

**RESEARCH REPORT**

**Teaching Various Text Types by Using Genre-Based Approach to Middle School Students**  
**(A Classroom Action Research Conducted at Grade VIII-3 of SMPN 1 Tibawa)**

Research Team:

**Karmila Machmud, S.Pd., M.A., Ph.D**  
NIP. 19750910 199903 2 002

**Titin Pipii**  
NIM. 701611020

**Salma Labantu**  
NIM. 701611015

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## LEMBAR PENGESAHAN

Judul Penelitian : Teaching Various Text Types by Using Genre-Based Approach to Middle School Students (A Classroom Action Research Conducted at Grade VIII-3 of SMPN 1 Tibawa)

Ketua Peneliti  
Nama lengkap : Karmila Machmud, S.Pd., M.A., Ph.D.  
Jenis Kelamin : Perempuan  
NIP : 19750910 199903 2 002  
Pangkat/Golongan : Penata Tkt. 1/ III d  
Jabatan : Lektor  
Program Studi : Pendidikan Bahasa Inggris  
Program : Pasca Sarjana UNG  
Pusat Penelitian : Lembaga Penelitian UNG  
Alamat : Jl. Jend. Sudirman No.6 Kota Gorontalo  
Telepon/ Faks : 0435-827038  
Alamat Rumah : Perum Graha Permai Blok B4, Jl. Rambutan kota Gorontalo  
Anggota Tim Peneliti : 2 (Dua) orang  
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Biaya yang diperlukan : Rp. 15.000.000

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Mengetahui,

Peneliti

Prof. Dr. Hi. Yosep Paramata, M.Pd  
NIP. 19610815 198602 1 001

Karmila Machmud, S.Pd., M.A., Ph.D.  
NIP. 19750910 199903 2 002

Menyetujui,  
Kepala Lembaga Penelitian

Dr. Fitryane Lihawa, M.Si  
NIP. 19691209 199303 2 001

## ABSTRACT

Recount text is one of genre that should be taught in junior high school. This genre can be found in every human live, the social function of this genre is to tell the past event. In the context of teaching recount text, English teacher expects all students are able to write it well. In the activity of writing recount texts, students have to convey or to tell experience to the teacher. In this case, they have to tell an event or an action was happening in chronological and dynamic time. In producing a good recount text is not easy to do. The students have to practice writing it every time. Besides, they have to master the components of writing. They are rhetoric step, meaning, grammar, and cohesive and coherence. In the other words, they have to deliver clear writing, to choose correct words, to relate sentences in good orders, and organize logical ideas to support their writing content, to use appropriate English structure and mechanics. When the students mastered these components, they do not face difficulty in writing recount text. They will feel easy to write various kinds of the text.

*Key Words: Genre, Recount, Text Type*



## CHAPTER I

### INTRODUCTION

#### Background of Research

Language is a tool of communication to interact to each other, in spoken or written forms. People use the language for express their feeling, wishes ideas, opinion and so on. Among languages in the world, English can be used to communicate by people in the different part of earth. It is used in many context of life, one of the example English teachers used English for make their students to understand its language in social and situational context. The language use in social context as effort to interact one with another, creating and maintaining social relationship between speakers of the language. And the language used in situational context, teacher uses English in his/ her instruction in learning process which is aimed at guiding students' motivation. To be brave use English communication with their pairs or group, this means the teacher used English in the context at learning situation. We cannot deny the global era, where English plays important role. So we must to prepare the students to master the English well.

The main aim of teaching English in junior high school is to develop students' communicative competence both in spoken and written language. In this case, there are four basic skills which students acquire in learning English, they are listening, speaking, reading and writing. Listening and reading are receptive skills and speaking and writing are productive skills. Productive skills are considered more complicated than receptive skills, because students need to produce language on their own words.

As a productive skill, teaching writing needs a lot of time, and the teacher should be creative to choose an approach, method or strategy.

Writing is usually assumed to be the most difficult and complex skill to acquire. It is therefore placed in the last teaching after students have learned the other language skill. White (2004, p. 3) states that "to teach students in writing are more complicated and it takes more times than teaching other subject. Also Knapp and Watkins (2005, p. 14) state that "Learning to write is a difficult and complex series of processes that require a range of explicit teaching methodologies throughout all the stages of learning".

