THE IMPLEMENTATION OF GENRE BASED APPROACH IN

TEACHING WRITING AT ELEVENTH GRADE OF MA DARUSSALAM

Thesis

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ENGLISH EDUCATION STUDY PROGRAM

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After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr.Wb

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RATIFICATION

This is to certify the thesis entitled: "The Implementation of Genre Based Approach in Teaching Writing at Eleventh Grade Students of MA Darussalam" (Descriptive qualitative In Academic Year 2018/2019) by **Tuti Indah Pertiwi** (1516230038) has been approved by the board of Thesis Examiners as the requirement of the degree of Sarjana Pendididkan in English Education.

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ABSTRACT

Tuti Indah Pertiwi. 2019. The Implementation of Genre – Based Approach in Teaching Writing et Eleventh Grade of MA Darussalam (Descriptive qualitative study Bengkulu City in Academic year 2018/2019). Thesis. English Education Study Program.

Advisor   : 1. Riswanto, Ph. D , 2. Dedi Efrizal, M. Pd.

Genre based Approach offers a profitable asset for helping both pre and in administration composing teachers to help which their understudies to create successful and applicable writings. One of the school has implemented the curriculum K13 is MA Darussalam of Bengkulu City. Based on the interview in the school on Thursday, february 27th 2019, the researcher found there were some difficulties experienced from the students in writing skill, namely ; 1. Lack of vocabulary, 2. Students do not know the type of tenses and when to use tenses, 3. Students did not understand the changes in verbs, 4. Students were not yet in the standard formulation in the sentence. In this research, the researcher was interested in conducting research about : the implementation of genre based approach in teaching writing at Eleventh Grade of MA Darussalam Bengkulu City in Academic year 2018/2019. Based on the interview process by researchers with English teachers in MA Darussalam, the theory that teachers use teachers in writing lessons was the theory of genre based approach based on Roses and marten theory, the theory used by teachers based on Roses and Marten's theory including; Building The Text, Deconstruction The Text, Joint Construction, and Independent Construction. After conducting the data at the school, the researcher got the result; after giving a questionaires about the teacher of implementing genre based approach in teaching writing with 10 students 15 questions, there were 41.3% choosing "very often", 34.5% agreeing to "often". 17% agree to choose "sometimes". Then, students that choose rarely in this part were devided in positive answers, so there were 7.3% students and 0% choose answer "never" students did not agree with the statements. So, it can be concluded that the English teachers at the MA Darussalam Bengkulu city have implemented the Genre Based Approach theory based on Ross and Marten's Theory.

Key word : Genre – Based Approach , Writing

ABSTRACT

Tuti Indah Pertiwi. 2019. The Implementation of Genre – Based Approach in Teaching Writing et Eleventh Grade of MA Darussalam (Descriptive qualitative study Bengkulu City in Academic year 2018/2019). Thesis. English Education Study Program.

Advisor　　　: 1. Riswanto, Ph. D , 2. Dedi Efrizal, M. Pd.

Pendekatan Berbasis Genre menawarkan aset yang menguntungkan untuk membantu guru menyusun pra – administrasi guru untuk membantu siswa menciptakan tulisan yang sukses dan dapat diterapkan. Salah satu sekolah yang telah menerapkan kurikulum K13 adalah MA Darussalam dari Kota Bengkulu. Berdasarkan wawancara di sekolah pada Kamis 27 Februari 2019, peneliti menemukan ada beberapa kesulitan yang dialami siswa dalam keterampilan menulis, yaitu; 1. Kurangnya kosa kata, 2. Siswa tidak tahu jenis tenses dan kapan harus menggunakan tenses, 3. Siswa tidak mengerti perubahan dalam kata kerja, 4. Siswa belum dalam formulasi standar dalam kalimat. Dalam penelitian ini, peneliti tertarik untuk melakukan penelitian tentang: penerapan pendekatan berbasis genre dalam pengajaran menulis di kelas XI MA Darussalam Kota Bengkulu pada tahun akademik 2018/2019. Berdasarkan proses wawancara oleh peneliti dengan guru bahasa Inggris di MA Darussalam, teori bahwa guru menggunakan guru dalam pelajaran menulis adalah teori pendekatan berbasis genre yang didasarkan pada teori Roses dan marten, teori yang digunakan oleh guru berdasarkan teori Roses dan Marten diantaranya; Membangun Teks, Dekonstruksi Teks, Konstruksi Bersama, dan Konstruksi Independen. Setelah melakukan data di sekolah, peneliti mendapatkan hasilnya; setelah memberikan kuesioner tentang guru menerapkan pendekatan berbasis genre dalam mengajar menulis dengan 10 siswa 15 pertanyaan, ada 41,3% memilih "sangat sering", 34,5% setuju untuk "sering". 17% setuju untuk memilih "kadang-kadang". Kemudian, siswa yang memilih "jarang" bagian ini ada 7,3% siswa dan 0% memilih jawaban "tidak pernah" siswa tidak setuju dengan pernyataan. Jadi, dapat disimpulkan bahwa guru bahasa Inggris di kota MA Darussalam Bengkulu telah menerapkan teori Pendekatan Berbasis Genre berdasarkan Teori Ross dan Marten.

Key word : Genre – Based Approach , Writing

MOTTOS

"Intelligence is not the measurement, but intelligence support all !,

Eat Failure, and you will know the taste of success,

Alhamdulillah for all that I have, Alhamdulillah for all that I will have

Life will be simple when we start to be greatful."

DEDICATION

The writer would like to dedicate this thesis to :

1. Allah SWT, as the only one of my God. The writer would like to say Alhamdulillah to Allah SWT, who has been giving me iman and islam, blessing, healthy in finishing this thesis

2. My lovely father and mother, Saroyo and Nurliah. Thank you so much for your prays and support even I got the spirit, the support were not lost in my side. I do thanks for all advices to get my dreams

3. My lovely sister and brother, Aulia Sandiah and Fahmi Aryo Hadi Nurdin

4. All of my friends in academic year 2018/2019, let us reach our dreams together. In a day, i will be the sweetest one insyaallah

5. My Almamater, IAIN Bengkulu, who has been one of historical places in my graduation ways

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3. Library of IAIN Bengkulu and all English study program lecturers. Thank you so much because you have given me what i do not know, what I never think and everything. You also supervised me from zero to be hero, from a kid to be a dult. I also apologize for all my mistakes while we were together in teaching learning process. None can reply what you have done to me even the tears.

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled : **The Implementation of Genre Based Approach in Teaching Writing At Eleventh Grade of MA Darussalam (Descriptive Qualitative Research in Academic Year 2018/2019)** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   2019

Tuti Indah Pertiwi
NIM.1516230038

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CHAPTER I

INTRODUCTION

A. Background

Teaching English as a foreign language in senior high schools is aimed at providing the students to achieve competences such as listening, speaking, reading and writing. For some people, writing is an activity that has become the profession to learn, but there is also consider writing is just a hobby. In spite of it all the ability of writing is an important thing in milenial era, because the writing is one form of communication are spoken to convey the idea or concept to others. It revealed the idea of or the idea to others through written language. A good teacher should have writing skill, because they are going to teach the students how to write affectively. Delivering the idea through the papers can through the scientific, the paper, the article, the journal, an so fort is one of the development of a teacher.

According to Nurma Sari curriculum is the source or one of the device in the process of education. The goverment through the department of education has imposed curriculum 2013 at every level of education simultaneously across the region Indonesia starting in 2013. One of the school has implemented the curriculum K13 is MA Darussalam of Bengkulu City. The curriculum is able to give the basic knowledge, skill, and the experience of learning. In addition, the curriculum is a set of plans and setting on purpose, the contents, and teaching

materials as well as a way that used as a guideline of learning to reach a certain. [1]

Based on the observation in the school on Thursday february 27 th 2019, the researcher found there are some difficulties experienced from the students in writing skill, namely ;

1. Lack of vocabulary

2. Students do not know the type of tenses and when to use tenses

3. Students do not understand the changes in verbs.

4. Students are not yet in the standard formulation in the sentence

As Swales's[2] defined Genre is a class of communicative events, the members of which share some set of communicative purposes. The definition states that there are conventions in a certain style of genre. Every genre has a set of communicative purposes under social situations and each genre has its own structural features. Therefore, the communicative purposes and the structural features should be introduced when genres are used in writing classes. Genre-based approach was developed out of Halliday's systemic functional theory Rose and Martin's work on Appraisal.

Research in genre studies in Australia has been extensive from middle of 1980s, having considerable impact on language and literacy education. The genre-based approach played a great role in language teaching reforming in Australia and has profound influence in language teaching and researches throughout other countries and regions.

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[1] Sari Nurma . 2018. *Kemampuan Menulis Puisi berdasarkan Media Gambar Siswa Kelas VIII SMP Negeri 1 Tinggimoncong Kabupaten Gowa* . skripsi nurma sari. P.3

[2] Kirin Mandarin. 2014. Genre – based Approach.

This approach aims to help learners understand the lexical and grammatical features of different rhetoric contexts being aware of communicative purposes, social interactions. It is believed that explicit attention to genre in teaching provides learners a concrete opportunity to acquire conceptual and cultural frameworks to undertaking writing tasks. The Routledge Encyclopedia of Language Teaching and Learning has defined the genre approach as "a framework for language instruction" based on examples of a particular genre. The genre framework supports students' writing with generalized, systematic guiding principles about how to produce meaningful passages. The structural features that genres are made up of include both standards of organization structure and linguistic features.

The researcher did the interview[3] to the english teacher in MA Darussalam of The Bengkulu City namely Eka Dian Permata S.Pd explained on thursday, February 27th 2019 that there are several problems in teaching writting to students MA Darussalam of Bengkulu City in eight grade, as for some problems as follows:

First, Lack of vocabulary. Because the students are rarely to memorize the vocabulary. Second, Students do not know the type of tenses when they compose the sentences. The students are having low understanding of tenses patterns. Third, Students do not understand the changes in verbs. The students are so confused about the tenses what will they use.

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[3] Dian eka permata S.Pd, English Teacher of MA Darussalam Bengkulu City. Thursday, 27 February 2019

B. Identification of The Study

Based on the explanation above, there were some problem where found in teaching writing based on genre based aapproach ;

1. Lack of vocabulary. It happen because thr students are rarely to memorize the vocabulary.

2. Students did not know the type of tenses and when to use tenses. The sudents were low understanding of tenses patters.

3. Students did not understand the changes in verbs. The students are so confused about the tenses what will they use.

C. Limitation of The Research

From the identification of the problems that occured in MA Darussalam of Bengkulu City above, it could be seen that there were many problems related to the students' achievement in learning writing. So, it was impossible to solve all the problems. Therefore, this research was limited on the problems The researcher describes the implementing of genre based approach at elevent Grade of MA Darussalam in Academic year 2018/2019 . The theory based on roses and marten was explained about genre based approach which can apply to solve the problem in MA Darussalam of Bengkulu City. Genre based approach practice in 4 steps in the writing class. The researcher focuses on describing implementation of genre based eleventh grade of MA Darussalam academic year 2018/2019.

D. Research Question

Based on the explanation above the researcher was interested in conducting research about : how was the implementation of genre based approach in teaching writing of MA Darussalam ?

E. The Objective of The research

Based on the background above, the research questions were proposed as fallen: this research aimed to know the implementation Genre Based Approach in teaching writing of MA Darussalam.

F. Significant of the research

1. For students

   a. Introducing teaching Genre-based Approach in the learning writting skill.

   b. Fostering consciousness how to make a good writting.

   c. This study was expected to be a motivation to improve their ability in writing. Besides, the teacher implementation of genre based approach. study can easy them in writing, so that their ability in writing would be improved.

2. For teacher

   a. For teachers, this study was expected to be one input to improve their teaching strategies especially in teaching writing.

   b. To give contributions and on classroom writing

   c. To give an idea or information about one effort do quality improvment to act as an renew in the learning teaching process.

3. For the researcher, this study was expected to be a great experience to face the future when she became a real teacher.

4. For other researchers, this study was expect to be one of references for relevant researches.

Based on the background above the researcher expected so that the english teacher in the class grade eight in MA Darussalam of Bengkulu City that can apply teaching with the genre based, so the students could learn writting skill so well in accordace with a strategy that the implemented in the class. Especially for the grade eight students in MA Darussalam of Bengkulu City. This result was also expected to be useful for the english teacher, so they know their students' ability.

G. Definition of the Key Terms

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

1. Writing

The act or process of one who writes, such as the act or art of forming visible letters or characters specifically. Writting ability is an activity in which person expresses the ideas, though, expression, and

fillings which was used for communicating to the readers in the form of written words.

2. Genre based approach

In the world of education and teaching, there where various approaches that could be applied in learning. In recent times the most commonly referred approach to learning was the scientific approach or scientific approach. But besides the scientific-based approach (Scientific Approach), there were several other approaches that could be used by teachers in the learning process, one of which was the genre-based approach.

