

**ENHANCING STUDENTS' WRITING PROFICIENCY IN EXPOSITION
TEXT THROUGH GENRE-BASED STRATEGY AT ELEVENTH GRADE
STUDENTS OF MAN 1 PONOROGO**

THESIS



By

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ABSTRACT

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Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that can be understood by a reader. Writing is important for the communication and other activities for students. Exposition text is one text type which commonly found by the students. It elaborates ideas about phenomenon surrounding. Genre-based strategy is one of strategy that can be used in teaching writing. Through that strategy, students are able to write systematically based on the functional language in social contexts.

The purpose of this researcher is to improve the students' writing skill especially in exposition text and activeness at eleventh grade students of MAN 1 Ponorogo. The data was collected through test and observation. Besides, it aims to know the students' response about the using of this strategy in teaching learning writing.

This researcher applied classroom action research which done in two cycles. Every cycle had two meetings which covered four activities in every meeting. Pre-test and post-test were done in every cycle. The subject of this research was the eleventh grade students of MAN 1 Ponorogo especially in XI IPA 1 class which consists 31 students. The object of this research was the students' activeness and achievement especially in writing exposition text.

The result of twice cycle showed high difference. Students' activeness was increase from 25, 80 % in the cycle 1 to 58 % in the cycle 2. Furthermore, on the students' result study showed increasing post-test result from 35% passed students in the cycle 1 to 93% passed students in the cycle 2. The students' response related to the using of this strategy was good. They felt enjoy and interested with the activities.

So, from the research result above it can be concluded that genre-based strategy appropriate to improve students' writing skill especially for exposition text at eleventh grade students. Moreover, the students' response toward the using genre-based strategy is positive. It becomes important for the teachers to increase and develop their ability in teaching. The teacher should be able to use appropriate strategy in teaching English especially in teaching writing to make the students are more motivated in learning writing.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing can be defined by a series of contrasts. Such a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer.¹ On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.²

Based on the discussions above it can be known that writing is complex skill in language and the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential. Moreover Kellogg argues that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas, because

¹ David Nunan, *Practical English Language Teaching, 1st Edition*, (New York: McGraw-Hill Education, 2003), 88.

² *Ibid*, 89

proficient composition of a text indicates successful learning of a second language.³

Halliday suggests that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by spoken language.⁴ By this statements, it is clearly seen that students need to master this skill beside others. Mostly, in classroom activity they must write their assignment in written form. Indeed by writing activity they can express their idea, opinion, and information which cannot be expressed by speaking activity. However, writing takes study and practice to develop it.⁵ Furthermore, students need to train their writing ability in order they can prepare themselves early.

To communicate with others, writing is needed by the students whether in classroom, school or other place. By electronic media they can deliver their messages or email in written form. It makes easy the relationship among students, their friends and teachers in long distance by texted them. While looking for information and knowledge in internet they also must write the keyword appropriately. Indeed by mastering

³ Muhammad Fareed, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education and Social Science*, vol 4(2) (January, 2016), 82.

⁴ Halliday, M.A.K, *Introduction to Functional Grammar, 2nd Edition* (London: Edward Arnold, Continuum, 1994), 46.

⁵ Alice Oshima, Ann Hogue, *Writing Academic English* (Third Edition), (New York: Longman, 1998), 3.

writing skill students can share their story, idea, and information in a blog or website.

Realizing the importance of writing skill, students need to be able to write some kinds of text in order they can use it in daily life and enhance their achievement. Besides, writing skill can be the ticket to better college grades and greater academic achievement.

Most students never consider the complexity and difficulty in writing process. In fact, relative to all other academic activities, writing requires more basic skills than perhaps any others. It means that students must be faced some difficulties related this skill. Commonly the problems which faced by the students are various. Finding the idea is one of them. Students feel difficult to find it. Indeed, ideas are the soul or essence of the writing. It does not mean that the students do not have ideas, but they cannot decide what they want to write. What students are going to discuss is no more than ideas, so the point is how they get more ideas and share them to the readers well.

In addition, Richards and Renandya state that the difficulty in writing lies not only generating and organizing ideas, but also in translating these ideas into readable text. Those difficulties make the students feel

frustrated and not confident in writing.⁶ Furthermore, it makes students create a barrier in writing and avoid anything related to writing.

