	√	√	√		3
17.	MRH	√	√	√		3
18.	MZS	√	√	√	√	4
19.	MZF	√	√		√	3
20.	SKZ	√		√	√	3
21.	TTY	√	√		√	3
22.	TA	√	√	√	√	4
23.	VS	√	√		√	3
24.	VN	√		√	√	3
25.	YBS	√	√	√	√	4
26.	YAW	√		√	√	3
27.	ZLNH	√	√	√	√	4
Total		26	22	23	22	93
Precentage (%)		96%	81%	85%	81%	

Source: The students' learning activity at the eighth grade of MTS N 1 East Lampung on Mei, 19th, 2023

Table 4.14 The Students' Learning Activity Observation in Cycle II

No	Student's Activities	Frequency	Presentage
1	Paying attentation on Teacher's explanation	26	96%
2	Asking or Answering the Question	22	81%
3	Being active in the class	23	85%
4	Being Active in the Group activity	22	81%
Total Student		27	
Average Presentage		85,75%	

Source: The students' learning activity at the eighth grade of MTS N 1 East Lampung on Mei, 19th, 2023
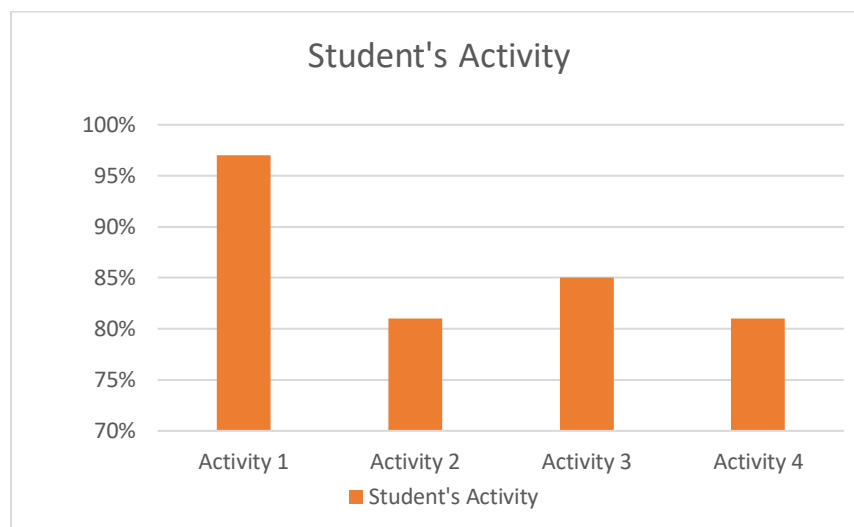
Figure 4.7 The Chart of Student's Activity Observation in Cycle II

The data above shows that student learning activities are in cycles II increases. Student learning activities that have the highest percentage are students paying attention to the teacher's explanation, that's 97%. Then the activity of students asking or answering questions from the teacher 81%, active students in class as much as 85%, and students who are able to contribute in group activities as much as 81%. Thus the average value of student learning activities is 85.75%. Based on the observational data above, the researcher stated that the learning process in eighth grade of MTS N 1 East Lampung was successful. Because it has exceeded the minimum standard percentage, 70%.

4) Reflecting

The results of cycle II scores increased from cycle I. In this cycle there was a significant increase. class conditions to be better than ever. Students listen to the teacher's explanation and do not

make noise during learning activities. There are more active students during the discussion, they are more confident and have the courage to express their ideas and experiences to put it in the form of writing recount text. The final scores of students between post-test I and post-test II can be seen in the table below:

Table 4.15 Comparison of the final scores of Post-test I and Post-test II

No	Name	Gender	Post-test I	Post-test II	Increasing	Note
1	ARA	P	66	86	20	Improved
2	AKW	P	70	89	19	Improved
3	AAP	L	61	83	22	Improved
4	AW	L	63	73	10	Improved
5	AAA	L	66	78	12	Improved
6	AERA	L	69	83	14	Improved
7	AF	P	70	76	6	Improved
8	AAD	P	84	84	0	Constant
9	DAA	L	66	83	17	Improved
10	EIA	P	75	88	13	Improved
11	FMH	L	84	95	11	Improved
12	HI	P	75	85	10	Improved
13	IKW	P	77	86	9	Improved
14	MFA	L	80	80	0	Constant
15	MAP	P	58	78	20	Improved
16	MM	L	69	85	16	Improved
17	MRH	L	67	79	12	Improved
18	MZS	L	75	86	11	Improved
19	MZF	L	76	95	19	Improved
20	SKZ	P	80	91	11	Improved
21	TTY	P	85	97	12	Improved
22	TA	P	67	84	17	Improved
23	VS	P	68	84	16	Improved
24	VN	P	62	74	12	Improved
25	YBS	P	66	78	12	Improved
26	YAW	L	62	72	10	Improved
27	ZLNH	P	68	81	13	Improved
Total			1909	2253		
Average			68,18	80,46		
Highest Score			85	97		
Lowest Score			58	72		