This approach was a learning approach that helps students be more competent in language, able to communicate through mastering language skills including listening, speaking, reading and writing.

Genre based approach was one of approach to increase students' ability in writting. In genre based approach there were four part that could did and aply in writting class, there where; Build Context, Examine the Model / Deconstruction, Joint construction (guided exercise), and Independent constructing.

CHAPTER II

A. LITERATURE REVIEW

1. Writing

Writing is one of language abilities and profitable expertise that will be found out by understudies in middle school, senior secondary school into University level. Writing probably expresses their thoughts and feeling by English composition. Picking up composing as an unknown dialect was not simple as learning local language; they meet all of learning issues managing vocabulary, sound framework, and syntax or structure. Numerous English students consider reviewing the reality of picking a pencil and shaping letters either by printing or keeping in touch with them in cursive they could consider the reality making a piece out of content.

Composing was significant as a major aspect of man's way of life, and discourse sounds. Since it very well may be utilized to looked after considerations, thoughts, and discourse sounds. Somebody could create the successions of discourse sounds delivered by unique speaker. There were two fundamental kinds of composing: first, writing in which each character was image of an article or thought, called picture composing or ideographic composition, for example, the pictographs of the old Egyptians; second, writing in which each character speaks to discourse sounds called alphabetic composition. Most dialects, including English and Indonesian, utilize

alphabetic composition to speak to their discourse sounds, which was utilized by open in books, paper, magazines, and composing letters.[4]

Marianne Celce stated that the ability to express an idea in second or foreign language especially in writing skill was a major problem for many native speakers to wrote coherence of paragraph and accuracy in choosing sentences. There was no doubted that writing was difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.[5]

On the off chance that somebody needs to learn English as an unknown dialect he/she will clearly meet all sort of learning issues, particularly recorded as a hard copy ability, the students will met a few issues for instance, learning of the new solid framework, the learning of new vocabulary things, and better approaches for orchestrating the remote word into sentences.[6]

Based on Fox in the scientific journal solutions, definition of writing was expressing the idea activity, feeling, and an opinion to communicate messages of mind to form of writing. It had two steps process which featuring the meaning of the idea and explain in the form of writing language. Through writing we can share the idea, express the feeling, and convinced everyone else.

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[4] 1 Ramelan, English, p. 9.
[5] Marianne Celce, Murcia (Ed), Teaching English as a Second or Foreign Language, (United States of America: Heinle and Heinle Publisher, 2001), 3 Ed., p. 205
[6] Ramelan, English Phonetics, (Semarang: IKIP Semarang Press, 2003), p. 4.

Writing was a mode of human correspondence In many dialects, composing was a supplement to discourse or spoken language. that speaks to language and feeling with signs and images. Composing was not a language, however an apparatus used to make dialects tobe red. Inside a language framework, composing depends on huge numbers of indistinguishable structures from discourse, for example, vocabulary, syntax, and semantics, with the additional reliance of an arrangement of signs or images. The aftereffect of composing was called content, and the beneficiary of content was known as a peruser. Inspirations for composing incorporate production, narrating, correspondence, record keeping and journal. Composing has been instrumental in keeping history, looking after culture, scattering of learning through the media and the development of lawful frameworks.

Writing was the one of the essential aptitudes of the English language. It was for the most part viewed as one of the most troublesome that different abilities for unknown dialect understudies. Indeed, even local speakers feel trouble in demonstrating a decent order of composing. The ESL instructors incorporate composition abilities in the prospectus since this was a fundamental component for understudies' scholarly achievement. since composing serves to i) strengthen the linguistic structure, ii) upgrade the understudies' vocabulary, iii) and help other language aptitudes, for example, perusing, tuning in and talking. Composing achievement was utilized diverse purposes at school level. Giving help to the understudies inside and outside the homeroom, granting an evaluation, choice of understudies for fitting

courses, assessment of projects were viewed as significant parts of appraisal recorded as a hard copy ability. The procedure of evaluation of composed education ought to be efficient and all around figured out how to made it straight forward and significant. [7]

2. Characteristics of writing

Text there were some characteristics of writing, from the perspective of a reader. First was permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work was written on a paper, become a permanence work. Therefore, the teacher could did as a guided and facilitator to help students to revised and refined their work before final submission would help gave them confidence in their work. Second was production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. The bad writing was that many educational context demand student writing within time limits, or writing for display. Third was distance. Good writer could red their own writing from the perspective of the mind of the targeted audience. Writers needed to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language with be interpreted. Fourth was complexity. Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical

[7] International Journal of Instruction. July 2013. Vol.6, No.2. *A Study of Students' Assessment in Writing Skills of the English Language*. Javed, Juan & Nazli. P.130 – 131

variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary used than does speaking. Good writers would learn to take advantage of the richness of English vocabulary.[8]

3. Importance of writting

Composing was an extremely significant aptitude in instructing and learning English as a Foreign Language (EFL). In any case, numerous understudies particularly in Indonesia viewed this ability as the most perplexing undertaking to finish, notwithstanding for college understudies. Along these lines, the point of this examination was to depict the way toward training writing in the study hall just as to distinguish the understudies' composition issues and to discover the elements which cause them. The investigation was directed in the second semester of English language program of Hamzanwadi University in scholastic year 2016-2017. The members of this examination comprised of 10 understudies chosen utilizing purposeful testing procedure.

The examination strategy utilized was a contextual analysis approach. Likewise, so as to gather the information in the field, the specialist utilized a few instruments; perception, meeting, archive and records. Also, to guarantee the trustworhiness of the information, the analyst pursued a few criteria adjusted, to be specific believability (truth), trustworthiness (consistency), transferability (pertinence), and confirmability (Neutrality). The discoveries uncover that the understudies were trained utilizing procedure approach in

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[8] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, (Great Britain: Longman, 2001), 2nd Ed, p. 341-342.

which the understudies were urged to get the hang of composing throught a few procedures to be specific pre-composing, drafting, modifying, altering, and distributing. The specialist found that the understudies have different issues in their composition; for the most part linguistic issues, word decision issues, and mechanical issues. They may be brought about by certain variables; need practice, low inspiration, and furthermore time distribution.

In light of Harmer the explanation behind training keeping in touch with the understudies of english as unknown dialect incorporate support, language advancement, learning style, and the in particular composition as an aptitude in out was claim right.Based on Harmer there are some importance of writing[9]. Those are:

a. Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writting puts in their mind.

b. Writing was often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learn while learning process happens.

c. Writing was frequently usefull as preparation for some other activities.

d. Writing could be used as an integral part of a larger activity where the focus was on something else such as language practice, acting out, or speaking.

Umi farida. 2014. *Improving the eight grade students' writting skill through a writting process method at smpn 15 yogyakarta in the academic year of 2012/2013*. Universitas Negeri Yogyakarta. Pdf

e. Writing was also used in questionare – type of activities. Writing was important to face questionare test. In the examination, student are asked their answer in the form written.

The importance of writing[10] stems from the fact that writing was the primary basis upon which communication, history, record keeping, and art was begun. Writing was the frame work of our communication. We were encountered with writing every day of our lives. Whether it be an office memo, restaurant menu, or a love letter. Writing was incredibly pliable;you can use it to give information, an opinion, a question, or poetry. Words could taked a bounty of forms within writing. The words you used could showed who you are as a person, the things writing has done in our lives and the world was profound.

Writing is extremely important in today's society. Communications was transmitted more through writing than any other type of media. The most binding contracts and agreements were written and signed. Writing was part of a creative project, whether it was a film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source.[11]

4. Types of writing

Naturally, the sort of composing framework (letter set, picture) which exist in the local language was a significant factor in deciding to simple of discourse with which understudies figure out how to compose. There were two sorts of composing: First was functional or Factual Writing: This kind of

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[10] Nainatul Khasanah. 2015. Improoving students' writting. FKIP UMP
[11]Home utah education. 2018. Why writting is so important. Retrived from http://home.utah.edu/~u0404503/PDF/School/Power%20Points/why_writing_is_so_important.pdf

composing manages realities. Truthful composing incorporates promotions, web sites, current issues appears, discusses, plans, reports, and directions. They present data or thoughts and plan to showed, tell or influence the group of spectators. Second, inventive of Imaginary Writing, this sort of composing as a rule exists in writing including native envisioning stories, motion picture contents, limericks, fantasies, plays, books, tune verses, emulates and cleanser. They were developed to spek to our feelings. Scholarly composing could made us siggle or cry, consider our own life or think about our convictions. There were three fundamental content sorts in this classification:

story, graceful and sensational. The instances of nonexistent composing were novel, sentiment, dream, sci-fi experience, and so on. Proccess of writing.[12]

What occurs in the event that we-take a gander at each bit of writingas one form in a movement toward the outflow of the understudy's thoughts? To do as such us to view composing as a statement of the psychological procedure it involves and as a methods for correspondence. This view considers fruitful to be as a connection between the author, the content, and the peruser.

The peruser/educator accordingly turns into a facilitator instead of a judge, and the author who considerations to compose better has as collaborator in the requesting employment of moving plans to paper to be deciphered by another person. I-ooking at composing as a procedure likewise suggests understanding

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[12] Mary Finnochiaro, English as a Second Language: from Theory to Practice, (New York: Regents Publishing Company, Inc., 1974), p. 85.

composition as a progression of drafts and considering the undertaking of writing in its entire: prewriting, composing, and revising.

At the prewriting stage, journalists discover thoughts and start to arrange them. As we as a whole know from our very own composition, thoughts for the most part don't go into paper in a cognizant or exquisite style the first occasion when we attempt to express them. As Flower and Hayes clarify and model it, composing was a mind boggling, recursive psychological procedure. Three parts cooperate with and impact each other continually and unpredictably as one creates; the essayist's long haul memory where learning of topic group of spectators, and writing plans are put away; the errand condition, including the expository issue and the content delivered up until this point; and composing procedures, for example, objective setting, sorting out, surveying, assessing, and reexamining. A progressive system of objectives made while individuals make coordinates the author through the procedure. Clearly, the composition procedure was subjectively mind boggling as scholars move their contemplations forward and backward between parts, continually coming back to and rethinking their higher objectives. Utilizing progressively prompt terms, takes note of these means in the making procedure:

1. prewriting development (from a couple of minutes to months or years);

2. arranging the specific piece (with or without notes or blueprint);

3. kicking the arrangement off;

4. settling on continuous choices about word decision, syntax expository style, and association;

5. looking into what has been composed and envisioning and practicing what comes straightaway;

6. tinkering and reformulating,

7. halting;

8. considering the completed piece;

9. reexamining. Without a doubt, this unpredictable procedure must change starting with one individual then onto the next be that as it may, all things considered, exists.[13]

Based on Harmer in Nainatul Khasanah[14] Thesis states there are four main elements in writting process. Those are planning, drafting, editing (editing and revising), and final version.

a. Planning

Based on Harmer states that in planning process, there were three main issues have to be thought by students. The first, the students have to decide the purposeof writting. Next, the students have to think about language style. Finnaly, students have to consider the content.

b. Drafting

According Harmer drafting is the forst version of a piece of writting, in this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctutions or spelling.

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[13] Marva A. Barnett, University of Virginia. *Writing as a Process*. NORTHEASTConlerence. P. 17 – 18

[14] Nainatul Khasanah. 2015. Improoving students' writting. FKIP UMP. pdf

c. Editing

According to Harmer stated that in editing the students read again what they write as a draft to check the writting if there are mistakea. After the students found the mistakes, then revise it. By doing those, the mistake can be minimize.

d. Final version

According to Harmer states that the last stage is the final version. After all process have done, the students make final version. It was possible that the final version is much different in the plant and the draft has been made before. It happens since there were many change in editing process. Any unimportant information stated in the draft could be deleted.

After finishing that processes, the result or writting was ready to be sent out to the reader. It is different if students wrote spontaneously. Therefore, the result of writting will be better with following rhose processes.

5. **The purpose of writing**

According to Tarigan[15], the purpose of writing ;

a. Assigment purpose

The writter would start writing when someone asks writters to wrote about someting. Therefore, the idea which will be written by the writters does not come from writters itself.

[15] Nainatul Khasanah. 2015. Improoving students' writting. FKIP UMP. pdf

b. Altruistic purpose

The purpose is to entertain the readers, to remove the readers sadness with the writter's work.

c. Persuassive purpose

It has purpose to convince the readers about the true opinion presented

d. Information purpose

The purpose of writing is to give information, explanation to the readers.

e. Self – expresive purpose

The purpose is to introduce the writter to the reader.

f. Creative purpose

The writing has to achieve artists value, value of art.

g. Problem – solving purpose

This writing is used to solve problem faced by the writter. Writters want to explain and observe carefully about his though and idea to be understood and accepted by the reader. [16]

6. Component of excellent writing

Based on Dr. Stephen Wilber , excellent writting pointed out of five components in writing. There are ; Central idea, Organization, Supporting material, Expression, word choice, and point of view, and Expression, word choice, and point of view.