The factors that affect students' difficulties to develop their idea are such as, they less vocabulary and grammatical mastery. Indeed, these aspect is much needed in writing process. Students cannot arrange the composition if they are lack capability in vocabulary and structure. Moreover, they struggle with the structural components of English, because an inappropriate structure complicates the content and comprehension of the text, which a reader deciphers through involvement of a mental process. Similarly, an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition.⁷

On the other side, students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds. It is argued that poor writing skills originate from two factors; the teacher and the learner. Teachers lack appropriate pedagogic approach to teach writing, including providing prompt and effective feedback to students. Mostly, Teacher just gives the exercise to

⁶ Jack C Richards and Renandya, Willy A, *Methodology in Language Teaching (An Anthology of Current Practice)* (Cambridge: Cambridge University Press, 2002), 46.

⁷ Muhammad Fareed, "ESL Learners' Writing Skills: Problems, Factors and Suggestions," *Journal of Education and Social Science*, vol 4(2) (January, 2016),83.

the students.⁸ Simply students are trying to perform their best on a difficult task that is unclear. This why the teacher's role is very important.

According to some discussions above, it can be concluded that there are some problems which faced by the students related to the learning writing. The problems can be started from the students' ability and enthusiasm in writing and also from the teacher itself.

The real case was I found in Man 1 Ponorogo. Students' ability in English especially writing is still low. The English teacher explained some factors and problems about their writing ability. In writing, he said mostly they are lazy in the classroom. They did not interest with learning activities. Usually students are passive and often paid attention with their own activities beside the lesson. He said that the usage of strategy in teaching learning process is needed because can make students more active.⁹

For instance, XI grade students faced difficulties in writing particularly in composing paragraph. They feel difficult to differ the language features and structure of text. In composing exposition text students feel confused to producing sentence in proper tenses. Students said that sometime they write wrong vocabularies and structure. For example when the teacher asked them to write present tense form, the students write

⁸ *Ibid*, 85

⁹ Based on Interview with Mr.Fikri on November, 28 2017

past tense or other tenses. They still could not arrange the generic structure properly and systematically based on exposition text structure. Students were passive, teacher dominated the classroom. So their enthusiasm in writing activity is low.

Those all above problems are influencing factors towards the condition students' writing XI grade of MAN 1 Ponorogo. Their result in the state that the classroom needs to be improved, including teacher and students. Students' English ability, particularly, in writing is very important for them. They need writing ability to communicate with others, to do assignments and many other things that cannot be done orally. In addition there are situations in which the ability of writing is crucial or written language is a need, as it is said by Nunan that writing is needed to communicate with others.¹⁰

Realizing the problems which faced by the students in writing process, the use strategy in teaching learning process is very important. It can be done by some ways. One of them is using genre- based strategy. A genre- based strategy placed great emphasis on the relationship between text-genres and their contexts.¹¹ Genre-based strategy emphasizes the importance of exploring the social and cultural context of language use on

¹⁰ David Nunan, *Practical English Language Teaching*, (New York: The McCraw-Hill Companies, 2003), 123

¹¹LuuTrong Tuan," Teaching Writing through Genre-Based Approach,"*Theory and Practice in Language Skill*, 11(November, 2011), 1472.

a piece of writing. The context decide the purpose of a text. This strategy provides the students learn about generic structure and language features of a genre. This is one way of writing method by explaining some particular stages in special text and language features of the text.

According to the explanation above, the use genre-based strategy to improve students' writing ability especially in exposition text is needed. Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. .As known that exposition is text which is read by the vast majority of people either at schools, workplaces, or in daily life. Exposition text is included as essays, government documents, newspaper, magazine articles, and instruction or direction.¹² However, in Man 1 Ponorogo the students' exposition product is still low. Their vocabulary and grammatical mastery to arrange the exposition paragraphs are lack. Besides, they feel difficult to differ one text with others text.