Table 4. 16 The presentage of comparison between post-test I and post-test II

No	Score	Post-test I		Post-test II		Explanation
		F	P	F	P	
1	≥75	10	37%	24	89%	Complete
2	≤75	17	63%	3	11%	Incomplete
Total		**27**	**100%**	**27**	**100%**	
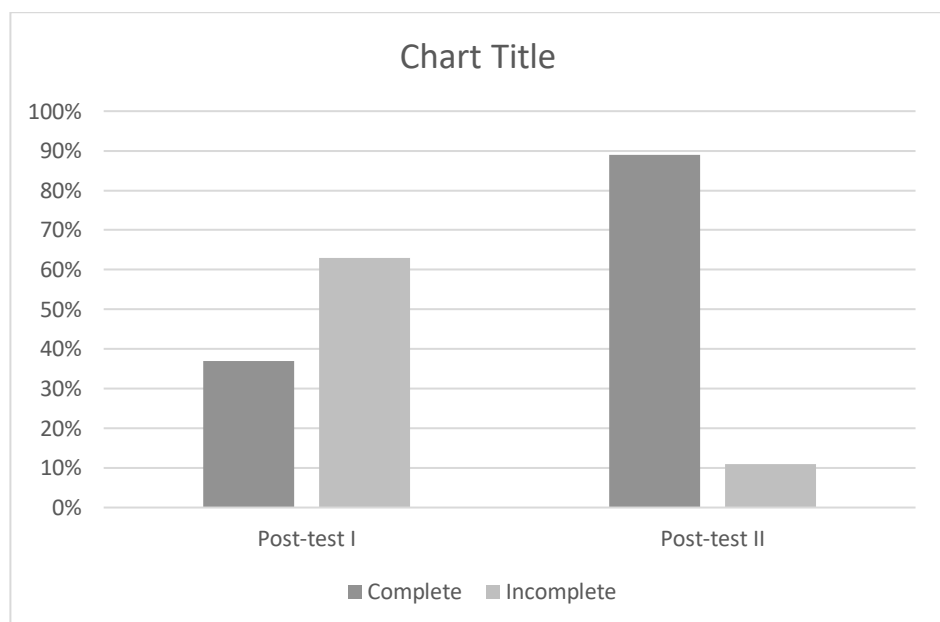
Figure 4.8 The comparison of Post-test I and Post-test II

From the table above it can be seen that the scores of students in the post-test II varied. The highest score was 97 and the lowest score was 72. The average posttest II score was 80.46. In addition, the percentage of students who received a complete score in cycle II was 89%, meaning that 24 students out of the total students met the minimum standard criteria. while 11% or 3 students did not complete the minimum criterion score, at least 75. This means that

the indicators of the success of this study have been achieved, namely ≥ 70% of students were able to obtain a score of 75. This indicates that after applying a genre-based approach in writing class, students' ability to write texts recounts increased.

Based on the results above, it can be concluded that Classroom Action Research (CAR) was successful and was not continued in the next cycle because the learning process and learning outcomes have all passed the indicators of success and this means that a genre-based approach can improve students' writing skills.

B. Discussion of The Research

During the research, students were interested in the learning process. All students are always present and participate in every activity in class. Most of them can write better than before using a genre-based approach. Researchers assume that teaching and learning using a genre-based approach can help students in the learning process, especially in writing abilities. By using this approach students get new experiences in learning English, and they learn more things in an interesting way. Here, they can share what they don't understand, and this approach can make students comfortable. So it is proven that the use of a genre-based approach can affect the results of students' writing abilities, especially for eighth grade students at MTS N 1 East Lampung.

After being given treatment, there was a significant effect on the results of students' writing abilities, students' writing abilities became better than before being given treatment. Before the treatment, most of the students who got less scores were around 85% of students, and after being treated in the first cycle, students who got low scores decreased to 63%. In this first cycle, 63.75% of students were declared active in participating in class learning activities. This indicates that the treatment given has a positive impact by increasing students' writing abilities. However, this increase did not meet the desired minimum standard, so the research was continued in the second cycle stage.

In this second cycle, the researcher applied the same treatment as the treatment in the first cycle. It's just that, there are things that are added to complement the deficiencies that exist in the first cycle, so that learning takes place more optimally. In this cycle, students' writing skills increased, with the number of students reaching the target of around 89%, which means that only 11% of students got low scores. And 85.75% of students actively participate in learning activities in class.

Thus, it can be concluded that Classroom Action Research (CAR) that applies a genre-based approach has an effect on students' writing abilities and is considered successful.

CHAPTER V

CONCLUSION AND SUGGESTTION

A. Conclusion

The implementation of a genre-based approach can improve students' writing ability. This increase was seen during the learning process, in the first cycle the average percentage of student activity was recorded at 63.75% and increased to 85.75% in the second cycle. while the average score of the students' pre-test results was 53.36, then in post-test I it increased to 68.18, and in post-test II the average value increased again to 80.46. Thus, the researcher concluded that a genre-based approach could be a solution to improve students' writing abilities and learning activities. The genre-based approach can also be combined with various kinds of media that are appropriate to the learning material, so that the teaching and learning process becomes more interesting and exciting. With a fun and conducive learning atmosphere, the material provided will be more easily accepted by students. Thus not only increased student learning outcomes, but student learning activities also increased.

B. Suggestion

In this classroom action research, the application of a genre-based approach can improve students' writing skills. In addition, applying the genre-based approach learning model also trains students to think critically and actively discuss, both with their class mates and with their supervisors.

However, there are still many deficiencies in this research. such as limited use of media in the learning process. so the researcher suggests for future researchers who will carry out research related to the genre-based approach to collaborate with interesting and relevant media.

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APPENDIX

Appendix 1

List of eighth grade Students at MTs N 1 East Lampung

NO.	NAME	GENDER
1.	Alifia Rihadatul Aisya	P
2.	Anara Kayisa Wafrata	P
3.	Arga Aditya Pratama	L
4.	Ari Widiyatmoko	L
5.	Aufan Adhim Adytama	L
6.	Aulia Esa Ramadhan	L
7.	Azizatul Filzah	P
8.	Azzahra Aurellia Dini	P
9.	Deko Ariel Alfat	L
10.	Elvia Isnatul Amanah	P
11.	Fajry Mubarak H.	L
12.	Hanifatul Ikhtiyaroh	P
13.	Indah Karisma Wati	P
14.	M. Faiz Arwinata	L
15.	Mita Aulia Putri	P
16.	Muhammad Muzaki	L
17.	Muhammad Rizky H.	L
18.	Muammad Zharif S.	L
19.	Muhammad Zhohiru F	L
20.	Syafira Kurnia Zahrin	P
21.	Talitha Tsany Yassar	P
22.	Titan Anggraini	P
23.	Verlita Selviana	P
24.	Vira Nuranisa	P
25.	Yunica Bunga Saputri	P
26.	Yusuf Agung Wirajaya	L
27.	Zahra Nurlaila Hermawan	P

Appendix 2

SYLLABUS

School   : MTs N 1 Lampung Timur
Class   : VIII I
Subject Matter   : English
Grade/Semester : II
Competency Standard : Writing

1. Expressing meaning in written functional texts and simple short essays in the form of recount and narrative to interact with the environment around.