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[16] Nainatul Khasanah . 2015. Improving students' writting. FKIP UMP

a. Central idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

Checkpoints:

1. Purpose or central idea is sufficiently limited for meaningful discussion.

2. Central idea is clearly stated, normally in the opening.

3. All subordinate ideas relate clearly to the central idea.

b. Organization

This element of writing has to did with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization was logical and sequential. It guides the reader between divisions of the material.

Checkpoints:

1. Introduction orients the reader to the central idea and the line of reasoning.

2. Material is arranged in a logical and coherent sequence; subordinate ideas are effectively identified.

3. Transitions are clear and helpful.

4. Conclusion or closing summarizes the argument, emphasizes the central idea, and leaves the reader with a sense of completion.

c. Supporting material

Explanations, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material was to clarify; in argument, to persuade.

Checkpoints:

1. Examples were relevant, specific, detailed, sufficient, and persuasive.

2. Quotations support the argument.

d. Expression, word choice, and point of view

Language was clear, specific, accurate, and appropriate to the audience, purpose, and material. Variety in sentence structure and length creates emphasis.

e. Spelling, grammar, and punctuation

This element of good writing counts only when it was wrong. Fair or not, your reader will notice your spelling, grammar, or punctuation only when you made a mistake.

Checkpoints:

1. Spelling, including technical terms and proper names, was correct.

2. Correct words were used to convey the intended meaning.

3. Generally accepted rules of grammar and syntax were followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.

4. Punctuation, particularly comma placement, reflects standard usage.

5. Copy was free of mechanical errors and mistakes in proofreading.[17]

7. Genre Based Approach

According to Roses and Marten firstly, in Stage 1, the teacher believes that students gain adequate background knowledge of the topic through reading passages in the text books but they actually did not. We could saw from student's model that there was not much concrete information they provide to help AIDS patients. In fact, a number of activities which start where students were at could facilitate students to further their understandings of the topic and open up the field and context of the genre.

For example, students could form groups to gather ideas and wrote them on a list and share it with the group next to them and so on and so forth. Secondly, it could be saw from the teacher's practice that the biggest problem appears in the modeling phase. The aimed of the stage was to analyze the genre through a model text related to the topic and teach students the generic

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[17] Dr. Stephen Wilbers. 2019. Excellence writting retrived from http://www.wilbers.com/elements-wilbers.pdf

schematic structure and grammatical features so that they were clear how the text was organized to achieve it was social function. However, she/he presents the model text without analyzing it after the Joint Construction rather than before it.

What's more, she fails to discuss the social function of the genre and the purposes intended by the writer and analyze characteristic schematic structure and grammatical patterns. A better way to did was provide a model text selected by the teacher before students start joint writing to made them clear about what they were working towards. When read the text with students, the teacher could try to develop an understanding of the social function and purpose of the text by eliciting students to think :

➢ What is the text about?

➢ Why language choices are make?

➢ What tenor is used?

➢ Who wrote it and who will read it?

➢ Why the text is written?

➢ Where the text can be found?

➢ What's relationship between the text and its context?

Thirdly, the following was the student's model corrected by the teacher a would as students: (— stands for corrected mistakes; — stands for good points)

It was clear that the teacher focuses on mistakes at the sentence level without looking at the schematic structure, in other words, the whole text, let

alone the context. The teacher does not regard structure important as long as students could construct meaningful sentences without grammatical mistakes. Apart from that, the teacher was too dominant, and students are significantly influenced by her ideas. A possible solution to the problem was that peer proofreading could correct these mistakes easily and what the teacher needs to did was demonstrate the schematic structure and linguistic features of the genre and better prepare students to move to joint construction.

Finally, in Stage 3, students to write jointly. The term scaffolding was used by Wood, to describe the teacher's role in the collaboration process, where the teacher contributes what learners are not yet able to do alone or did not yet know.

The teacher can assist students through questions and elicitation and by modeling the writing process with students, for instance, the teacher can negotiate with students regarding the beginning, middle and end construction of text. The Genre-based Curriculum Cycle is relatively new in Shanxi Province, so problems emerge inevitably when conducting it in the classroom. The teacher skips Stage 2, which was an important part of the Cycle and should be treated with great care. There were 3 points worth noticing: First, in Stage 1, communicative activities could be carried out to enable students to share, discuss and argue about different aspects of the given topic instead of only looking at the textbooks or listen to the teacher.

Then, modeling was essential for students to understand the generic structure social function and purpose of a genre and it cannot be omitted. Finally, scaffolding plays an important role in the Cycle and teacher should provide guidance and assistance to students at any stages when necessary. The Genre-based Curriculum Cycle can help teachers and students in a meaningful way, as it can improve the teaching outcome of writing and students' interest and cooperation in writing. As a result, students' writing ability could be improved after a period of time.[18]

In genre based approach , writing was oriented to encourage students to follow the following guidelines :

a. Build Context.

This step was the beginning steps that teachers do together learners to steer thinking into the issues that will be covered in each lesson. Examples of learning at the stage of building context for English language learning, namely: Educators prepare examples of text reports related to the technology to be discussed, for example Electric Torch, Ceiling Fan, USB Flash Drive or others. Examples of text can be authentic text, modified text, adapted text, educator's own text, or text provided by relevant genre-based approach experts.

[18] Studies in Literature and Language Vol. 10, No. 1, 2015, pp. 47-50. Implementing Genre-Based Curriculum Cycle in Teaching Writing in Secondary School Settings. P. 49 – 50

b. Examine the Model / Deconstruction of the text.

This stage contains the discussion of the text given as a learning model. The discussion was directed at all linguistic aspects that make up the text as a whole.At this stage students develop critical thinking skills through activities discussing and answering questions whose answers are not listed in the text, such as who the author, to whom the message in the text was intended, where the text can be found, in what context the text was used, whether each the text or every statement in the text is relevant to the lives of students, why, did each statement in the text be accepted by all readers, whether what was said in the text was relevant to the learners' experience or relevant to the text previously red by students related to the same topic.

c. Joint construction (guided exercise).

At this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

d. Independent construction

In this phase, students were given the opportunity to write independently, with minimal teacher guidance, only if needed.[19]

During the last few decades, writing skill learning in the context of second language was developed to improve deep learner proficiency write. In the 1970s and most of the 1980s, experts were more interested much on improving the linguistic abilities of learners through activities such as planning (drafting), drafting, editing and revision. Next, on in the late 1980s and throughout the 1990s, the theory of writing teaching began to shift to genre approach that views writing as an activity that was meaningful and have a purpose (purposeful), and focus on analyzing the context of the situation where the writing is located.

The genre approach was saw as an answer to criticism of shortcomings process approach, which releases learners to experiment and explore in find out and understand the structure or organization of the text. Genre approach focuses on increasing learners' awareness different ways of compiling information in a text, with discuss different characteristics of the text. Next, drafting, planning and editing are only part of the process write, the process approach could be said to be deficient because the approach was not provide learners an overview or clear guided on how to make

[19]Studies in Literature and Language Vol. 10, No. 1, 2015, pp. 47-50. Implementing Genre-Based Curriculum Cycle in Teaching Writing in Secondary School Settings. P. 48

different types of written text. In the past few years, inside it was application, genre approach shows acceptance in the context of schools middle level, such as in Australia.

Genre-based approach become one of the trends in learning English as a foreign language at aspects of writing skills. In general, genre-based approaches provide understanding of learners about various types of texts and rhetoric. By learning about different types of text, English learners are expected as a foreign language could wrote a text according to it was rhetoric. Genre-based approach was one of the writing learning models emphasize understanding about how to construct text. This model too emphasize the learning process on the ability to distinguish various types text. Ability to understand various types of texts and their construction strategies obtained through several stages of learning that focus on lexicogrammatical differences as text characters.

Thus, learners can understand that text is an artifact that could be questioned, compared, and constructed. [20]

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[20] Studies in Literature and Language Vol. 10, No. 1, 2015, pp. 47-50. Implementing Genre-Based Curriculum Cycle in Teaching Writing in Secondary School Settings. P. 49

8. Review of Related Studies

Researcher was working into this topic was Afrilia Ika Widanarti. She wrote about generic structure analysis on the recount text study case at the eight – grade of SMP N 5 Jepara. In this study, she gave suggestion, such as generic structure was a good method for teaching writing, and the choise of generic structure in teaching writing was very important for the teacher.[21]

Other researcher's work was Intan Carolina, she wrote about generic structure analysis on narrative text study case at tenth grade pf SMA N 1 Petarukan, Pemalang. In this study she gave some suggestion, such as we should hear in the mind that every written text type has it was own charachteristic, so we must be careful in finding the generic structure .[22]

Considering all of the studies, researcher focused on the effectiveness of the approach, while in my research, I focused on the implementation of the Genre Based Approach.

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[21] Afrilia Ika Widanarti. 2011. *generic structure analysis on the recount text study case at the eight – grade of SMP N 5* . Jepara

[22] Intan Karolina. (2006) *Teaching Narrative Text in Improving Writing To The Tenth Grade Students of SMA Negeri 1 Petarukan, Pemalang.* Universitas Negeri Semarang.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Prof.Dr. Sugiyono, a qualitative study is the research based on pospositivisme phiosophy, used to be scrutinizing at the objects that nature, at the opponent is experiment whre the research was as instrument of the key, a sample of the sources data conducted in purposive and snowbal technique of the collection of trigulation(combined) , analysis and are qualitative and the result of the reseach qualitative more emphasizes the meaning of on a sweeping. [23] the first intention of this study was to portray the phenomenon of pre-service teachers' teaching performance in their natural setting. Creswell strengthens this idea by explaining that a qualitative study is an inquiry process that explores social or human problem. Aside from the needs to describe the teachers' teaching writing process, this study also emerges to figure out the problems that are faced by them.[24]

The focus of the study was a specific part of a phenomena and it was known as a case. That opinion impacts on the needs of deploying a case study approach to accompany the inquiry process. A case study seeks in - depth information of a phenomena through multiple sources as an

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[23] Sugiono. Metode penelitian pendidikan. Pendekatan kuantitatif,kualitatif,dan R&D. P. 15. Alfabeta Bandung

[24] Ceil conicet. 2018. /CRESWELLQualitative-Inquary-and-Research Design.

attempt to conceptualize and depict it. This supported this study in which it portrayed the teaching process using Genre-Based Approach.

Case study was also exploited when the boundary between the phenomena was not clear and as there WAs a lack possible control given to the variables involved that mostly happen to educational setting. This infers case study focusing on process that involves interaction between factors influencing the growth or change of a variable. It was focus results in a thick description of the case.

This design was suitable to accompany the investigation of the problem since the intention of the study was to portray the process of teaching writing using Genre-Based Approach based on Roses and Marten theory. Moreover, the variable of this study which were teacher's teaching performance was something that cannot be controlled and also by portraying the process, in depth analysis could be done to reveal the problem encountered so that the solution can be taken immediately.

B. **Research Setting**

The data was taken in one of senior high schools in MA Darussalam of Bengkulu City. The selection of this school was taken because of a well-known credibility of the school. It can be assumed that teachers who perform their teaching practice here possibly get a supportive field to learn. They were both male experiencing in private teaching for more than a year.

C. Data Collection Techniques

According to Fraenkel and Wallen[25] Multiple sources of information were usually applied in a qualitative study. Hence, there were some instruments used to collect the required data. The most common methods of data collection were observation, interviewing and document analysis. Observation and document analysis were primarily exploited to answer question number two on how the teaching process was carried out. Questionnaire was used to answer question number one about the understanding of Genre-Based Approach concept and interview was intended to clarify unclear data from the other sources. The explanation of each method can be seen as follows:

1. Questionnaire

    Instrument in this research is quesioner. Since the first research question is aimed to reveal teachers' understanding about Genre-Based Approach, it was best to used this instrument because questionnaire could be geared to found out what people know, feel, did and think and understanding is about something that people know. Basically, the aimed of this first research question could also be fulfilled by conducting an interview but questionnaire could gave more space and time to think of the response well.

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[25] Digilib. 2018. Chapter lll research method. IAIN Palangkaraya. Retrived from http://digilib.iain-palangkaraya.ac.id/272/3/Chapter%20III%20SA.pdf

As a result, a list of 4 open-ended questions was given out in Bahasa Indonesia. This consideration was taken in order to ease the respondents to describe the answers as much as required. All of the questions were about to find the understanding of Genre-Based Approach based on roses and marten theory. The first question was about definition of Genre-Based Approach. The second and the third questions were in relation to the stages in Genre-Based Approach and their definition. Question number four was about kinds of activity that are possible to be done in each stage.

2. Document Analysis

The documents analysis is important since it can be a complementary source of other utilized methods such as observation and. Analyzing lesson plans helps to read beyond context because document is a natural data resource that is revealed from a context and explains itself. In this study, lesson plans can be a determinant whether what was written had been implemented or not. If something is unmatched, there is a chance to have a clarification in interview session so it can enrich the finding.