The use genre-based strategy in improving writing ability has been convinced by some reasons. For example, by this strategy the teacher's role is viewed as authoritativeness rather than authoritarian. It means that as an expert in the classroom, the teacher provides students with systematic guidance and support through various activities, so the students

¹² Dolar Yuwono, *Writing 1, From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Pustaka Felicha, 2015), 134.

gain the control of written genres and contribute to the learning process. In addition, genre as means for analyzing text has become a means for better pragmatic and linguistic understanding of texts. It is also supplies possible pedagogical applications. It devoted to genre pedagogy adds to pedagogical thinking because it stretches notions of what can be done in the writing classroom.

Dealing with the explanations above, it is clearly looked if the using genre-based strategy can enhance students' writing ability who have some problems related to their own enthusiasm in learning or the teacher's learning method. By these reasons the researcher would like to conduct the research in Man 1 Ponorogo related to the students' writing ability by using genre-based strategy.

B. Statements of the Problem

According to the background above, the researcher would like to formulate the problem in the research as follow:

1. How can genre-based strategy enhance students' writing proficiency in exposition text at eleventh grade students of Man 1 Ponorogo?
2. How can genre-based strategy enhance students' activeness of eleventh grade in Man 1 Ponorogo in writing subject?

C. Objectives of the Research

The objectives of the research are:

- a. To improve the students' writing ability improvement especially in writing exposition text through genre-based strategy
- b. To enhance the students' activeness during the teaching learning process of English especially in writing subject

D. Significances of the Research

1. Theoretical Significance

The result of the study is expected to give some benefits to add the references of improving students writing proficiency through genre-based strategy. It can develop education quality especially in English lesson.

2. Practical Significances

- a. For the English teacher

For the English teachers, the research could help them to build conductive teaching learning process so it can be run affectively. This research can be a reference for the teacher in improving students' writing skill.

- b. For the students

This research can help the students to improve their ability in writing.

c. For the Readers

The research can be a good reference for other researchers that are planning to have research studies in the same areas.

E. Organization of the Thesis

As description of the researcher ideas design that is poured in this action research, the researcher organizes of it that is divided into five parts and every parts consist of connected sub points and an entire unity. In order to be able to more understand of observations as follows:

Chapter 1 is introduction. In this chapter, the researcher tells about problems that comprise background of the study, statements of the problems, objectives of the study, significances of the study, and organization of the thesis.

Chapter II is review of related literature that discusses about writing, genre-based strategy, and exposition text. Indeed previous research findings, theoretical framework and hypothesis also occurs in this chapter.

Chapter III is research methodology. In this chapter, the researcher tells about research design, research subject and setting, and research procedures which consists of planning, acting, observing, and reflecting.

Chapter IV is research result. In this chapter, the researcher provides the result of preliminary study which consists of general description about

research setting, research subject and demographic information, result of action cycle 1, result of action cycle 2, and research discussion.

Chapter V is closing. In the last chapter, the researcher provides conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE, PREVIOUS RESEARCH FINDINGS, THEORETICAL FRAMEWORK, AND HYPOTHESIS

This chapter has a goal to provide the information concerning with the research problem including overviews of related theories, previous research findings, theoretical framework, and hypothesis.

A. Review of Related Literature

1. Writing

a. The Concept of Writing

Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself. For example: learners note down new vocabulary; copy out grammar rules; write out answers to reading or listening comprehension questions; do written tests. In these examples, writing is simply used to providing information as to how well something has been learned.¹³

Writing is either hard or easy, as a person makes it. For most people who have not written very much, the chief difficulty is uncertainty as to what they should do. Worry takes more out of them

¹³ Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), 162.

than work.¹⁴ Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired.¹⁵

Writing can be defined by a series of contrasts. It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹⁶

According to Nunan, the writing purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. Each types of writing has a different level of complexity, depending on its purpose.¹⁷

The last series is that writing is both a process and a product. The writers imagine, organize, draft, edit, read, and reread. This

¹⁴ Porter G. Perrin, *Writer's Guide and Index to English*, (New York: Scott, Foresman & Co, 1942), 288.

¹⁵ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991), 91.

¹⁶ David Nunan, *Practical English Language Teaching, 1st Edition*, (New York: McGraw-Hill Education, 2003), 88.

¹⁷ *Ibid*, 85

process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product-an essay, letter, story, or research report.