Basic competencies	Main Material / Learning	Learning Activities	Indicator	Evaluation			Time Allocation	Learning Resources
				Technique	Instrument's Form	Example of instrument		
1.1. Express meaning in the form of simple short functional written text using a variety of written language accurately, fluently and acceptable to interact with the	Functional text : - Invitation - Announcement - Short message	1. Review the communicative purposes and linguistic characteristics of short functional texts related to the material 2. Write simple sentences to invite, announce, short messages 3. Complete	Write functional text short shape: - Announcement - Invitation - Short message	writing test	*Essay*	*1. Write sentences based on the situation given.* *2. Complete the text using suitable word/words.* *3. Write a text of invitation*	2 x 40 minutes	1. Relevant textbooks 2. Examples of functional text 3. Picture related to material and topics 4. Surrounding objects

		short functional tasks 4. Write short functional texts				*on your farewell party.*		
1.2. Expressing meaning and rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of recount and narrative.	• Essay text narrative / recount • Language features of narrative/recount text • General structure of narrative / recount text	1. Review the language features of narrative/recount text 2. Make simple sentences related to narrative/recount text 3. Develop the rhetorical steps of recount and narrative texts in cooperation 4. Make a draft of recount and narrative text independently 5. Write recount and narrative texts based on the drafts made 6. Displaying the results of the writing on the wall	Write short and simple texts in narrative form with the correct rhetorical steps.	Written test	Essay	*Write a short narrative text based on:* *a. The story you have ever read.* *b. Series of pictures given.*	4 x 40 minutes	1. Relevant textbooks 2. English story book 3. Related pictures

Appendix 3
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LESSON PLAN
</div>

School   : MTs N 1 Lampung Timur
Subject   : English
Subject Matter   : Recount Text
Grade / semester   : VIII I/II
Allocation Time   : 2x 40 minute (2x meeting)

A. Standard of Competence

4. Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources from the same point of view/theory.

B. Basic of Competence

4.1 Capturing the meaning of spoken and written recount texts, short and simple about past activities and events.

4.2 Compose oral and written recount texts, very short and simple about activities, events, incidents, taking into account social functions, generic structure, and language features, correctly and in context.

C. Indicator of Comptence Achievement

4.1.1. Identifying phrases to understand the meaning of the recount text both orally and in writing.

4.2.1. Compile a written Recount text from the results of group work.

4.2.2. Displays Recount text (in written form) from the results of group work.

D. Learning Objectives

After participating in learning activities with the Genre Based Approach model, students can compose Recount texts in writing by working in groups.

E. Learning Material

<div align="center">

Vacation To The Beach
</div>

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoyed the fresh air. We went there early in the morning by car. After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet. Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sandcastle. Some of them played with their balls. We also saw some people sunbathe. After having meals, I was interested in the same thing. I made

sandcastle with my sister, Meanwhile, my brother collected sea shells. I was so happy and really enjoyed that day.

- ➢ **The Definition of Recount Text**
  Is a text that retells events or experiences in the past.
- ➢ **The Purpose of Recount Text**
  To give details of an incident involving personal experience
- ➢ **The Generic Structure of Recount Text**
  - Orientation (This part provides the setting and introduces the participants e.g. who? when? where?)
  - Event (It tells what happened and in what sequence)
  - Reorientation (This part closes the story)
- ➢ **The Language Features of Recount Text**
  - Using Simple Past Tense
  - Personal participant (e.g. I, my family)
  - Action verb (e.g. went, built, arrived, walked made, looked for)
  - Using conjunctions (e.g. then, after,)
  - Adverbs of time (e.g. last month)
  - Adverb of place (e.g. at the beach)
  - Using adjectives (e.g. enjoyed, happy)

F. Learning Method
1. Model   : Genre Based Approach
2. Context   : Vacation experience.
3. Implementation   : Offline
4. Aspect   : Writing

G. Media, Tool, and Learning Resources
1. Media/Tool
   - ➢ Laptops and Projector
   - ➢ Printed worksheets (LKPD)
   - ➢ Worksheets Write text
2. Learning Resources
   https://files1.simpkb.id/guruberbagi/rpp/543449-1672925465.pdf

H. Learning Activity Steps
1. **Preliminary Activities (10 minutes)**
   The first meeting
   a. Orientation
      • The teacher says greetings (Greetings)

• The teacher and students start the activity by praying together.

• The teacher checks the presence of students.

b. apperception

• The teacher asks students' readiness to learn.

• The teacher motivates students and takes a synopsis of the material to be delivered.

• The teacher conveys learning objectives.

2. **Core Activities (60 minutes)**

   Building Knowledge of the Field (BKOF) and Modeling

   • The teacher displays pictures related to the recount text about someone's vacation at the beach.

   • The teacher asks several questions:

   1. What are the pictures about?

   2. Have you ever gone to the beach?

   3. How was your feeling?

   • The teacher displays a Recount text about someone's vacation.

   • Teacher and students discuss the contents of the text and answer questions together:

   1. What is the text telling you about?

   2. What did the writer's purpose for going to the beach?

   3. How did they go there?

   4. What did the writer do after having meals?

   5. How was their feeling?

   • The teacher and students discuss definitions, social functions, text structure and linguistic elements from the Recount text.

Joint Construction

   • The teacher forms a group of 5 people.

   • The teacher gives one envelope to each group. The envelope contains several sentences.