3. Interview

The last stage of the data collecting process was conducting an interview. The purpose of the interview is to gather unique information that cannot be caught by observation or to obtain interpretation that is done before by the person interviewed, If there is mismatch

between activities stated in the lesson plan and the ones carried out by the pre-service teachers, an interview is beneficial to have a clarification.

Besides, the interview was also directed to evoke the problem faced by the pre-service teachers as they implement the Genre-Based Approach into their teaching writing process. This was a semi-structured interview since most of the questions were arouse from the data collected from the three previous techniques. The interview was recorded. The questions are categorized into concept of Genre-Based Approach, clarification on the activity found in the previous data collecting process, writing habit, attitude towards Genre-Based Approach, and the barrier encountered along the process of teaching.

D. Data Analysis

In this research for the data analysis, researcher used theoris from roses and marten. In general, roses and marten assume that the analysis consists of four line of activities, that occursimulutaneusly, namely: data condensation, data display, and drawing and verifying conclusion.[26]

1. Data condensation

   Data condensation is defined as the selection process, focusing on simplication, abstracting and transformation of "rough" data that emerges from written records in the field. As we know, the reductionof data, was on going as long as the qualitative – oriented project takes places. In fact even before the data is really concluded, anticipation of

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[26] Lexy. L. Mollange. Metode penelitian kualitatif, (Bandung;ramajs (berkarya, 2006) p.91– 97

the existence of data reduction seems to have occured when the researchers decided (often without full awarness) of the conceptual framwork) of the research area, research problems, and short whichdata collection to choose. As long as the data collection takes places, there will be afurther reduction stage (making a summary, ending tracing the theme, making clusters, making partition, write memos). Data condensation / processes continue after the field research, until the final report is complete. In the conduct of research Miles and Huberman were convinced that better presentation were the main way for valid qualitative analysis.

2. Data display

The second important flow and analysis activity is data display. Miles and Huberman limit a " display" as a set of structured information that gives the possibility of drawing conclution and taking action. Various presentations that can be found in everyday life star from gasoline gauges, newspapers, to computer screens. By looking at the presentation we will be able to understand what is happening and what must be done further analyze or take action based on the understanding obtained and the presentations.

In conducting the research, Miles and Huberman were convinced that better display were the main way for valid qualitative analysis. Displays include various types of matrices, graphs, networks, and charts. Everything is designed to combined structured information in a

form that is coherent and easy to achieve, so an analyszer can see what is happening, and determine whether do draw the right conclusions or continue to carry out analysis according to suggestions based on presenting as something possible useful.

3. Drawing and verifying conclusion

The third important analysis activity is dwawing conclusion and verification. From the begining of data collection, a qualitative analyzer began to look for the meaning of things, record prder, explanation, possible figurations, casual lines, and prepositions. Componen researchers will handle to concluson loosly, remain open and skeptical, but conclusion have been provided, initially unclear, but by borrowing the term chiasic ang Glaser ans Straus state then increasing to more detailed and firmly rootes "final" conclusion may not appear until the data collection end, depending on the size of the set of field notes, coding, storage, and retrieval method used, the researcher's skills, and the determines of the donor, but often the conclusion have been formulated beforehand, even if a researcher claims to have continued "inductively".

CHAPTER IV

RESULT AND DISCUSSION

A. **Result of the Research**

This chapter presents the analysis of the implementation of genre based approach in teaching writing at eleventh grade of MA Darussalam in academic year 2018 – 2019 based on Roses and Marten's theory. In this chapter, the researcher would like to answer the research question which have been stated in the chapter one by presenting the data and analysis. The finding of this research concerning with the implementation of genre based approach in teaching writing.

In these findings, the researcher found the implementation of Genre Based Approach by the teacher in teaching writing based on Roses and Marten's theory.

1. **The results from the questionaires**

In this part, the researcher used questionare and interview to know about how the implementation of genre based approach in teaching writing at eleventh grade of MA Darussalam Bengkulu City. The questioner used by the researcher to know about students responses after studying in writing class, and then the interview used to make accuracy the answer of the students. The questioner consists of 15 questions that conducted on 10 students from eleventh grade students. After conducting the questionares, the result which was found from the questionare was presented as bellow :

a. In writing learning the teacher introduces all types of texts

This questionnaire was about build the context. Based on roses and marten theory, this step was the beginning steps that teacher did together learners to steer thinking into the issues that will be covered in each lesson. Examples of learning at the stage of building context for English language learning, namely: Educators prepare examples of text reports related to the technology to be discussed, for example Electric Torch, Ceiling Fan, USB Flash Drive or others. Examples of text can be authentic text, modified text, adapted text, educator's own text, or text provided by relevant genre-based approach experts.

After conducting the questionnaires the result which was from the questionnaire above wa presented as bellow :

Questionnaire 1		
Options	F	Percentage (%)
Very often	5	50 %
Often	3	30 %
Sometimes	2	20 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 50 % (5 students) answer "very often" , 30 % (3 students) answer "often", 20 % (2 students) answer "sometimes", 0 % answer "rarely". Then, the last 0% answer "never". It was means that more than a half of students in the class that consistof 10 students agree with the statement that

served in questionare. To know more clear about the result of students' response, the researcher was also serving the data from the table in chart below :
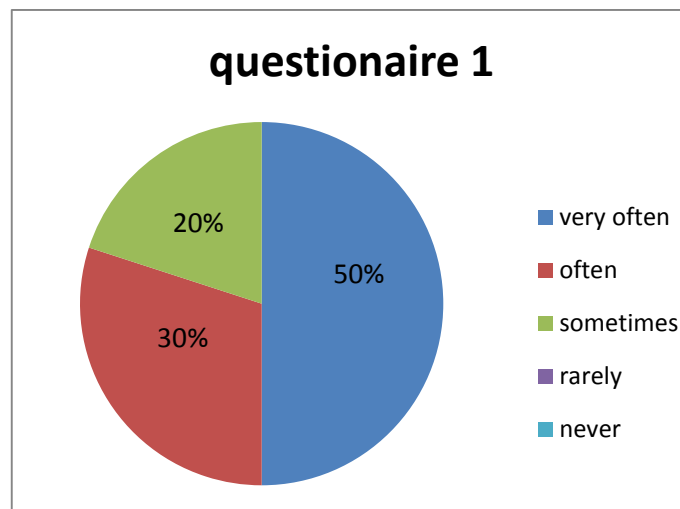

Diagram 1. The result questionnaire number 1

Based on chart above, in statements the answer "very often" was more dominant than and "often" and "sometimes". There was 0 % "sometimes", it means the students was not agree if the teacher not explain about the text before start the study "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from roses and marten's theory.

b. In writing class the teacher explains the types of text well

This questionnaire was about build the context. Based on Roses and Marten's theory, this step was the beginning steps that teachers did together learners to steer thinking into the issues that

would be covered in each lesson. Examples of learning at the stage of building context for English language learning, namely: Educators prepare examples of text reports related to the farming to be discussed, for example knife, mattock, water. Examples of text can be authentic text, modified text, adapted text, educator's own text, or text provided by relevant genre-based approach experts.

After doing the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 2. The result questionnaire number 2

Questionnaire 2		
Options	**F**	**Percentage (%)**
Very often	6	60 %
Often	4	40 %
Q	0	0 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 60 % (6 students) answer "very often" , 40 % (4 students) answer "often", 0 % answer "sometimes", 0 % answer "rarely". Then, the last 0% answer "never". It is means that more than a half of students in the class that consist of 10 students agree with the statement that served in questionare. To know more clear about the result of

students' response, the researcher also serving the data from the table in pie chart below :
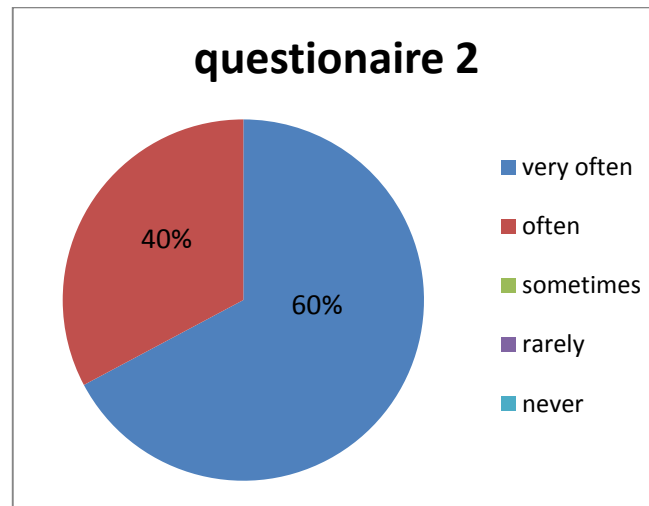
questionaire 2

| 40% | 60% |

Legend:
- very often
- often
- sometimes
- rarely
- never

Diagram 2. The result questionnaire number 2

Based on chart above, in statements the answer 60 % (6 students) "very often" was more dominant than and 40 % (4 students) "often" and "sometimes". There was 0 % "sometimes", it means the students was not agree if the teacher not explain about the text before start the study "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

c. In teaching writing the teacher explains in detail one by one the text?

This questionnaire was about deconstruction of the text. Based on Roses and Marten's theory, this stage contained the discussion of the text gaven as a learning model. The discussion was directed at all linguistic aspects that make up the text as a whole. At this stage

students develop critical thinking skills through activities discussing and answering questions whose answers are not listed in the text, such as who the author, to whom the message in the text is

After doing the questionnaires the result which was from the questionnaire above was presented as bellow:

Table 3. The result questionnaire number 3

Questionnaire 3		
Options	**F**	**Percentage (%)**
Very often	4	40 %
Often	3	30 %
Sometimes	1	10 %
Rarely	2	20 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 40 % (4 students) answer "very often" , 30 % (3 students) answer "often", 10 % (1 student) answer "sometimes", 20 % (2 students) answer "rarely". Then, the last 0% answered "never". It was means that more than a half of students in the class that consist of 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
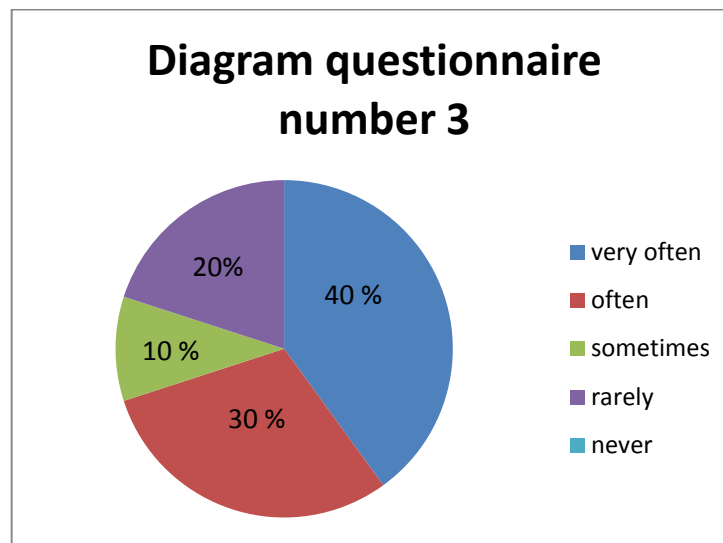
Diagram 3. The result questionnaire 3

Based on chart above, in statements the answered 40 % (4 students) "very often" was more dominant than and 30 % (3 students) "often" and "sometimes". There was 10 % (1 student) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 20 % (2 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

d. Before starting writing lessons the teacher relates lessons to experiences that have occurred in real life ?

This questionnaire was about deconstruction the context. Based on Roses and M'sarten theory, This stage contains the discussion of the text given as a learning model. The discussion was directed at all linguistic aspects that make up the text as a whole.At this stage students develop

critical thinking skills through activities discussing and answering questions whose answers are not listed in the text, such as who the author was, to whom the message in the text is.

After doing the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 4. The result questionnaire 4

Questionnaire 4		
Options	**F**	**Percentage (%)**
Very often	3	30 %
Often	3	30 %
Sometimes	2	20 %
Rarely	2	20 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 30 % (3 students) answered "very often" , 30 % (3 students) answered "often", 20 % (2 students) answer "sometimes", 20 % (2 students) answer "rarely". Then, the last 0% answered "never". It was means that more than a half of students in the class that consistof 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below:
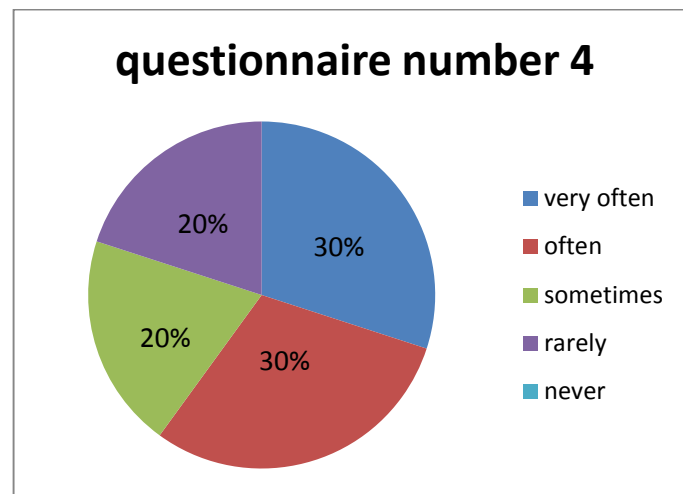
Diagram 4. The result questionnaire number 4

Based on chart above, in statements the answered 30 % (3 students) "very often" was more dominant than and 30 % (3 students) "often" and "sometimes". There was 20 % (2 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 20 % (2 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam wass related to the expert from Roses and Marten's theory.

e. The teacher provides examples of material texts according to the needs of students?