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On the other words, writing calls on two skills that are so different that they usually conflict with each other: creating and criticizing. It means that writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to decide which ones to use.¹⁹

Based on the definitions above, it can be stated that writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities such setting goals, ideas, organizing information, selecting appropriate language, making a draft, reading, and reviewing it, then revising and editing.

b. The Purpose of Writing

Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge.

¹⁸ Ibid, 85

¹⁹ Peter Elbow, *Writing With Power*, (New York: Oxford University Press, 1988), 7.

Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. ²⁰

Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing.²¹ It means that writers convince the readers to accept the ideas.

The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy. When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade.²² However, these purposes don't tell someone what to do in their paper.

According to the explanation above it can be known that the writing activity has some purposes. Writing to inform means that the writers share interest knowledge to the readers. Writing to explain

²⁰ George Braine, Claire May, *Writing from Sources: A Guide for ESL Students*,(California: Mayfield, 1996), 141

²¹Ibid, 141

²²Ibid, 142

means that the writers make clear description about something, then writing to amuse means that writers try to entertain the readers.

c. The Process of Writing

Process writing added a valuable new dimension to language classrooms, it has also attracted criticism. One such criticism is that the process approach confines children largely to narrative forms and that this represents a serious limitation on their ability to master some texts type which are essential for academic success at school and beyond.²³ There are four main stages in the writing process, the process will be explained below:

1) Prewriting

In this stage, there are some activities to help students to generate ideas for the writing assignment. The students should make a list of the ideas in the order that they will write about them. They will use this list to guide them as they write. Here the students must narrow the subject to specific focus so that they can write about the subject clearly and completely.²⁴

²³ David Nunan, *Language Teaching Methodology*, (New York: Prentice Hill, 1991), 87.

²⁴ Alice Oshima, Ann Hogue, *Writing Academic English, 3rd Edition* (New York: Longman, 1999), 3.

While generating the ideas there are some techniques that can be used in this activity as follow:²⁵

a. Brainstorming

Brainstorming is a sudden insight or connection. It means a way to associate ideas and stimulate thinking.

b. Freewriting

Freewriting is an activity which students can write freely about a topic.²⁶ It is writing without stopping. Freewriting means writing whatever comes to your mind without worrying about whether the ideas good or the grammar is correct. Its purpose is to free up your mind to let it make associations and connections.

c. Clustering

Clustering is making a visual map of your ideas. It frees you from following a strictly linier sequences; thus it may allow you think more creatively and make associations.²⁷

2) Drafting

²⁵ Andrew P. Jhonson, *Teaching reading and writing: A guidebook fpr tutoring and remediating students* (New York: Rowman & Littlefield Publishers Inc, 2000), 192

²⁶ Alice Oshima, Ann Hogue, *Writing Academic English, 3rd Edition* (New York: Longman, 1999), 6.

²⁷ Andrew P. Jhonson, *Teaching reading and writing: A guidebook fpr tutoring and remediating students* (New York: Rowman & Littlefield Publishers Inc, 2000), 192

Drafting is the actual writing of the paragraph or essay. Once you have gathered material and made a rough plan, you are ready to write. While writing your first draft, focus on getting your meaning down on paper; do not be overly concerned with grammatical correctness at this stage.²⁸

3) Revising

Revising is usually broken down into two parts: revising, or changing the content and organization of the paragraph or essay, and editing the sentences and words in it. When you revise you change what you have written in order to improve it.²⁹ Revising is really rethinking or reseeded your paper. Here are some ways to revising:³⁰

- a) Add. You may need to add material to support your ideas or add sentences and phrases to connect ideas.
- b) Cut. You may need to get rid of parts that are not relevant to the topic or repeat what has already been said.
- c) Replace. You may need to replace parts you have cut.

²⁸ Porter G. Perrin, *Writer's Guide and Index to English*, (New York: Scott, Foresman & Co, 1942), 291.

²⁹ Alice Oshima, Ann Hogue, *Writing Academic English, 3rd Edition* (New York: Longman, 1999), 11.

³⁰ Regina L. Smalley, Mary K. Ruetten, *Refining Composition Skills, 5th Edition*, (USA: Heinle & Heinle Thomson Learning, 2001), 9.

- d) Move material around. You may want to change the order of sentences or paragraphs.