   • Students work together to arrange the story sequence as a whole by paying attention to the sequence of events in the text.

   • The teacher guides and checks the order of the students' texts. Is the order correct or not.

   • Teachers provide feedback to students.

   • Students paste the sentences that have been arranged on the pictures provided.

   • The teacher links the story cards that have been prepared with the material to be discussed, namely Recount text.

   • Next, the teacher distributes LKPD 1 in the form of jumbled sentences from the recount text about holidays.

• Students compose random sentences into a correct recount text and write them in the box provided.

• The teacher gives LKPD 2 in the form of Recount text.

• Learners in groups discuss to complete sentences with the right words.

• Students read the results of their group work.

Independent Construction

• The teacher gives independent assignments to students to make simple recount texts and write them on LKPD 3.

3. **Closing Activity (10 minutes)**

• Teachers and students make conclusions about the material that has been studied.

• The teacher reflects on the learning activities that have been carried out.

• The teacher gives appreciation to all students who have worked well in groups.

• The teacher conveys the lesson plan for the next meeting**.**

I. **Assesment of Learning Outcomes**

Knowledge

1. Assessment Technique: Written test

2. Form of Instrument: Description

Skills

1. Assessment Technique: Non-Test

2. Forms of Instruments: Worksheets for group and individual discussions

Attitude

1. Assessment Technique: Observation

2. Instrument Form: Attitude Assessment Sheet

Knowledge Assessment Rubric (Essay Test)

Description	Score
Correct content, correct grammar.	3
Correct content, incorrect grammar.	2
Inadequate content and grammar.	1
No answer.	0

Group Work Attitude Assessment Rubric

Attitude	Attitude Description	Score	Note
Cooperation	Cannot cooperate with friends, not much involved in completing tasks together.	2	Poor
	It's enough to be able to work with friends, even though they haven't been much	3	Enough

	involved in completing shared tasks.		
	Can work well with friends, so that tasks can be completed properly.	4	Good
	The cooperation is very good, plays a very big role in completing group assignments.	5	Very Good
Tolerance	Tends to impose his own opinion, less respect for the opinion of friends.	2	Poor
	Enough to be tolerant of different opinions of friends.	3	Enough
	Appreciation for friends is good, tends to respect opinions even though it is contrary to his opinion.	4	Good
	Highly respects the opinion of friends, never imposes his own opinion.	5	Very Good
Politeness	Less polite in communicating, so they tend to underestimate friends.	2	Poor
	Polite enough in communicating, although still limited communication.	3	Enough
	Polite in communicating, so that good relations are established between group members.	4	Good
	Very polite in communicating, so the assignment went very well because none of my friends were offended.	5	Very Good

Rubric Assessment LKPD 2 (Write Recount Text)

Description	Score
Correct content, correct grammar.	2
Correct content, incorrect grammar.	1
No answer.	0

Rubric Assessment of Writing

No	Criteria	Score	General classification & description
1	Content	27-30	Very good excellent
		22-26	Average to good
		17-21	Poor to fair
		13-16	Very poor
2	Organization	18-20	Very good excellent
		15-17	Average to good
		10-14	Poor to fair
		7-9	Very poor
3	Vocabulary	18-20	Very good to excellent
		15-17	Average to good
		10-14	Poor of fair
		7-9	Very poor
4	Syntax/Grammar	22-25	Very good to excellent
		18-21	Average to good
		11-17	Poor to fair
		5-10	Very poor
5	Mechanic	5	Very good to excellent
		4	Average to good
		3	Poor to fair
		2	Poor

Maksimum score = 100

Students Score = $\frac{Xc+Xo+Xv+Xg+Xm}{5}$

Note:
Xc = Content score
Xo= Organization score
Xv= Vocabulary score
Xg= Grammar score
Xm= Mechanic score

Collaborator,

Banjar Rejo, Maret 2023
Researcer

Bisri Arifin, S.Pd
NIP. 19710414 200501 1 006

Anis Nailul Ulya M
NPM.1901050004

LESSON PLAN

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Subject Matter   : Recount Text
Grade / semester : VIII I/II
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4. Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources from the same point of view/theory.

B. Basic of Competence

4.1 Capturing the meaning of spoken and written recount texts, short and simple about past activities and events.

4.2 Compose oral and written recount texts, very short and simple about activities, events, incidents, taking into account social functions, generic structure, and language features, correctly and in context.

C. Indicator of Comptence Achievement

4.1.1. Identifying phrases to understand the meaning of the recount text both orally and in writing.

4.2.1. Compile a written Recount text from the results of group work.

4.2.2. Displays Recount text (in written form) from the results of group work.

D. Learning Objectives

After participating in learning activities with the Genre Based Approach model, students can compose Recount texts in writing by working in groups.

E. Learning Material

My Bad Experience

Last week was the first day I came late to school. I had never came late to school before. I was staying up late until 2 am which was very unusual for me. I set my alarm to 5 am. I woke up at 7 am and I did not hear my alarm rang. It turned out that my alarm was broken. I rushed to bathroom and changed to my school uniform. I ran to my school. When I arrived, I was punished for being late. After school I bought two new alarms to prevent this happen again.

F. Learning Method
   1. Model   : Genre Based Approach
   2. Context   : Vacation experience.
   3. Implementation   : Offline
   4. Aspect   : Writing

G. **Media, Tool, and Learning Resources**
   1. Media/Tool
      ➢ Laptops and Projector
      ➢ Printed worksheets (LKPD)
      ➢ Worksheets Write text
   2. Learning Resources
      https://files1.simpkb.id/guruberbagi/rpp/543449-1672925465.pdf

H. **Learning Activity Steps**
   1. **Preliminary Activities (10 minutes)**
      The Second Meeting
      a. Orientation
         • The teacher says greetings (Greetings)
         • The teacher and students start the activity by praying together.
         • The teacher checks the presence of students.
      b. apperception
         • The teacher asks the material that has been studied before.
         • The teacher motivates students and takes a synopsis of the material to be delivered.
         • The teacher conveys learning objectives.
   2. **Core Activities (60 minutes)**
      Building Knowledge of the Field (BKOF) and Modeling
      • The teacher displays pictures related to the recount text about someone's experinces.
      • The teacher asks several questions.
      • The teacher displays a Recount text about someone's .
      • Teacher and students discuss the contents of the text and answer questions together
      • The teacher and students discuss definitions, social functions, text structure and linguistic elements from the Recount text.
      Joint Construction
      • The teacher forms a group of 5 people.
      • The teacher gives one envelope to each group. The envelope contains several sentences.