This questionnaire was about build the context. Based on Roses and Marten's theory, this step was the beginning steps that teachers did together learners to steer thinking into the issues that could be covered in each lesson. Examples of learning at the stage of building context for English language learning, namely: Educators prepare examples of text

reports related to the teacher to be discussed, for example RPP, syllabus or others. Examples of text can be authentic text, modified text, adapted text, educator's own text, or text provided by relevant genre-based approach experts.

After doing the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 5. The result questionnaire number 5

Questionnaire 5		
Options	**F**	**Percentage (%)**
Very often	4	40 %
Often	2	20 %
Sometimes	4	40 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 40 % (4 students) answered "very often" , 20 % (2 students) answered "often", 40 % (4 students) answered "sometimes", 0 % answer "rarely". Then, the last 0% answeedr "never". It wass means that more than a half of students in the class that consistof 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below:
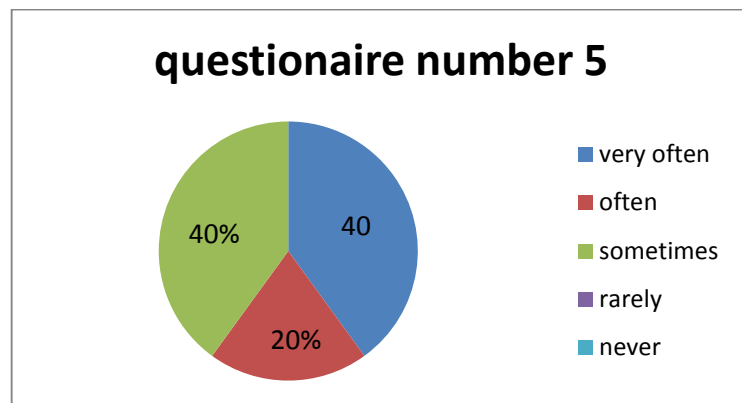
Diagram 5. The result questionnaire 5

Based on chart above, in statements the answer 30 % (3 students) "very often" was more dominant than and 30 % (3 students) "often" and "sometimes". There was 20 % (2 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 20 % (2 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from roses and marten's theory.

f. Learning in groups when the teacher explained the types of text ?

This questionnaire was about joint construction. Based on Roses and Marten's theory, at this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

After conducting the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 6. The result questionnaire number 6

Questionnaire 6		
Options	**F**	**Percentage (%)**
Very often	3	30 %
Often	4	40 %
Sometimes	1	10 %
Rarely	2	20 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 30 % (3 students) answered "very often" , 40 % (4 students) answer "often", 10 % (1 student) answered "sometimes", 20 % answer "rarely". Then, the last 0% answered "never". It is means that more than a half of students in the class that consistof 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below:
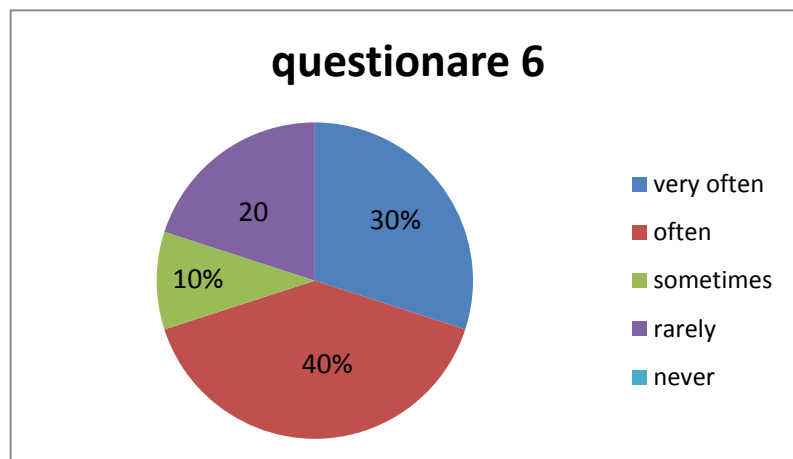

Diagram 6. The result questionnaire number 6

Based on chart above, in statements the answered 30 % (3 students) "very often", 30 % (3 students) "often" and "sometimes". There was 20 % (2 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 20 % (2 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from roses and marten's theory.

g. The teacher gives examples of text that are in according with life experiences that have occurred

This questionnaire was about joint construction. Based on Roses and Marten's theory, at this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

After conducting the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 7. The result questionnaire number 7

Questionnaire 7		
Options	**F**	**Percentage (%)**
Very often	3	30 %
Often	3	30 %
Sometimes	3	30 %
Rarely	1	10 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 30 % (3 students) answered "very often" , 30 % (3 students) answered "often", 30 % (3 students) answered "sometimes", 10 % (1 students) answer "rarely". Then, the last 0% answered "never". It is means that more than a half of students in the class that consistof 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
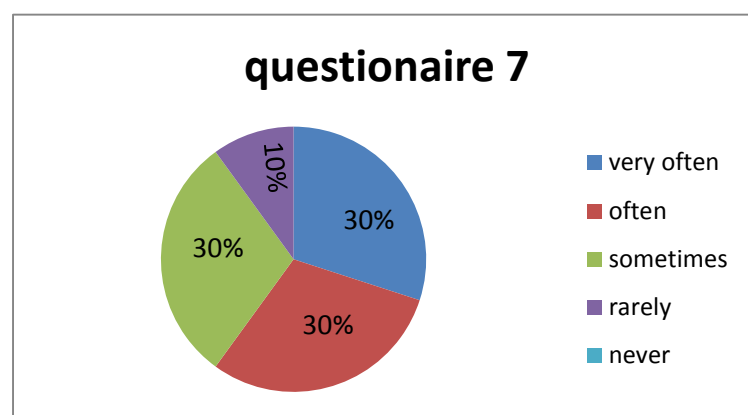

Diagram 7. The result questionnaire number 7

Based on chart above, in statements the answered 30 % (3 students) "very often" was more dominant than and 30 % (students) "often" and "sometimes". There was 20 % (2 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 20 % (2 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in

teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

h. The teacher explains and guides how to write good text according to the type of text being taught

This questionnaire was about buil joint construction. Based on Roses and Marten's theory, at this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming, drafting, revising, editing, proofreading, and publishing.

After conducting the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 8. The result questionnaire number 8

Questionnaire 8		
Options	**F**	**Percentage (%)**
Very often	6	60 %
Often	4	40 %
Sometimes	0	0 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 60 % (6 students) answered "very often" , 40 % (4 students) answered "often", 0 % answered "sometimes", 0 % answered "rarely". Then, the last 0% answer "never". It was means that more than a half of students in the class that consistof 10 students agree with the statement that served in

questionnaire. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
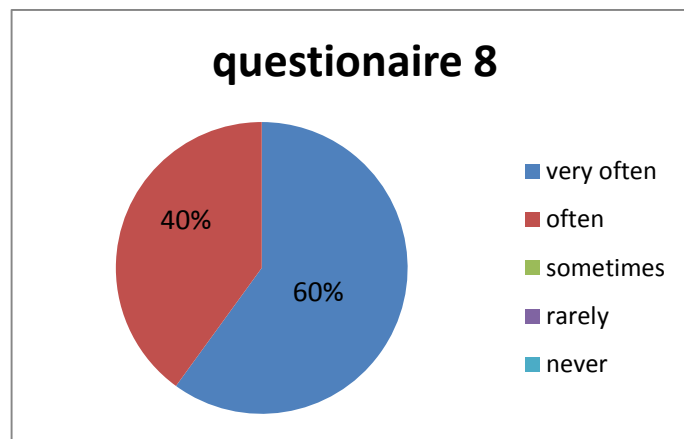

Diagram 8. The result questionnaire number 8

Based on chart above, in statements the answered 60 % (6students) "very often" was more dominant than and 40 % (4 students) "often" and "sometimes". There was 0 % (0 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 0 % (0 students) "rarely", 0   % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

i. Students are guided to think critically in learning writing

This questionnaire was about joint construction. Based on Roses and Marten theory, at this stage, students practice using all the things that they have understood in the previous stage. Students pass through the

stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

After doing the questionnaires the result which was from the questionnaire above wa presented as bellow :

Table 9. The result questionnaire number 9

Questionnaire 9		
Options	**F**	**Percentage (%)**
Very often	6	60 %
Often	0	0 %
Sometimes	4	40 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there were 60 % (6 students) answered "very often" , 0 % answered "often", 4 % (4 students) answered "sometimes", 0 % answered "rarely". Then, the last 0% answered "never". It means that more than a half of students in the class that consistof 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
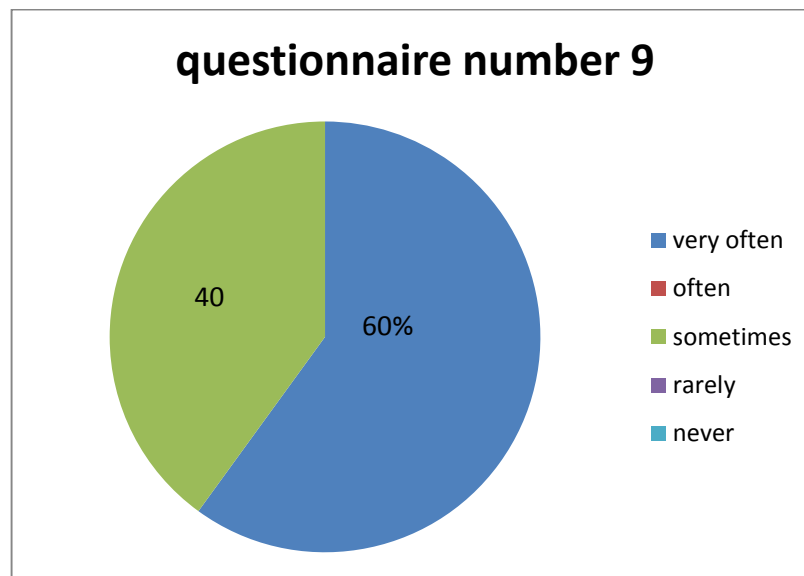
Diagram 9. The result questionnaire number 9

Based on chart above, in statements the answered 60 % (6 students) "very often" was more dominant than and 0 % "often" and "sometimes". There was 40 % (4 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study.0 % "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

j. The teacher gives the opportunity to ask during the learning period

This questionnaire was about build joint construction. Based on Roses and Marten's theory, At this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

After conducting the questionnaires the result which is from the questionnaire above was presented as bellow :

Table 10. The result questionnaire number 10

Questionnaire 10		
Options	**F**	**Percentage (%)**
Very often	3	30 %
Often	7	70 %
Sometimes	0	0 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 30 % (3 students) answered "very often" , 70 % (7 students) answered "often", 0 % answered "sometimes", 0 % answer "rarely". Then, the last 0 % answer "never". It was means that more than a half of students in the class that consistof 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
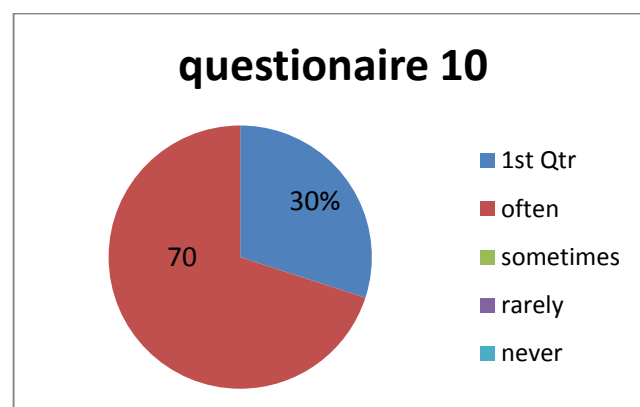

Diagram 10. The result questionnaire number 10

Based on chart above, in statements the answered 30 % (3 students) "very often" was more dominant than and 70 % (7 students) "often" and "sometimes". There was 0 % (0 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 0 % "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

k. Students are guided to practice writing a text gradually

This questionnaire was about joint construction. Based on Roses and Marten theory, at this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming, drafting, revising, editing, proofreading, and publishing.