4) Editing

Editing is another aspect of writing and requires recognizing problems in grammar, syntax, and mechanics. Editing is not problematic in the way that revision is, because most students are willing to work hard at editing their work.³¹

5) Writing the Final Copy

After editing the paragraph or the texts, now you are ready to write the final copy to hand in. After rereading the final copy, do not be surprised if you decide to make a few minor or even major changes. Remember that writing is a continuous process of writing and rewriting until you are satisfied with the final product.³²

d. Types of Writing Performance

There are several types of writing performance according to Brown:³³

³¹ Porter G. Perrin, *Writer's Guide and Index to English*, (United States of America: Scott, Foresman and Company, 1942), 301.

³² Ibid, 301

³³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2003), 220.

1) Imitative

This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are secondary of concern.³⁴

2) Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within context, collocations and idioms, and correct grammatical features up to length of a sentence. Meaning and content are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.³⁵

3) Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting

³⁴ Ibid, 220

³⁵ Ibid, 220

sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, list of criteria, outlines and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the writer text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.³⁶

4) Extensive

Extensive writing implies successful management all of the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing

³⁶ Ibid, 220

and developing ideas logically. Using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.³⁷

e. Teaching Writing

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.³⁸

Teaching writing means the act of guiding or instructing to create written work. In teaching writing, the teacher as facilitator helps the students understand and practice in learning writing.³⁹

There are some principles for teaching writing:

a) Understand your students' reason for writing

Teacher must know students' reason for their writing. It can affect the writing product.⁴⁰

b) Provide many opportunities for students to write

³⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2003), 220.

³⁸ Jeremy Harmer, *the Practice of English Teaching*, 3rd (Malaysia: Longman, 2002), 257.

³⁹ Jack C Richards and Renandya, Willy A, *Methodology in Language Teaching (An Anthology of Current Practice)* (Cambridge: Cambridge University Press, 2002), 63.

⁴⁰ Jeremy Harmer, *the Practice of English Teaching*, 3rd (Malaysia: Longman, 2002), 263.

As well as possible teacher should give more chances to students in writing activity. As it known that writing activity needs more times than other skills.⁴¹

c) Make feedback helpful and meaningful

Teacher's feedback is important point for students' writing improvement. While teacher gives feedback directly it can help students to revising their writing.⁴²

d) Clarify for yourself, and for your students, how their writing will be evaluated.

Teachers should evaluate themselves not only evaluate their students. By this activity the teaching learning process will be more conducive.⁴³

Besides those principles, when teaching writing the teacher should choose the appropriate writing activities. The writing activities the teacher chooses should:

a. Be interesting and motivating

The activities in the classroom must build students' motivation and engage their spirit to

⁴¹ Ibid, 263

⁴² Ibid, 263

⁴³ Ibid, 264-265

study.⁴⁴ As well as possible teacher should find interesting activity so they will not bored.

b. Be appropriate to learners' level

Teacher must adapt the materials and activities according students' level.⁴⁵ Moreover, students can understand easily.

c. Be appropriate for the kind of learners the teacher is teaching.

Students in the classroom must be various. Teacher must understand them and cannot force them to be same at all.⁴⁶

Writing instruction can be designed to help students understand writing as discourse with specific rhetorical strategies and qualities that can vary according to the writer's purpose. Second language writing instruction that is carefully planned can help students learn more about the constructing process and problem solving activity that will affect to their

⁴⁴ Jill Hadfield & Charles Hadfield, *Introduction to Teaching English* (Oxford: University Press, 2008), 120.

⁴⁵ Ibid, 120.

⁴⁶Ibid, 122.

native language writing skill and give benefits to their second language writing skill.⁴⁷

When students are taught writing strategies, they build fluency and organization. Students in learning writing program receive frequent, guided opportunities to apply and practice the strategies in every curriculum area throughout their school years. Teaching writing should not be a haphazard activity but rather a continuous process for learning.⁴⁸

Furthermore, based on the discussion above there are some activities that must be conducted by teacher so students can be active and the classroom can be conducive. Teacher not just to be facilitator but also be motivator. In teaching writing teacher should give more time to students. They must try to create their idea in a writing.

f. Writing Assessment

In writing English in a good paragraph must have the characteristics, they are:

a. Unity

⁴⁷ Alice Omaggio Hadley, *Teaching Language in Context 2nd Edition* (USA: Heinle & Heinle Publisher, 1993), 294.