In line with the opinion Richards and Renandya (2000, p. 303) described that writing is the most difficult skill for the second learners to master. This means that, writing for the second learners are difficult, moreover for the foreign learner, which most of them have not basic skill about English.

Based on their explanation above, teaching writing to the students is more complicated; students should master that skill in order to be able to demonstrate competence in the use of English language. It requires the application of knowledge of the other three skills. It also needs of thinking to express the idea and then put into writing language with choosing the proper words, organizing the idea become a sentence.

White claims that (1986, p. 7) a good writing is a product of careful thinking and characterized by the appeal to a target audience, a coherent structure, smooth and



detailed development, and an appropriate style. This means that a piece of writing should be interesting to the reader, well organized and clearly explained. Moreover, to produce a good piece of writing requires the ability in organizing thoughts, using vocabulary to formulate sentences.

So, teaching writing for the English learners especially in English foreign language context is difficult which most of them have not a basic knowledge of English. At the same case, EFL students have difficulties of organizing idea, using proper vocabulary and lack of grammar. It needs extra time to teach and also needs teacher's creativity to teach them, needs teacher's knowledge about English social culture. Kanpp and Watkins (2005, p. 16) argued that when teaching students to write in English, it is important for both teacher and the student to have a basic understanding of how English operates and functions as writing and the ways in which writing is substantially different from speech.

Concerning to writing ability there are five kinds of genres that should be taught in junior high school. They are procedure, descriptive, recount, narrative and report. Genre itself emerged from English culture and it uses in their daily life. Example, tells the past experience to the other people in spoken or written language. Every genre have an own generic structure, purpose and language features. Genre refers not only to types of literary text but also the predictable and recurring patterns of everyday, academic and literary text occurring within a particular culture (Hammond and Derewianka, cited in Luu, 2011, p 122). According to Yan Wu &

Hailin (2009, p. 77) genre can be explained by three aspects. First, genre is a social process, how human uses and composes language into spoken and written text in the social activity. Second, genre-based possesses a certain purpose or goal. Each kind of genre has a certain purpose, and it's different each others. Third, the schematic structure of genre is dynamic rather than statistic. It means teaching genre can help students how to interact to the others.

Recount text is one of the genres that should be taught in eight grades. The social function of this text is to tell the past experience or to retell past event. Recount begins with orientation and followed by sequences of events.

Dealing with the English teaching at junior high school, it is stated in 1994 English Curriculum that writing skill is taught integratedly with other skills (listening, speaking and reading). It is intended to build up students' ability in writing by using knowledge and structure that they have possessed before. It is also stated in competence based curriculum 2004 that the objective of the teaching of writing of junior high school is generally to enable students to write effectively in order to inform and express their idea (Puskur, 2004). Specifically, the students are expected to be able to compose a genre based its own characteristic. However to teach writing to students who are in the beginning of writing in foreign language is not easy. This sentence supported by to Kim and Kim in their research in Korean students (2003, p. 2) "learning the process of writing is a difficult skill for students to develop and learn,



especially in EFL context, where exposure to English is limited to a few hours per week”.

Writing skill is also considered the most difficult language ability to acquire, this is because, and students possess the mastery on knowledge of the genre, the purpose of that genre, the language use. Harmer (2001, p. 258) states “Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of genre, and the context in which their writing will be read and by whom”. It means students should mastered the subject they want to write, the purpose of the genre, the generic structure and the language feature of genre, including grammar and vocabularies.

During teaching at SMP Negeri 1 Tibawa, the researcher found that the students still have poor ability in writing English. The objective of the teaching writing is not yet satisfactorily achieved. Teaching writing has already oriented to the Education Level based on Curriculum’s demand. Unfortunately, it was just imprinted of not fulfilling the target of the curriculum. It means, the students mastering writing or not, understanding or not, the curriculum is done. In the curriculum, students are individually expected to have capability of writing short of texts: description, procedure, recount, narrative and report. However, in writing process, they could not write the text well. The causal factor the students had low ability writing. As a result, it affected to the low quality of teaching writing.



In term of writing composition, especially the students' text resulted in what look like a random collection of sentences. They do not know yet how to arrange and organize their writing well; also vocabularies use was not appropriate with grammar.