After doing the questionnaires the result which wass from the questionnaire above wa presented as bellow:

Table 11. The result questionnaire number 11

Questionnaire 11		
Options	F	Percentage (%)
Very often	6	60 %
Often	4	40 %
Sometimes	0	0 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 60 % (6 students) answered "very often" , 40 % (4 students) answered "often", 0 % answered "sometimes", 0 % answer "rarely". Then, the last 0% answered "never". It was means that more than a half of students in the class that consist of 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table :
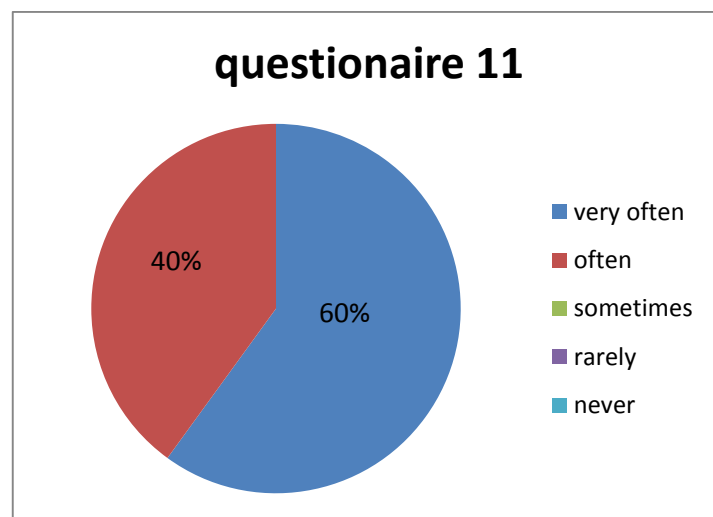

Diagram 11. The result questionnaire number 11

Based on chart above, in statements the answered 60 % (6 students) "very often" was more dominant than and 0 % "often" and "sometimes". There was 40 % (4 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 0 % "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam is related to the expert from Roses and Marten's theory.

l. The teacher gives students the opportunity to practice writing a text in according with what has been understood from the lesson described earlier

This questionnaire was about joint construction. Based on Roses and Marten's theory, at this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

After conducting the questionnaires the result which was from the questionnaire above was presented as bellow:

Table 12. The result questionnaire number 12

Questionnaire 12		
Options	**F**	**Percentage (%)**
Very often	4	40 %
Often	4	40 %
Sometimes	2	20 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 40 % (4 students) answered "very often" , 40 % (4 students) answered "often", 20 % (2 students) answered "sometimes", 0 % answered "rarely". Then, the last 0% answered "never". It was means that more than a half of students in the class that consistof 10 students agree with the statement that served in

questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
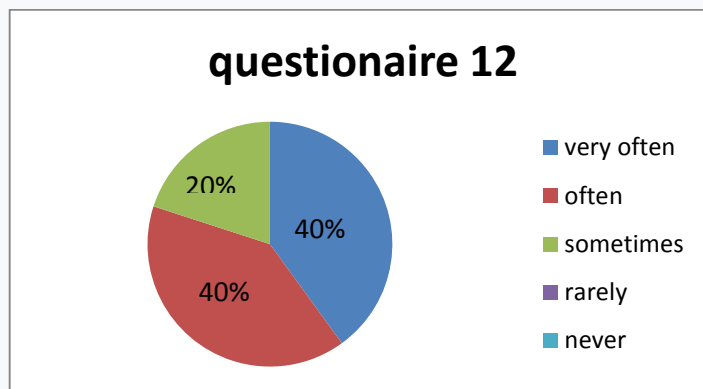

Diagram 12. The result questionnaire number 12

Based on   chart above, in statements the answered 60 % (6 students) "very often" was more dominant than   and 0 % "often" and "sometimes". There was 40 % (4 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 0 % "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

m. The teacher tells students to make paragraphs according to what they have been taught before

This questionnaire was about joint construction. Based on Roses and Marten's theory, At this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming, drafting, revising, editing, proofreading, and publishing.

After conducting the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 13. The result questionnaire number 13

Questionnaire 13		
Options	**F**	**Percentage (%)**
Very often	3	30 %
Often	2	20 %
Sometimes	2	20 %
Rarely	3	30 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 30 % (3 students) answered "very often" , 20 % (2 students) answered "often", 20 % (2 students) answered "sometimes", 30 % (3 students) answer "rarely". Then, the last 0% answer "never". It was means that more than a half of students in the class that consistof 10 students agree with the statement that served in questionare. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
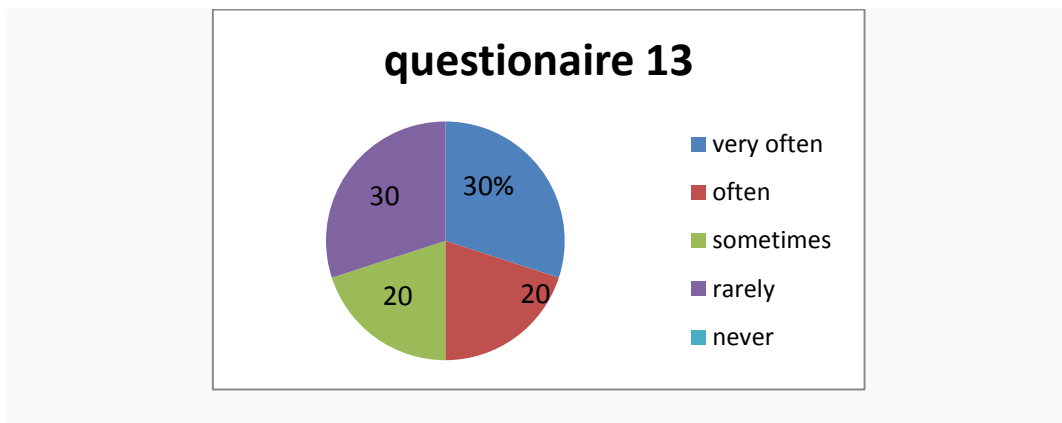
Diagram 13. The result questionnaire number 13

Based on chart above, at the statements answered 30 % (3 students) "very often" was more dominant than and 20 % (2 students) "often" and "sometimes". There was 20 % (2 students)"sometimes", it means the students is not agree if the teacher not explain about the text before start the study. 30 % (3 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

n. The teacher tells students to make paragraphs according to the knowledge and experience that has occurred in groups

This questionnaire was about joint construction. Based on Roses and Marten's theory, At this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

After conducting the questionnaires the result which was from the questionnaire above was presented as bellow :

Table 14. The result questionnaire numbe 14

Questionnaire 14		
Options	**F**	**Percentage (%)**
Very often	1	10 %
Often	4	40 %
Sometimes	4	40 %
Rarely	1	10 %
Never	0	0 %
Total	10	100%

Based on the table above, there were 10 % (1 students) answered "very often" , 40 % (4 students) answered "often", 40 % (4 students) answered "sometimes", 10 (1 students) answer "rarely". Then, the last 0% answer "never". It is means that more than a half of students in the class that consist of 10 students agree with the statement that served in questionnaire. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :
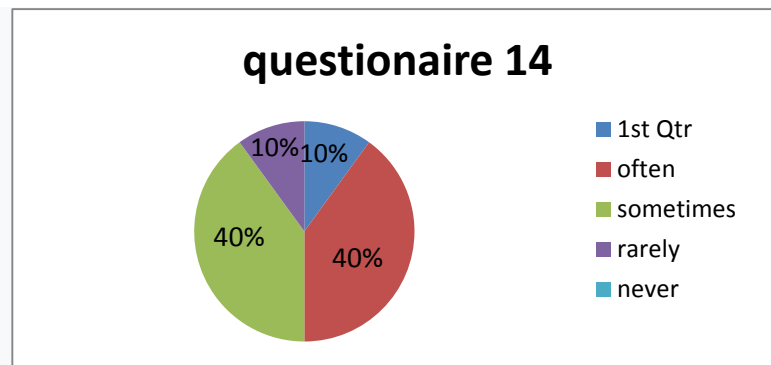
Diagram 14. The result questionnaire 14

Based on chart above, in statements the answered 30 % (3 students) "very often" was more dominant than and 20 % (2 students) "often" and "sometimes". There was 20 % (2 students) "sometimes", it means the students is not agree if the teacher not explained about the text before start the study. 30% (3 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from roses and marten's theory.

o. After learning in groups the teacher assigns individual assignments to make writing or text according to the knowledge gained

This questionnaire was about independent construction. Based on Roses and Marten's theory, In this phase, students are given the opportunity to wrote independently, with minimal teacher guidance, only if needed. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below :

Table 15. The result questionnaire number 15

Questionnaire 15		
Options	**F**	**Percentage (%)**
Very often	5	50 %
Often	3	30 %
Sometimes	2	20 %
Rarely	0	0 %
Never	0	0 %
Total	10	100%

Based on the table above, there was 50 % (5 students) answered "very often" , 30 % (3 students) answered "often", 20 % (2 students) answered "sometimes", 0 % answered "rarely". Then, the last 0% answered "never". It was means that more than a half of students in the class that consist of 10 students agree with the statement that served in questionnaire. To know more clear about the result of students' response, the researcher also serving the data from the table in chart below:
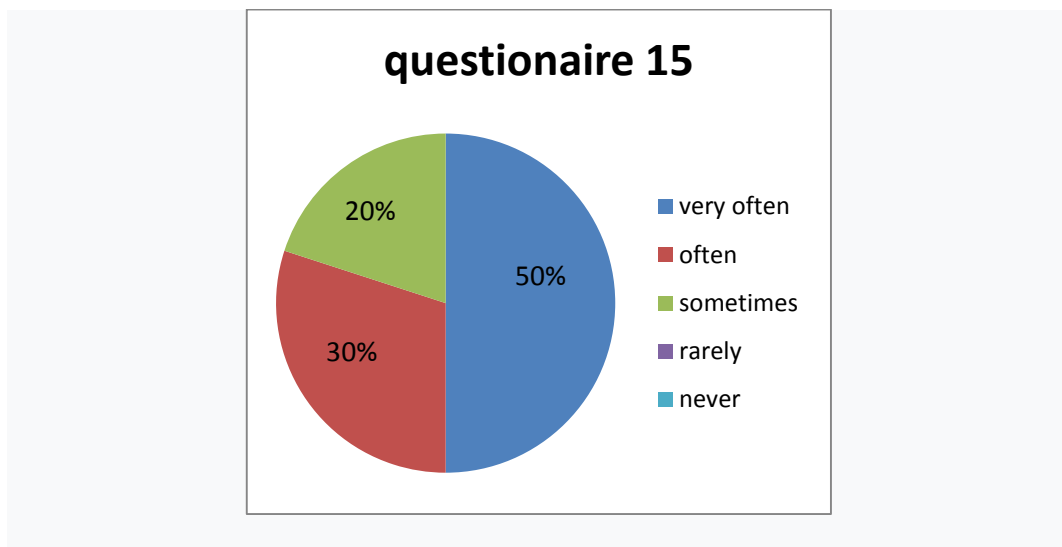
Diagram 15. The result questionnaire number 15

Based on chart above, in statements the answered 30 % (3 students) "very often" was more dominant than and 20 % (2 students) "often" and "sometimes". There was 20 % (2 students) "sometimes", it means the students was not agree if the teacher not explain about the text before start the study. 30 % (3 students) "rarely", 0 % "never" So, the researcher concluded that the implement genre based approach in teaching writing at MA Darussalam was related to the expert from Roses and Marten's theory.

Table 16. The result positive statements

POSITIVE STATEMENTS		
Options	**F**	**Percentage (%)**
Very often	62	41, 3 %
Often	52	34, 5 %
Sometimes	25	17 %
Rarely	11	7,3 %
Never	0	0 %
Total	150	100%

Based on the table above, there was 41,3 % answered "very often" in positive statements, 34,5 % answered "often", 17 % answer "sometimes",

7,3% answered "rarely" in positive statements. Then, the last 0% answered "never". It is means that more than a half of students in the class that consist of 10 students agree with positive statements that served in questionnaire. To know more clear about the result of students' response of positive statements, the researcher also serving the data from the table in chart below.
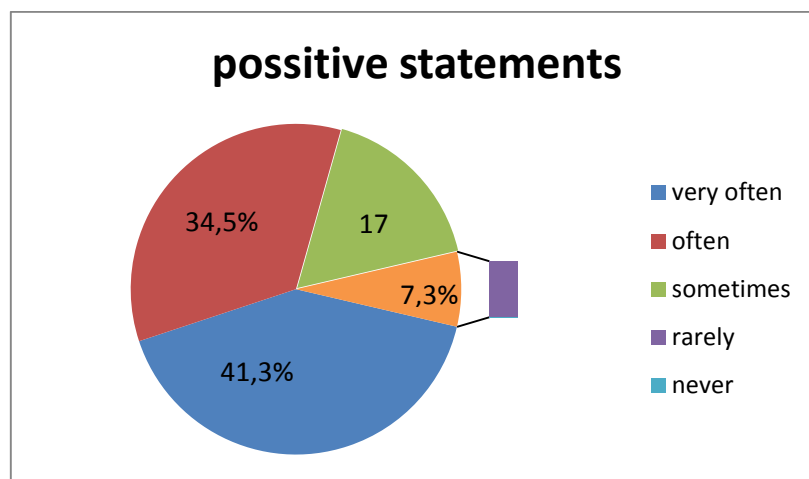

Diagram 16. The result positive statements

Based on the chart above, it showed that from 10 students in the class most of the students was agree (choose very often and often) in positive statements. There were 41,3 % absolutely agree. 34,5 % agree to choose often. 17 % agree to choose sometimes. Then, students that choose rarely in this part (positive statements) devided in positive answer, so there was 7,3% students and 0% choose answered "never" students did not agree with the statements. We concluded that almost totality students agree with positive statements in this part, the result positive.