⁴⁸ Andrew Rothstein, Evelyn Rothstein, *Writing as Learning* (United Kingdom: Corwin Press, 2007), 3.

Unity is important element of a good paragraph. It means that all the sentences refer to the main idea, or the topic sentence of the paragraph. Every supporting sentence must directly explain or prove the main idea that is stated in the topic sentence.⁴⁹

b. Coherence

The Latin verb *cohere* means “hold together”. In order to have coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.⁵⁰ The sentences should be organized in a logical manner and should follow a definite plan of development.

c. Cohesion

It means the written should use appropriate conjunction. The connector between sentences and paragraphs should be appropriate. According to Jeremy Harmer the cohesive device help to bind elements of a text

⁴⁹ Alice Oshima, Ann Hogue, *Writing Academic English, 3rd Edition* (New York: Longman, 1999), 31.

⁵⁰ *Ibid*, 40.

together so that we know what is being referred to and how the phrases and sentences relate to each other.⁵¹

1. General Concept of Exposition Text

a. The Nature of Exposition Text

Expository paragraph is explanatory writing. It is non-fiction writing. Its purpose is to give information to readers in an organized format. Writers give reasons, facts, or detailed support a main idea.

Exposition is kind of text that is explaining a character, a problem and a solution, a case and effect, a comparison and contrast. It is a short story analysis, or style analysis. A traditional form of written composition has as its primary purposes explanation of the communication of details, facts, and discipline or content specific information.⁵²

It is also a text that elaborates the writer's idea about phenomenon surrounding. Its social function is to persuade the readers that the idea is important matter to know. Exposition can be an incidental part of a description or a narration, or it

⁵¹ Dolar Yuwono, *Writing 1, From Practice to Theory: Getting Smart and Creative to Write*, (Yogyakarta: Pustaka Felicha, 2015), 121-122.

⁵² *Reading/ Language Arts Framework for California Public Schools*, (1998), 276 ; Dolar Yuwono, *Writing 1, From Practice to Theory: Getting Smart and Creative to Write*, (Yogyakarta: Pustaka Felicha, 2015), 43

can be the heart of an article.⁵³ Usually we can find out the exposition text in the form of essays, speeches, workplace and government documents, and newspaper and magazine articles.

b. The Generic Structure of Exposition Text

There are three different generic structure in composing exposition text. It is mentioned below⁵⁴:

1) Thesis

In this first part of exposition text is introducing the topic of the text and indication the writer's point of view.

2) Argument

This part is explaining the argument to support the writer's position. The number of argument may vary, but each argument must be supported by evidence and explanation.

3) Reiteration

The last part of exposition text is restating the writer's point of view or to strengthen the thesis. Usually the writer uses following phrase to make conclusion in reiteration:

From the text above, Therefore, my conclusion is, In conclusion.

⁵³ Ibid, 45

⁵⁴ Dolar Yuwono, *Writing 1, From Practice to Theory: Getting Smart and Creative to Write*, (Yogyakarta: Pustaka Felicha, 2015), 39.

c. The Language Feature of Exposition Text

The characteristic of exposition text can be described below⁵⁵:

- 1) Using relational process
- 2) Using internal conjunction
- 3) Using causal conjunction
- 4) Using simple present tense
- 5) Using compound and complex sentence
- 6) Use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, and therefore.

2. Genre-based Strategy

a. The Nature of Genre

Genre can be defined as a culturally specific text-type which result from using language (written or spoken) to (help) accomplish something. Genre, which is also known as text, is the use of language in specific contexts. Genre is an abstract, mental representation of text type, situated within a community of readers and writers. Because genres are socially constructed, audience community, context, writer's role and other social features are

⁵⁵ Ibid, 41

central to genre knowledge.⁵⁶ Furthermore, genre is a class or categories of a text, essay or artistic work or endeavor having a particular form, content, technique, or the like.