- Students work together to arrange the story sequence as a whole by paying attention to the sequence of events in the text.
- The teacher guides and checks the order of the students' texts. Is the order correct or not.
- Teachers provide feedback to students.
- Students paste the sentences that have been arranged on the pictures provided.
- The teacher links the story cards that have been prepared with the material to be discussed, namely Recount text.
- Next, the teacher distributes LKPD 1 in the form of jumbled sentences from the recount text about someone's experience.
- Students compose random sentences into a correct recount text and write them in the box provided.
- The teacher gives LKPD 2 in the form of Recount text.
- Learners in groups discuss to complete sentences with the right words.
- Students read the results of their group work.

Independent Construction
- The teacher gives independent assignments to students to make simple recount texts and write them on LKPD 3.

3. **Closing Activity (10 minutes)**
- Teachers and students make conclusions about the material that has been studied.
- The teacher reflects on the learning activities that have been carried out.
- The teacher gives appreciation to all students who have worked well in groups.
- The teacher conveys the lesson plan for the next meeting.

I. **Assesment of Learning Outcomes**
Knowledge
1. Assessment Technique: Written test
2. Form of Instrument: Description
Skills
1. Assessment Technique: Non-Test
2. Forms of Instruments: Worksheets for group and individual discussions
Attitude
1. Assessment Technique: Observation
2. Instrument Form: Attitude Assessment Sheet

Knowledge Assessment Rubric (Essay Test)

Description	Score
Correct content, correct grammar.	3
Correct content, incorrect grammar.	2
Inadequate content and grammar.	1
No answer.	0

Group Work Attitude Assessment Rubric

Attitude	Attitude Description	Score	Note
Cooperation	Cannot cooperate with friends, not much involved in completing tasks together.	2	Poor
	It's enough to be able to work with friends, even though they haven't been much involved in completing shared tasks.	3	Enough
	Can work well with friends, so that tasks can be completed properly.	4	Good
	The cooperation is very good, plays a very big role in completing group assignments.	5	Very Good
Tolerance	Tends to impose his own opinion, less respect for the opinion of friends.	2	Poor
	Enough to be tolerant of different opinions of friends.	3	Enough
	Appreciation for friends is good, tends to respect opinions even though it is contrary to his opinion.	4	Good
	Highly respects the opinion of friends, never imposes his own opinion.	5	Very Good
Politeness	Less polite in communicating, so they tend to underestimate friends.	2	Poor
	Polite enough in communicating, although still limited communication.	3	Enough
	Polite in communicating, so that good relations are established between group members.	4	Good
	Very polite in communicating, so the assignment went very well because none of my friends were offended.	5	Very Good

Rubric Assessment LKPD 2 (Write Recount Text)

Description	Score
Correct content, correct grammar.	2
Correct content, incorrect grammar.	1
No answer.	0

Rubric Assessment of Writing

No	Criteria	Score	General classification & description
1	Content	27-30	Very good excellent
		22-26	Average to good
		17-21	Poor to fair
		13-16	Very poor
2	Organization	18-20	Very good excellent
		15-17	Average to good
		10-14	Poor to fair
		7-9	Very poor
3	Vocabulary	18-20	Very good to excellent
		15-17	Average to good
		10-14	Poor of fair
		7-9	Very poor
4	Syntax/Grammar	22-25	Very good to excellent
		18-21	Average to good
		11-17	Poor to fair
		5-10	Very poor
5	Mechanic	5	Very good to excellent
		4	Average to good
		3	Poor to fair
		2	Poor

Maksimum score = 100

Students Score $= \dfrac{Xc + Xo + Xv + Xg + Xm}{5}$

Note:
 Xc = Content score
 Xo = Organization score
 Xv = Vocabulary score
 Xg = Grammar score
 Xm = Mechanic score

Collaborator,

Banjar Rejo, Maret 2023
Researcer

Bisri Arifin, S.Pd
NIP. 19710414 200501 1 006

Anis Nailul Ulya M
NPM.1901050004

Appendix 4

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Pre-Test

</div>

Direction:
1. **Write your name on the sheet paper!**
2. **Do your own test, don't cheat!**
Test:
- **Please write a recount text with the theme "my best experience" (based on your own experience) on your sheet paper!**

Appendix 5

Post-Test I

Direction:

1. **Write your name on the sheet paper!**

2. **Do your own test, don't cheat!**

3. **Use thedictionary as a translation tool!**

Test:

- **Please write a recount text with the theme "my best experience" (based on your own experience) on your sheet paper!**

Post-Test I

No.:   Date:

Nama: AZIZATUL FILZAH
Kelas: VIII i
Tanggal: Rabu 17 mei 2023

My Holiday   did.

last month, my family and I spent the holidays Just at home, we do a lot of fun things together, we joke and laugh every day and forget about exsisting Problems, on the last day off, we went to the beach to refresh our minds minds before I went back to the boarding school I Feel very happy.

Give a space

C: 18 → poor to fair.
0: 17 → Average to good.
V: 15 → Average to good
G: 17 → poor to fair
M: 3 → poor to fair.

70

Afr

Post-Test II

Direction:

1. **Write your name on the sheet paper!**

2. **Do your own test, don't cheat!**

3. **Use thedictionary as a translation tool!**

Test:

Please write a recount text with the theme "my best experience" (based on your own experience) on your sheet paper!