The table below showed the data about the students' response of negative statements :

Table 17. the result of questionare (negative statements)

NEGATIVE STATEMENTS		
Options	**F**	**Percentage (%)**
Very often	62	41, 3 %
Often	52	34, 5 %
Sometimes	25	17 %
Rarely	11	7,3 %
Never	0	0 %
Total	150	100%

From the data above, we know that there was 17 % students answered "sometimes" and 7,3 % students answered "rarely" in negative statements. It means that in negative statements, less than 50% students agree with negative statements. To know more clear about the result of the students' response of negative statements, the researcher also serving the data from the table chart below.
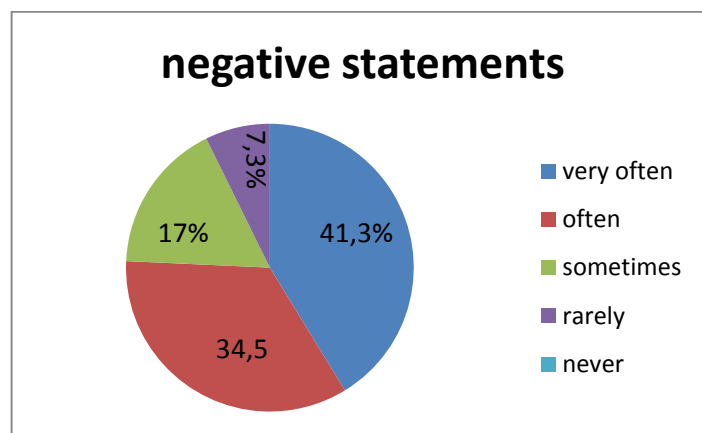

Diagram 17. the result of questionare (negative statements)

Based on chart above, in negative statements the answered "sometimes" was more dominant than and "rarely" and "never". There was 17% "sometimes", it means more than dominant than "sometimes", 7,3 % "rarely" and 0% "never". So, it was clear that the most of students in the class disagree with the negative statements in the questionnaire.

After the researcher got the data from positive and negative statements of the questionnaire, the researcher found that : in positive statements , the students was dominant in positive answer, in negative statements, the students answer still dominant in positive answer. Based on the result above, we could concluded that students' in elevent grade students of MA Darussalam Bengkulu City had positive response of building writing in the class.

2. The Result From Interview

After got data from questionnaire, the researcher conducted interview with student and teacher to ensure the answers from the questionnaire that the researcher had given before. The result of the interviewed that have been conducted, the researchers obtained data of the 15 questions that given to 10 students of the writing class, they were selected based on their response in understand the material and their act as they participate in writing class. The result of the interview were similar with the answer that given by students on the questionnaire.

2.1 The Result Interview From the Teacher

The result obtained from the interview with a teacher about how the teacher implementation genre based approach in teaching writing in class showed that :

The teacher explained how to teach writing and explained the theory used when teaching writing in eleventh grade. In the interview process she said that used genre based approach in teaching writing. As a teacher, teaching in the class was must be creatived to make the material more be enjoy and fun to the students' received. Then, implemented genre based approach is very help in teaching writing in the class, because genre based approach is easy to implemented in the class, there are : the teacher introduce all of kinds the text with the students and explain one by one in every meeting. The teacher often links the text with the real story in the teacher' life or the stidents' life to make processed in teaching more easily to receive by students.

After giving material by groups study in class, the teacher changes to individual, because the teacher want to check how much understand students about the material given. The teacher giving the task to students make a simple paragraph according to their knowledge. After that, the students showed the result of task in class and will be compared the resul with the other friends .The difficulties in teaching writing are the students limited about

vocabulary, the students are confused in arranging words into sentence, they do not understand which one grammer what they need and they used to arranging the sentence into the paragraph, the students are confuse to make the paragraph into cohenrence paragraph.

Based on the analysis above, it can be concluded that teacher in MA Darussalam Bengkulu City in academic year 2018/2019 have been understood about genre based approach from Roses and Marten's theory that applied in writing class at eleventh grade students of MA Darussalam. Even though there were still a number of low achiever students who were still having difficulty in writing especially on the lack of vocabulary. However, overall the teacher has been implemented genre based approach in writing class appropriate with genre based approach based on roses and marten theory, they are :

a. Build Context.

   This step is the beginning steps that teachers do together with learners to steer thinking into the issues that will be covered in each lesson. Examples of learning at the stage of building context for English language learning, namely: Educators prepare examples of text reports related to the technology to be discussed, for example Electric Torch, Ceiling Fan, USB Flash Drive or others. Examples of text can

be authentic text, modified text, adapted text, educator's own text, or text provided by relevant genre-based approach experts.

Eka Dian Permata S.Pd said

"…This is the first step, building text is used by teacher to direct students to giving the material to be discussed, meaning how we discuss the students' background knowledge before learning….." [27]

Based on the interview with the teacher at MA Darussalam Bengkulu city we know that the first step in teaching writing the teacher using building the text from genre based approach related to Roses and Marten theory's. [28]

b. Examine the Model / Deconstruction of the text.

This stage contains the discussion of the text given as a learning model. The discussion is directed at all linguistic aspects that make up the text as a whole.At this stage students develop critical thinking skills through activities discussing and answering questions whose answers are not listed in the text, such as who the author is, to whom the message in the text is intended, where the text can be found, in what context the text is used, whether each the text or every statement in the text is relevant to the lives of students, why, does each

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[27] Interview with Eka Dian Permata S.Pd. English Teacher MA Darussalam Bengkulu City on 17th may 2019

[28] Studies in Literature and Language Vol. 10, No. 1, 2015, pp. 47-50. Implementing Genre-Based Curriculum Cycle in Teaching Writing in Secondary School Settings. P. 49 – 50

statement in the text be accepted by all readers, whether what is said in the text is relevant to the learners' experience or relevant to the text previously read by students related to the same topic.

> *"the deconstruction of the text, here in the stages is how the student is given like the text model, for example what text is like, what kind of text, who is the author, what is in the text then what information can we find, and how to find information in the text."*

Based on the interview with the teacher at MA Darussalam Bengkulu city we know that the second step in teaching writing the teacher using deconstruction of the text the text from genre based approach related to Roses and Marten theory's.

c. Joint construction (guided exercise).

At this stage, students practice using all the things that they have understood in the previous stage. Students pass through the stages of brainstorming , drafting, revising, editing, proofreading, and publishing.

> *"joint construction in the third stage of joint construction using things that have been understood in the previous stage, after the student is given or passed the brainstorming stage, then they background knowledge then told to make a drafting, then drafting is already given, we have revised then we edit the wrong part then after editing then we publish."*

Based on the interview with the teacher at MA Darussalam Bengkulu city we know that the third step in

teaching writing the teacher using joint construction from genre based approach related to Roses and Marten theory's.

    d. Independent construction

In this step, students are given the opportunity to write independently, with minimal teacher guidance, only if needed.[29]

> *"...independent contruction in this stage students are given the opportunity to write independently, the meaning that they practice themselves after getting guidance from the teacher, the meaning in this case I am, so after that students are given the opportunity to make their own text they produce their own works in accordance with what has been explained, after that the results can be compared with the results of the work of other students, or what was written with his friend then compared with other friends. Then, after that the students were told to read the results in the class…."*

Based on the interview with the teacher at MA Darussalam Bengkulu city we know that the last step in teaching writing the teacher using independent construction from genre based approach related to Roses and Marten theory's.

2.2 The result interview from the students

The result obtained from the interview with the students about their current practices of writing class showed that :

[29] Studies in Literature and Language Vol. 10, No. 1, 2015, pp. 47-50. Implementing Genre-Based Curriculum Cycle in Teaching Writing in Secondary School Settings. P. 48

There were very interest with writing material in the writing class and writing skill , after writing simple paragraph in writing class , they obtained additional new vocabulary , although not too much.

"yes, usually the teacher, if we write we are told to write about daily activities"

students enjoy writing a simple paragraph maked in writing class, which a simple paragraph that make them more imaginative when writing, for example the background of the place and situation in the story in paragraph that they made.

"the good thing is that we can write a stories what we are like mbak, basically we can do stories that we like, mbak, that's the point. often we are write the idol of Korean boy band"

Although some of the low achiever students still had difficulties in understanding when their writing.

"dizzy,, confused sometimes what I want to write . If homework can think first. Already do not know that English sometimes does not bring the dictionary also become confused and afraid of being wrong".

Some of the abilities of students in order fields such us their their speaking also increased because the learning system applied by teaching in class; for the level of writing given in the writing class, they still have difficulty understanding what they need to used grammar and worry maked a mistake in writing paragraph.

3. Discussion

The implementation of the genre based approach in MA Darussalam Bengkulu city has been related according to Roses and Marten's theory, because based on the results of the research described earlier on the results of the interviews with teachers and students at the MA Darussalam of Bengkulu city, explained that the genre based approach was implemented with well. with the application of the theory students become more interested and easier to received material about writing.

According to the result of interview from the students, the writing level was still too high for the students to make a paragraph into coherence paragraph and become into a story, students are also able to wrote independently, they anjoy writing more when they are quiet and alone so they are better able to understand and fun to wrote a story, students motivation in writing was also increasing, not only for writing a story about they life, but also for several other favourite story about actrees or film; students feel they have not been to become independent learners when they have to wrote alone without guidance from the teacher in class; even though, students do not feel bored to learn writing because with writing they can to showed what they feel. The most of them said that they got a lot of benefit from what they had learned in writing class, then, they got improvements in other field and aspect.

However, there were a few of student in the class had difficulties to follow the writing class, because they though that writing task too difficult for them. Whereas, most students still gave positive response toward in writing class.

Based on the analysis above, it can be concluded that the eleventh grade students of MA Darussalam Bengkulu City in academic year 2018/2019 have been understood about the concept of building writing that applied by students in writing class and that could enjoy their wrote. Even though, there were still number of low achiever students who were still having difficulty in writing and make a coherence paragraph in their task. However, overall they have positive impact after they follow this class. It means that they have positive attitude toward writing practice on writing class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results in previous chapter, the researcher concluded that : first, after giving questionaires about the teacher implementing genre based approach in teaching writing with 10 students ang 15 question , there are were 41,3 % choose "very often", 34,5% agree to choose "often". 17 % agree to choose "sometimes". Then, students that choose rarely in this part (positive statements) devided in positive answer, so there were 7,3% students and 0% choose answer "never" students did not agree with the statements.

Second, in according obtained the data by researchers, implementing the theory of genre-based approach in the eleventh grade of the Darussalam of Bengkulu City, the conclusion is that the implementation of genre-based approaches in teaching writing that the teacher teaches students is in accordance with the theory according to the expert, namely about the genre based approach that was previously described by researchers in chapter 2.

Based on the interview process by researchers with English teachers in MA Darussalam, the theory that teachers use teachers in writing lessons is the theory of genre based approach based on Roses and marten theory, the theory used by teachers based on theory roses and marten including; building the text, deconstruction the text, joint construction, and independent construction. This conclusion is obtained based on facts from the teacher's explanation on the interview process that has been carried out.

Third, Students still often use mother tongue in the learning process in class. So that in the learning process takes place students often times have difficulty in receiving material about the writing being taught.

Fourth, Difficulties about vocabulary, students who really want to write but are still confused and do not know what vocabulary to use in writing, we know that in writing, a vocabulary is important and therefore, without sufficient vocabulary it will be difficult to children write a desired work.

Fifth, Students are still often confused in choosing what tenses they will use in the writing they are doing, so students tend to be confused and difficult. Sixth, Students cannot arrange sentences into a coherent paragraph. Students in compiling paragraphs are often confused and reversed in arranging paragraphs. The teacher at MA Darussalam the teacher explained that this is where the role of teacher is needed in writing learning, the teacher must guide students patiently and understand what the students lack and need so students can understand correctly how to write well. Students are still often confused in choosing what tenses they will use in the writing they are going to do, so students tend to be confused and troubled.