Genre-based strategy is viewed that language is processed and understood in the form of texts.⁵⁷ It means that a text can be any meaning-producing event, be it a book, film, an advertisement, a phone conversation and so on. According to Knapp a text can be seen from two perspectives: a thing in itself that can be recorded, analyzed and discussed; and also a process that is the outcome of a socially produced occasion.⁵⁸ To begin with, genre-based strategy start with the whole text as the unit in focus rather than the sentence.

b. The Procedure of Genre-Based Strategy

There are five stage of teaching English using Genre-Based Strategy, There are building the context, modeling and deconstructing the text, joint construction of the text, linking related texts and independent construction of the text.⁵⁹

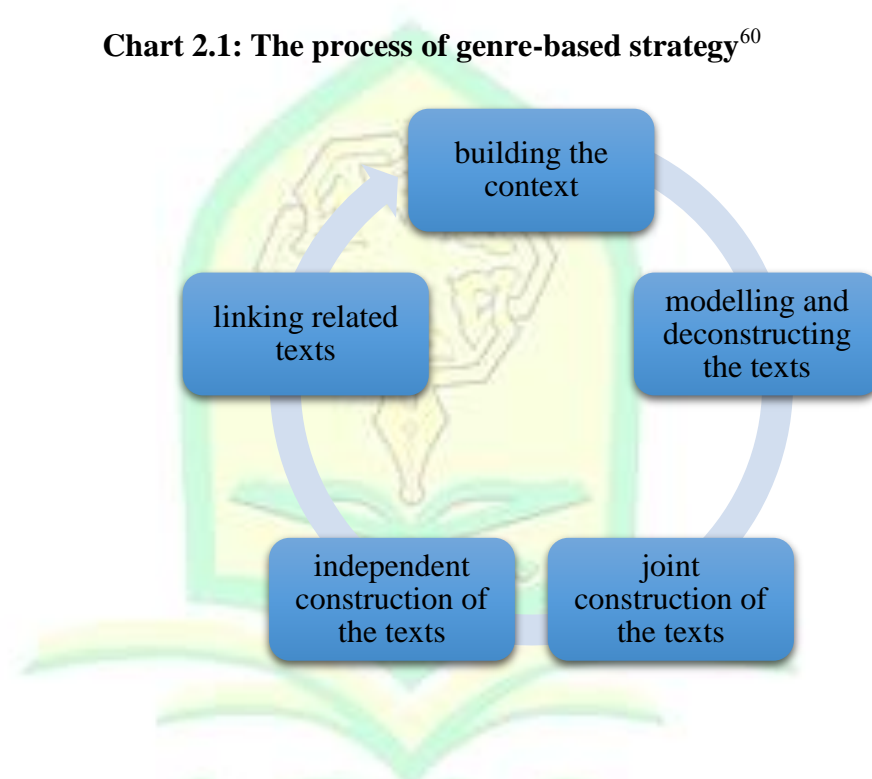
⁵⁶ Derewinka, B, *Exploring How Texts Works* (Sydney: Primary English Association, 1990), 67.

⁵⁷ Knapp. P & Watkins. M, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Australia: University of New South Wales Press, Ltd, 2005), 27.

⁵⁸ Ibid, 28

⁵⁹ Feez, S., & Joyce, H, *Text-based Syllabus Design* (Sydney: Macquarie University,1998), 208.

Chart 2.1: The process of genre-based strategy⁶⁰



1) Building the Contexts

At this stage aims to make students have enough background knowledge of the text topic, to be able to talk or write about it, it focuses mainly on the content or information of the text. Students are introduced to the social context, explore features of the general cultural context and explore the

⁶⁰ Ibid, 208

immediate context of situation. While studying exposition text students must know the function of the text, the structure, and the feature of exposition text.⁶¹

2) Modeling and Deconstructing the Text

A model text was selected and an overall plan for the activities was developed. The students engaged in the activity of deconstructing and modeling the text to appreciate how the text achieved its functions. They investigate the structural pattern and language features of the model and compare the model with other examples of the text type. Students modeled the text by firstly discussing vocabulary, through the action of reading an article. Thus, the students will be able to understand how the exposition function in context.⁶²

3) Joint Construction of the Text

Students begin to contribute to the construction of whole examples of the text type and the teacher gradually reduces the contribution to next construction while students move closer to being able to control the text type independently.⁶³

⁶¹ Ibid, 208

⁶² Ibid, 209

⁶³ Dolar Yuwono, *Writing 1, From Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Pustaka Felicha, 2015), 12.