Post-Test II

No.:   Date:

Nama : AZIZATUL FILZAH

Kelas : VIII i

Tanggal : Jum'at 19 mei 2023

My best holiday   (76)

last month, my Family and I spent to the last day of
my vocation going to the golden Shell beach. we
went to the beach by car. when we arrived, the beach
looks verry Crowded. I saw many children playing
In the sand and swimming. After parking the car,
we spread our mats In a place that has a
nice View to eat the launch we brought. After that
my brother and I played in the sand and swan, while
my perents woched us while sun bathing. After enogh.
fun, we took some pictures whit with the beautiful
Scanery in the background, then we got ready ready
to go home. I feel verry Happy, this is my best
experience

C : 19 → poor tu fair
O : 18 → Veray good excellent.
V : 17 → Averay tu good
G : 19 → Average to good.
M : 3 → poor tu fair

The Score Of Pre-Test In Writing Recount Text

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
1.	ARA	17	10	12	11	3	53	Incomplete
2.	AKW	17	14	10	15	3	59	Incomplete
3.	AAP	16	9	14	10	2	51	Incomplete
4.	AW	15	7	13	10	2	47	Incomplete
5.	AAA	21	10	10	10	2	53	Incomplete
6.	AER	22	10	9	10	2	53	Incomplete
7.	AF	15	10	9	10	2	46	Incomplete
8.	AAD	23	14	18	19	3	77	Complete
9.	DAA	16	9	10	10	2	47	Incomplete
10.	EIA	17	12	11	9	2	51	Incomplete
11.	FMH	27	15	16	15	2	75	Complete
12.	HI	21	10	10	10	2	43	Incomplete
13.	IKW	21	17	10	10	3	61	Incomplete
14.	MFA	22	9	14	10	2	57	Incomplete
15.	MAP	17	8	10	10	2	47	Incomplete
16.	MM	16	9	9	10	2	46	Incomplete
17.	MRH	13	9	10	17	2	51	Incomplete
18.	MZS	20	10	10	11	2	53	Incomplete
19.	MZF	22	10	9	11	3	55	Incomplete
20.	SKZ	22	17	17	21	3	80	Complete
21.	TTY	23	16	18	20	3	76	Complete
22.	TA	17	9	10	14	2	52	Incomplete
23.	VS	17	10	14	11	3	55	Incomplete
24.	VN	15	9	11	10	2	47	Incomplete
25.	YBS	16	12	17	18	3	59	Incomplete
26.	YAW	13	7	14	10	2	46	Incomplete
27.	ZNH	16	10	15	11	2	54	Incomplete
		Total					1494	
		Highest Score					80	
		Lower Score					43	
		Average					53,36	

Source: The result of Pre-test on may, 12$_{nd}$, 2023

The Score of Post-Test I In Writing Recount Text

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
1.	ARA	19	14	15	14	4	66	Incomplete
2.	AKW	20	14	14	18	4	70	Incomplete

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
3.	AAP	19	12	15	12	3	61	Incomplete
4.	AW	18	11	16	15	3	63	Incomplete
5.	AAA	23	15	14	11	3	66	Incomplete
6.	AER	25	14	13	14	3	69	Incomplete
7.	AF	18	17	15	17	3	70	Incomplete
8.	AAD	26	18	18	19	3	84	Complete
9.	DAA	20	13	15	15	3	66	Incomplete
10.	EIA	21	17	18	16	3	75	Complete
11.	FMH	27	19	18	17	3	84	Complete
12.	HI	24	16	15	17	3	75	Complete
13.	IKW	25	19	15	14	4	77	Complete
14.	MFA	27	17	18	15	3	80	Complete
15.	MAP	20	14	17	4	3	58	Incomplete
16.	MM	20	14	15	17	3	69	Incomplete
17.	MRH	18	13	16	17	3	67	Incomplete
18.	MZS	25	17	15	15	3	75	Complete
19.	MZF	26	15	14	17	4	76	Complete
20.	SKZ	22	17	17	21	3	80	Complete
21.	TTY	25	18	19	19	4	85	Complete
22.	TA	20	14	13	17	3	67	Incomplete
23.	VS	19	13	17	15	4	68	Incomplete
24.	VN	18	12	15	14	3	62	Incomplete
25.	YBS	18	14	15	16	3	66	Incomplete
26.	YAW	19	10	17	14	2	62	Incomplete
27.	ZNH	18	15	18	15	2	68	Incomplete
		Total					1909	
		Highest Score					85	
		Lower Score					58	
		Average					68,18	

Source: The result of Post-test 1 on may, 17nd, 2023

The Comparison Between Pre-Test and Post-Test I Score

c	Name	Gender	Pre-test	Post-test 1	Increasing	Note
1	ARA	P	53	66	13	Improved
2	AKW	P	59	70	11	Improved
3	AAP	L	51	61	10	Improved
4	AW	L	47	63	16	Improved
5	AAA	L	53	66	13	Improved
6	AERA	L	53	69	16	Improved
7	AF	P	46	70	24	Improved
8	AAD	P	77	84	7	Improved
9	DAA	L	47	66	19	Improved
10	EIA	P	51	75	24	Improved
11	FMH	L	75	84	9	Improved
12	HI	P	43	75	32	Improved
13	IKW	P	61	77	16	Improved
14	MFA	L	57	80	23	Improved
15	MAP	P	47	58	11	Improved
16	MM	L	46	69	23	Improved
17	MRH	L	51	67	16	Improved
18	MZS	L	53	75	22	Improved
19	MZF	L	55	76	21	Improved
20	SKZ	P	80	80	0	Constant
21	TTY	P	76	85	9	Improved
22	TA	P	52	67	15	Improved
23	VS	P	55	68	13	Improved
24	VN	P	47	62	15	Improved
25	YBS	P	59	66	7	Improved
26	YAW	L	46	62	16	Improved
27	ZLNH	P	54	68	14	Improved
Total			**1494**	**1909**		
Average			**53,36**	**68,18**		
Highest Score			**80**	**85**		
Lowest Score			**43**	**58**		