B. Sugestion

1. The teacher at MA Darussalam also explained that this was where the role of the teacher was needed in writing learning, the teacher must guide students patiently and understand what the students lack and needed so students could understand correctly how to wrote well.

2. The teacher develops a learning approach that could make students actively learn and practice the material on how to wrote that has been taught by the teacher so that students can make good writing work.

3. English education especially about writing must be supported by all parties so that students were more enthusiastic and could realize a generation that was smart, superior, and achievers, which of course will be an example and pride of all parties involved.

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APPENDICES

Dialogue interview with English Teacher Eka Dian Permata S.Pd from MA Darussalam of Bngkulu City

Saya : "Assalamualaikum mam"

Mam Eka : "wa'alaikum Salam"

Saya : "hari ini tadi tadi abis ngajar writing ya mam ?"

Mam Eka : "iya"

Saya : "di kelas sebelas kan mam ?"

Mam Eka : "iya"

Saya : "ini mam, mau Tanya mam, mam tu kalau lagi ngajar writing gimana sih pengimplementasian tu mam, mam pakek pendekatan apa ?"

Mam Eka : "biasanya kalau lagi ngajar writing saya pakek Genre Based Approach ya atau GBA"

Saya : "Apa itu mam genre based approch ?"

Mam Eka : "genre based approach itu ya pendekatan pengajaran writing ,em ada apa sih ada beberapa dibagi menjadi 4 kayak gitu yang namanya building text, e ada yang namanya deconstuction text, trus ada latihan terbimbing, trus satu laginya yang keempatnya itu unjuk kerja mandiri atau independen construction. Nah jadi kalo kayak misalnya building text itu em tahap awal yang digunakan guru bersama siswa untuk mengarahkan siswa ke materi yag akan di bahas, maksudnya gimana sih kita membahas background knowledgenya si siswanya sebelum belajar ."

"Yang keduanya itu dekonstrksi teks penelaah model nah disini dalam tahapan e kayakmana ya siswa itu diberikan kayak model teksnya"

Saya : "em jadi ditunjukin teks nya dulu gitu ya ?"

Mam eka : "iya model teksnya ini misalnya ini teks apa kayak gitukan e jenis teksnya apa, siapa penulisnya, apasih yang ada dalam teks

itu kemudian informasi apa juga apasaja yang bisa kita temukan, dan bagaimana cara menemukan informasi yang ada dalam teks itu ."

"Nah kalau yang ketiga itu pelatihan terbimbing nah kalau dalam tahap yang ketiga pelatihan terbimbing itu menggunakan hal – hal yang telah dipahami pada tahap sebelumnya."

Saya : "maksudnya gimana itu mam ?"

Mam eka : "e maksudnya setelah siswa diberi atau melewati tahap brainstorming tadi ya background knowlege nya kemudian e disuruh membuat drafting gitu, kemudian e drafting udah di inikan yang udah dibuat itu kita revisi kemudian kita edit bagian yang salah kemudian setelah di edit kemudian kita publish."

"Nah kalau yang keempat itu unjuk kerja mandiri independent contruction ini dalam tahap ini siswa diberi kesempatan untuk menulis secara mandiri, artinya ya mereka latihan sendiri setelah mendapatkan bimbingan dari guru pembimbing e maksudnya dalam hal ini saya ya ,em jadi setelah itu siswa diberikan kesempatan membut teks sendiri mereka menghasilkan karya sendiri sesuai dengan apa yang sudah dijelaskan nah setelah itu hasil tadi bisa dibndingkn dengan hasil kerja siswa yang lain , atau apasih yang ditulis dengan temannya kemudian di bandingkan dengan teman yang lain. Kemudian setelah itu baru siswa di e suruh membacakan hasil tadi di depan kelas."

Saya : "Oh gitu jadi udah dibikin disuruh baca satu – satu di depan kelas ya mam ?"

Mam Eka :" iya, jadi setelah dibaca satu – satu siswa itu bisa mendengar,oh saya nih kurangnya disini oh yang si A lebih nya disini dan seterusnya."

Saya : "oh..ribet ya mam ya ?"

Mam Eka : "emm ribet juga tapi yaa dijalanin."

Saya : "ada kesulitan gak sih mam,apalagi belajar writing masih SMA ?"

Mam Eka : "kalau kesulitan itu pasti ada ya, gak mungkin dong kita..namanya juga e belajar bahasa inggris itu kan belum second language kan masih foreign language jadi banyak kesusahannya apalagi kalau misalnya ini kita kebanyakan menggunakan mother togue nya gitu masih menggunakan bahasa ibu ..jadi e pertama vocabnya dulu ya vocab jadi mereka itu ingin menulis tapi kadang mereka gak tau vocab nya kayak gitu artinga dalam bahasa inggris itu apa .

Kemudian yang kedua itu kia grammar nya ..iya dalam hal grammar kdang kan mereka lupa ini apa sih kayak gitu ..ini jamal atau tunggal kayak gitu kan jadi ya grammar nya agak susah ."

"Kemudian menyusun apasih kayak koherensi paragraf nya ini kan kalau misalnya udaj di suruh membuat kalimat satu per satu itu bener nah ketika disusun menjadi satu paragraf yang koreren yang baik dan benar itu kadang mereka tetap bingung..ini harusnya di awal apa ditengah sih ini harusnya kalimat pembuka atau kalimat apasih .. nah disitu jadi yaa perlu bombingan lah."

Saya : "sering kebalik juga ya mam ya ?"

Mam Eka : "he'em,kebalik – balik"

Saya : "udah tu, mam tadi pakek genre based approach ya mam ?itu mam kembangin lagi..mam kreatuvitaskan lagi dalam kelas atau Cuma yaa ngikutin itu aja ngikutin expert genre based approach aja mam biasanya mam ?"

Mam Eka : "ya dikembangun lagi lah .em kalu misalnya kita e apa ya namanya ketika sesuatu itu di praktikan di lapangan kan kadang tu ada kayak inovasi apasih ada penambahan kayak ada penambahan – penambahan gitu kan , bagaimana sih supaya siswanya bisa kayak gitu nah"

Saya : "kayak yang tadii nomor 3 itu tadi apa namanya mam? Latihan terbimbing ya mam atau joint construction ?"

Mam Eka : "iya joint construction ya."

Saya   : "jadi berkelompok gitu ya jadi mam buat lebih seru gitu mam?."

Mam Eka   : "bisaa..ya kadang per kelompok kan ,siswa diberikan satu materi kemudian mereka e dikelompokan supaya nanti kalau misalnya ada yang gak ngerti kan mereka bisa bertanya dengan temannya yang lebih ngerti , biasanya..kadang ada juga mereka yang diberkan latihan e apasih namanya kayak e menulis atau writing sebuah teks tapi tidak terlalu panjang itu biasanya mereka e sendiri – sendiri ,nah jadi kalau misalnya sendiri – sendiri mereka ini cenderung susah gitu na, jadi kalu misalnya mereka dikelompokan di bagi – bagi bisa berklaborasi dengan kawan yang bisa saling menaya , ada yang bisa menemukannya ada yang punya ide,jadi e yaa biar pembelajaran itu bisa berjalan dan tidak membosankan, ka kadang mereka diberikan latihan dalam dibagi kelompok."

Saya   : "oke mam,makasih ya mam atas penjelasan nya gimana mam mengimplementasikan genre based approach di writing , makasih banyak ya mam ya informasinya mam ..maksih mam."

Mam Eka   : "iyaa..sama – sama."

Saya   : "Assalamualaikum."

MAM   : "waalakum salam"

Appendiks 2

Interview with students

Saya   : linda, mau tanta nih mbak, belajar bahasa inggris dengan siapa

Students   : sama mam Eka

Saya   : pernah belajar writing gak ?

Students   : pernah

Saya   : terus waktu belajar writing ibu t pernah gak, apa namanya tujelaskan gitu ini jenis teks apa gitu di jelaskan gak ?

Students   : iya mbak dijelaskan

Saya   : tapi ngerti gak apa yang dijelaskan ibu tu, jenis – jenisnya ngerti ?

Students   : em lumayan mbak hehe

Saya   : coba sebutkan kalau ngerti, ada apa aja hayo

Students   : ada teks narrative, deskriptif,dan lain – lain lah mbak ntah lupa. Tp biasanya mbak kalau belajar sama mam tu di suruh nulis paragraph – paragraph gitu

Saya   : tapi di ajarin dudlu kan, gak langsung tiba – tiba gitu di suruh nulis

Students   ; iya lah mbak

Saya   : em..udah tu kalau pas mam ngajar tu suka disuruh Tanya – Tanya gak kalian ?

Students   : ya iya, kadang tu kalau kami diam aja mam tu mam tu gak suka

Saya   : gak suka gima tuh

Students   : ya gak suka lah mbak, ntar mam tu yang nanya ke kami jadinya hahaha

Saya   : oh gtu hehee. Mam tu kalau jelaskan tu misalnya jelaskan tentang apa gtu suka di kaitkan dengan pengalaman pribadi guru gak. Pokoknya tu sesuai sama kehidupan pribadi gtu ?

Syudents   : iya, gutu tu biasanya cerita, cerita masa lalu orangnya. Udah tuh apalagi kalau kami yang mondok tu suka di sindir – sindir gitu hehe

Saya   : sindir tentang apa biasanya emang, suka telat ya hhhee

Students   : iya mbak, biasanya ibu tu kan kalau nulis kami di suruh nulis kegiatan sehari – hari

Saya   : ooh gitu ya, udah tu kalau lagi belajar, mam tu suka bikin kelompok gak, apa nulisnya langsung sendiri – sendiri ?

Students   : tergantung lah mbak, tapi pernah juga di bikin kelompok..abis di suruh kerja kelompok biasanya di kasih PR mya baru sendiri – sendiri

Saya   : og gutu, jadi lumayan sering juga ya di bikin kelompok pas belajar writing?

Students   : iya mbak, kadang tu kalau gak kelompok pas selesai ngerjakan kami disuruh maju satu satu – satu mbak di depan

Saya   : di suruh ngapa tuh ke depan kelas ?

Students   : itu bacakan abis slesai ngerjakan tadi mbak, hasil kami ngerjakan tadi

Saya   : enak gak sih belajar writing ?

Students   : em..ada eanaknya ada enggak nya mbak heheh

Saya   : emm enaknya apa ?

Students   : enaknya kita bias ngarang – ngarang cerita gitu mbak, pokoknya bisa cerita – cerita gitu lah pokoknya

Saya   : ooh..cerita tentang yang pengalaman yang bagus – bagus gitu ya, tentang idila juga gitu pernah gak sih

Students   : pernah la mbak,seringnya kalau suruh nulis idola tu boy band kore hahahaa

Saya   : Kalau gak enaknya apa emang ?

Students   : pening mbak, bingung kadang tu mau nulis apa kalau disuruh. Kalau PR kan bisa mikir dulu. Udah tu gak tau bahasa inggrisnya kadang gak bawak kamus juga jadi bingung takut salah

Saya   : emm.. iya iya..yaudah makasih ya

Stduents   : iya mbak

Appendix 3

A. Questionnaires

NO.	Pertanyaan	SS	SR	KK	JR	TP
1	Dalam pembelajaran writing guru memperkenalkan semua jenis teks					
2	Dalam pembelajaran writing guru menjelaskan tentang jenis – jenis text dengan baik					
3	Dalam mengajar writing guru menjelaskan dengan detail satu per satu teks					
4	Sebelum memulai pelajaran writing guru mengkaitkan pelajaran dengan pengalaman yang telah terjadi di kehidupan nyata					
5	Guru memberikan contoh teks materi sesuai dengan kebutuhan siswa					
6	Belajar secara berkelompok ketika guru akan menjelaskan tentang jenis – jenis teks					
7	Guru memberikan contoh teks yang sesuai dengan pengalaman kehidupan yang telah terjadi					
8	Guru menjelaskan dan membimbing bagaimana penulisan teks yang baik sesuai dengan jenis teks yang sedang di ajarkan					
9	Siswa di bimbing untuk berfikir secara kritis dalam belajar writing					
10	Guru memberi kesempatan bertanya di sela waktu belajar					
11	Siswa di di bimbing untuk berlatih menulis sebuah teks secara bertahap					
12	Guru memberi kesempatan siswa untuk berlatih menulis sebuah teks sesuai dengan yang telah dimengerti dari pelajaran yang telah dijelaskan sebelumnya					
13	Guru menyuruh siswa membuat paragraf sesuai yang telah di ajarkan sebelumya					
14	Guru menyuruh siswa membuat paragraf sesuai dengan pengetahuan dan pengalaman yang telah terjadi secara berkelompok					
15	Setelah belajar berkelompok guru memberikan tugas individu untuk membuat tulisan atau teks sesuai dengan pengetahuan yang di dapat					

Appendics 4

A. Submission of a letter from the researcher

Picture 1. The submission of a letter from the researcher

B. The devision of the questionnaire

picture 2. The distribution of the questionnaires to the students

C. Interview

Picture 3. The interview to the English teacher