Several reasons supported that teaching writing was not optimal based on results for the observation in class. First, the majority of the students at the eighth grade could not write the text correctly, fluently and accurately. They produced grammatical, illogical, and simplest texts. Even, they were sometimes reluctant and uninterested to do that when their teacher assign them to write English text. If teacher let this poor condition, it would lead to the students' low proficiency. Second, the students were continually face difficulties in expressing ideas fluently in organizing sentences and in developing paragraphs. And third reason, writing skill are always in the last part of teaching learning program, which most of time were spentt in listening and speaking skills. As the result writing subject often get less time in teaching.

The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Writer has to pay attention to higher level skills of planning and organizing as well as skill of rhetoric steps, grammar and vocabulary, meaning, coherence and cohesive.

Based on the explanations above, this research will use genre based approach to solve this writing problem, because genre based approach is useful for teaching writing to the students foreign language, students not only acquired writing skill but also acquired grammar skill at the same time; also, the teacher can explain the

vocabulary use in every genre (Machmud, 2003, p. 363). Derewianka (2003, p. 140) stated that "in many case, genre are seen as opportunities for teaching grammatical structures in context (e.g. the present tense in information report)". An understanding of the concept allow the teachers to identify the kind of text that students will have to write in their target occupational, academic or social contexts and to recognize their courses to meet these needs. The concept of genre enables teacher to look beyond content, composing process, and textual forms to see writing as attempt to communicate with readers to better understand the ways that languages patterns are used to accomplish coherent, purposeful prose.

Genre based approach has three or four stages (Callaghan & Rothery, 1998, p. 38 and Nugroho & Hafrizon 2009, p. 22). The first stage is *building knowledge of field* (BKOF). In this stage, teacher buildings knowledge of the students about what text will be taught. The second stage is *modeling of the text* also called *join negotiation of the text* where the teacher gives a lot of example of the text. Next stage is *joint construction of text*. In this stage, both teacher and students work together to construct a text classically or in a group. The last stage is independent construction of the text, students construct the text individually. In this stage teacher will measure students' ability in writing.

Based on the description above, the researcher formulates the research with title "teaching writing recount text through genre based approach to increase students' writing ability". The research will be at grade eight-three (VIII-3) of SMPN 1 Tibawa.



### **Research Question**

The research's question in this research as follow "Can genre based approach increase students' ability in writing recount text?"

### **Problem Solving**

The way to overcome the problem by using genre-based approach. This approach has four stages; they are building knowledge, modeling of the text, join negotiation and independent construction.

### **Research Objective**

Based on the research question, the aims of this research is to find out whether genre-based approach can increases the students' ability in writing recount text.

### **Significance of Research**

The result of this research is expected to be a contribution to theoretical and practical benefit. Theoretically, this research will be given contribution to the development of educational theory especially in terms of writing for the students of junior high school. Practically, it gives valuable input for the teachers about an alternative approach in the teaching of writing, especially recount text. More importantly, it is expected that using genre-based approach increases students' motivation and improves their abilities in writing recount text.

### **The Scope and Delimitation of Research**

There are five genres that should be taught at junior high school, there are procedure, descriptive, recount, narrative and report. All these genres have their own characteristic, they are different in generic structure and language features. In this



research will focus on teaching writing recount through genre based approach.

Because recount as one of genre that taught only at eight grade, it need more time mastering of that text, so teacher decided to teaching this genre using genre based approach. This genre has social function to tell the past experience or to retell past event, so students were able to tell their experience in a real life and it will be easy for them as a beginners in writing.

**The implementation of genre-based approach increased the students' ability in writing recount text.**

Recount text is one of genre that should be taught in junior high school. This genre can be found in every human live, the social function of this genre is to tell the past event. In the context of teaching recount text, English teacher expects all students are able to write it well. In the activity of writing recount texts, students have to convey or to tell experience to the teacher. In this case, they have to tell an event or an action was happening in chronological and dynamic time.

Actually, in producing a good recount text is not easy to do. The students have to practice writing it every time. Besides, they have to master the components of writing. They are rhetoric step, meaning, grammar, and cohesive and coherence. In the other words, they have to deliver clear writing, to choose correct words, to relate sentences in good orders, and organize logical ideas to support their writing content, to use appropriate English structure and mechanics. When the students mastered these components, they do not face difficulty in writing recount text. They will feel easy to write various kinds of the text.