The Score of Post-Test II In Writing Recount Text

No.	Student Code	Criteria of The Score					Total	Category
		C	O	V	G	M		
1.	ARA	25	18	20	18	5	86	Complete
2.	AKW	27	19	18	20	5	89	Complete
3.	AAP	24	19	17	19	4	83	Complete
4.	AW	20	15	18	17	3	73	Incomplete
5.	AAA	25	17	18	15	3	78	Complete
6.	AER	25	19	17	18	4	83	Complete
7.	AF	19	18	17	19	3	76	Complete
8.	AAD	26	18	18	19	3	84	Complete
9.	DAA	25	18	19	17	4	83	Complete
10.	EIA	26	19	20	19	4	88	Complete
11.	FMH	30	20	22	19	4	95	Complete
12.	HI	26	19	18	18	4	85	Complete
13.	IKW	27	19	17	18	5	86	Complete
14.	MFA	27	17	18	15	3	80	Complete
15.	MAP	25	18	17	15	3	78	Complete
16.	MM	26	19	18	18	4	85	Complete
17.	MRH	20	17	19	19	4	79	Complete
18.	MZS	27	19	18	18	4	86	Complete
19.	MZF	30	21	19	20	5	95	Complete
20.	SKZ	27	20	19	21	4	91	Complete
21.	TTY	28	20	24	20	5	97	Complete
22.	TA	25	18	17	20	4	84	Complete
23.	VS	22	17	21	19	5	84	Complete
24.	VN	20	16	19	16	3	74	Incomplete
25.	YBS	20	17	18	19	4	78	Complete
26.	YAW	21	15	16	17	3	72	Incomplete
27.	ZNH	23	17	20	18	3	81	Complete
		Total					2253	
		Highest Score					97	
		Lower Score					72	
		Average					80,46	

Source: The result of Post-test II on Mei, 19ᵗʰ, 2023

The Comparison Between Post-Test I and Post-Test II Score

No	Name	Gender	Post-test I	Post-test II	Increasing	Note
1	ARA	P	66	86	20	Improved
2	AKW	P	70	89	19	Improved
3	AAP	L	61	83	22	Improved
4	AW	L	63	73	10	Improved
5	AAA	L	66	78	12	Improved
6	AERA	L	69	83	14	Improved
7	AF	P	70	76	6	Improved
8	AAD	P	84	84	0	Constant
9	DAA	L	66	83	17	Improved
10	EIA	P	75	88	13	Improved
11	FMH	L	84	95	11	Improved
12	HI	P	75	85	10	Improved
13	IKW	P	77	86	9	Improved
14	MFA	L	80	80	0	Constant
15	MAP	P	58	78	20	Improved
16	MM	L	69	85	16	Improved
17	MRH	L	67	79	12	Improved
18	MZS	L	75	86	11	Improved
19	MZF	L	76	95	19	Improved
20	SKZ	P	80	91	11	Improved
21	TTY	P	85	97	12	Improved
22	TA	P	67	84	17	Improved
23	VS	P	68	84	16	Improved
24	VN	P	62	74	12	Improved
25	YBS	P	66	78	12	Improved
26	YAW	L	62	72	10	Improved
27	ZLNH	P	68	81	13	Improved
Total			1909	2253		
Average			68,18	80,46		
Highest Score			85	97		
Lowest Score			58	72		

Appendix 6

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE I

Subject   : English

Class/Semester   : VIII I/ II

School   : MTs N 1 Lampung Timur

No	Students' Name	The aspect that are observed				
		Pay attentation	Ask/answer the questions	Being active	Being Active in the Group Activity	Total
1.	ARA	√		√	√	3
2.	AKW	√			√	2
3.	AAP	√	√	√	√	4
4.	AW		√		√	2
5.	AAA	√		√	√	3
6.	AERA	√	√	√		3
7.	AF	√		√		2
8.	AAD	√			√	2
9.	DAA		√			1
10.	EIA	√		√		2
11.	FMH	√	√	√	√	4
12.	HI	√	√			2
13.	IKW	√	√		√	3
14.	MFA			√	√	2
15.	MAP	√	√		√	3
16.	MM	√		√		2
17.	MRH	√	√	√		3
18.	MZS	√			√	2
19.	MZF	√	√		√	2
20.	SKZ	√		√		2
21.	TTY	√	√		√	3
22.	TA	√			√	2

No	Students' Name	The aspect that are observed				Total
		Pay attentation	Ask/answer the questions	Being active	Being Active in the Group Activity	
23.	VS	√			√	2
24.	VN	√			√	2
25.	YBS	√	√	√	√	4
26.	YAW			√	√	2
27.	ZLNH	√	√	√	√	4
Total		23	13	14	19	68
Precentage (%)		85%	48%	52%	70%	

Note: Tick for each positive activity!

English Teacher

Bisri Arifin, S.Pd
NIP. 19710414 200501 1 006

Reseacher

Anis Nailul Ulya M
NPM. 1901050004

Appendix 7

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE II

Subject   : English
Class/Semester : VIII I/II
School   : MTs N 1 Lampung Timur

No	Students' Name	The aspect that are observed				
		Pay attentation	Ask/answer the questions	Being active	Being Active in the Group Activity	total
1.	ARA	√	√	√	√	4
2.	AKW	√	√	√	√	4
3.	AAP	√	√	√	√	4
4.	AW		√	√	√	3
5.	AAA	√		√	√	3
6.	AERA	√	√	√	√	4
7.	AF	√	√	√		3
8.	AAD	√		√	√	3
9.	DAA	√	√	√		3
10.	EIA	√	√	√		3
11.	FMH	√	√	√	√	4
12.	HI	√	√		√	3
13.	IKW	√	√	√	√	4
14.	MFA	√	√	√	√	4
15.	MAP	√	√	√	√	4
16.	MM	√	√	√		3
17.	MRH	√	√	√		3
18.	MZS	√	√	√	√	4
19.	MZF	√	√		√	3
20.	SKZ	√		√	√	3
21.	TTY	√	√		√	3
22.	TA	√	√	√	√	4
23.	VS	√	√		√	3
24.	VN	√		√	√	3
25.	YBS	√	√	√	√	4
26.	YAW	√		√	√	3
27.	ZLNH	√	√	√	√	4
Total		26	22	23	22	93
Precentage (%)		96%	81%	85%	81%	

Note: Tick for each positive activity!

English Teacher   Reseacher

                                                   Anis Nailul Ulya M
Bisri Arifin, S.Pd   NPM. 1901050004
NIP. 19710414 200501 1 006

Appendix 8

Documentation of Teaching Process at Eight Grade of MTS N 1 East Lampung

Student learning activities prior to the implementation of the genre-based approach

The researcher gave the pre-test to the students

Explaining the material (the researcher acts as a teacher)

Collaborators assess learning activities on the observation sheet that has been prepared

Students carry out one stage of learning

Analyze and discuss the general structure of recount text

Researchers give Post-Test II to students

The atmosphere in the class during the implementation of the post test

Appendix 9

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-4058/In.28/J/TL.01/08/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Udin,S.Ag.,M.Pd.I MTSN 1
LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**ANIS NAILUL ULYA M**
NPM	:	1901050004
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING THE PICTURE AND PICTURE TECHNIQUE

untuk melakukan prasurvey di MTSN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Appendix 10

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TsNAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
JaLan KiHajar Dewantara 38B Banjarrejo Kec.Batanghari
Kode Pos 34181 Telp(0725) 7852539

<u>**SURAT IZIN PRA SURVEY**</u>
Nomor : B. 609 /MTs.08.01/PP.005/11/2022

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro,Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B.4058/In.28/J/TL.01/08/2022 Tanggal 31 Agustus 2022 tentang Izin Pra Survey dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur Memberikan Izin Kepada :

Nama	:	**Anis Nailul Ulya M**
NPM	:	1901050004
Jurusan	:	Pendidikan Bahasa Inggris

Untuk melaksanakan Pra Survey di MTs Negeri 1 Lampung Timur dengan judul **" Improving Students Ability In Writing Recount Text Using The Picture And Picture Technique"**

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 22 November 2022
Kepala,

UDIN

Appendix 11

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1628/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS N 1 LAMPUNG TIMUR
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1629/In.28/D.1/TL.01/04/2023, tanggal 06 April 2023 atas nama saudara:

Nama	:	**ANIS NAILUL ULYA M**
NPM	:	1901050004
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS N 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS NEGERI 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 April 2023
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appendix 12

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TsNAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
JaLan KiHajar Dewantara 38B Banjarrejo Kec.Batanghari
Kode Pos 34181 Telp(0725) 7852539

<u>**SURAT IZIN RESEARCH**</u>
Nomor : B.265 /MTs.08.01/PP.005/05/2023

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro,Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B.1628/In.28/D.1/TL.00/04/2023 Tanggal 06 April 2023 tentang Izin Research dengan ini Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur Memberikan Izin Kepada :

Nama   : **Anis Nailul Ulya M**
NPM   : 1901050004
Jurusan   : Pendidikan Bahasa Inggris

Untuk melaksanakan Research di MTs Negeri 1 Lampung Timur dengan judul **" Improving Students Ability In Writing Recount Text Using Genre Based Approach At The Eighth Grade Of MTs Negeri 1 East Lampung"**

Demikian Surat Izin Research   ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 09 Mei 2023
Kepala,

UDIN

Appendix 13

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-1629/In.28/D.1/TL.01/04/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ANIS NAILUL ULYA M**
NPM	:	1901050004
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MTS N 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS NEGERI 1 EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 06 April 2023

Mengetahui,
Pejabat Setempat

UDIN, S. Ag. M. Pd. I

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Appemdix 14

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-779/In.28/S/U.1/OT.01/06/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ANIS NAILUL ULYA M
NPM	: 1901050004
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901050004

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Juni 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Anis Nailul Ulya M   Program Studi : TBI
NPM : 1901050004   Semester   : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 7/06 2023	Dr. Ahmad Subhan Roza, M.Pd	Di Cek lagi Tenses Bab 1.2.3.	
2.	Selasa 13/06 2023	Dr. Ahmad Subhan Roza, M.Pd.	Perbaiki teknis penulisan	
3.	Jum'at 16/06 2023	Dr. Ahmad Subhan Roza, M.Pd.	Lengkapi Abstrak dll.	
4.	Senin 19/06 2023	Dr. Ahmad Subhan Roza, M.Pd.		
5				

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987 10 2201503 1 004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

IMPROVING STUDENT'S ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS NEGERI 1 EAST LAMPUNG

by Anis Nailul Ulya M 1901050004

IMPROVING STUDENT'S ABILITY IN WRITING RECOUNT TEXT USING GENRE BASED APPROACH AT THE EIGHTH GRADE OF MTS NEGERI 1 EAST LAMPUNG

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Appendix 15

CURRICULUM VITAE

The researcher named Anis Nailul Ulya M was born in Surabaya Udik, November 22 2000. The researcher was born as the second daughter of three children from the couple Mr. Edy Wahyuni and Mrs. Raudlatul Mustofiyah. The researcher completed her Elementary School at SD N 1 Surabaya Udik in 2007-2013, then at MTs Miftahul Huda Mathla'ul Anwar in 2013-2016, MA Miftahul Huda Mathla'ul Anwar in 2016-2019. In 2019 until now he is registered as a student at the Metro State Islamic Institute in English Education Departement.