4) Independent Construction of the Text

Students work independently with the text in which their work will be used for assessment.⁶⁴

5) Linking to Related Texts

Students investigate how what they have learned in this teaching/learning cycle can be related to other texts in the same or similar contexts and to future or past cycles of teaching and learning.⁶⁵

After all, students need to go through a cycle of all the stages to be able to have comprehension on a type of text. Students are guided step-by-step so that at the end students are expected to comprehend text types in English. Since the mastery of text types is involved in communicative competence, at this stage students' competence in communication is developed.⁶⁶

Viewing from explanation above, it can be known that the using genre-based strategy on the teaching learning writing must be based on its step. If every step is done properly, the

⁶⁴ Feez, S., & Joyce, H, *Text-based Syllabus Design* (Sydney: Macquarie University,1998), 211.

⁶⁵ Dolar Yuwono, *Writing 1, From Practice to Theory: Getting Smart and Creative to Write*, (Yogyakarta: Pustaka Felicha, 2015), 13.

⁶⁶ Ibid, 13

students' understanding about the text that had been studied can be clear.

c. The Advantages of Using Genre-Based Strategy

Genre-based strategy facilitates clear links to the students' purpose for writing beyond the writing classroom. It also offers student writers explicit and systematic explanations of the ways language functions in social contexts. Likewise, the effectiveness of synthesizing product, process, and genre-oriented approaches could highlight the significance of writing as a process, leading to a product, contextualizing writing for its intended audience and purpose. This also help students acquire the specialist culture.⁶⁷

Genre-based strategy in teaching learning focuses on the understanding and production of selected genres of texts. This strategy concerns on the social purposes of language, the focuses of genres are generally defined according to social purposes of communication. Students study texts in the genre they are going to be writing before they embark on their own writing. Thus, if we want them to write newspaper articles we have them study real

⁶⁷ Adelia Cartens, *The Effectiveness og Genre-Based Approaches in Teaching Academic Writing: Subject-specific versus cross-disiplinary Emphases* (University of Pretoria), 10.

examples to discover facts about construction and specific language which is common in that genre.⁶⁸

d. Previous Research Findings

To know the role of genre-based strategy in improving students writing there are some previous studies which can become the guidance.

The first study is conducted by Asep Setiadi. His research entitled Improving Students' Writing Ability Through Genre-Based Approach in Grade XI/S3 of SMAN 1 Pleret Bantul Yogyakarta. The aims of his research are to make a change students' performance in English at SMAN 1 Pleret and to know the students' activeness before and after taught by using genre- based approach in explanatory text. This research showed that the students' writing skill was improved after the implementation of genre-based approach which can be seen

⁶⁸Jeremy Harmer, *The Practice of English Teaching*, 3rd (Malaysia: Longman, 2002), 115.

from the changes in the English teaching and learning process, students' behavior, and teacher's behavior.⁶⁹

The other previous study is written by Tri Istianah entitled *The Use of Genre-Based Approach in Teaching Writing Procedural Texts to Improve Students' Writing Skill to the Eleventh Graders of SMKN 1 Slawii in Academic Year 2010/2011*. The objectives of her research were to describe the implementation of teaching writing by using genre-based approach at eleventh class especially in making procedure text and to know the influences of using genre-based approach in students' behavior during teaching learning process. Furthermore, this research explained that the implementation of teaching writing procedural text by using genre-based approach can improve students' achievement and behavior in writing, it was proved with the increasing result of the students' scores in pre-test and post-test.⁷⁰

The last previous study is Thomas Chow Voon Foo's thesis entitled *The Effects of the Process Genre-Based Approach to Writing Instruction on the Expository Essays of*

⁶⁹ Asep Setiadi, *Improving Students' Writing Ability Through Genre-Based Approach in Grade XI/S3 of SMAN 1 Pleret Bantul Yogyakarta* (Thesis, 2014)

⁷⁰ Tri Istianah, *The Use of Genre-Based Approach in Teaching Writing Procedural Texts to Improve Students' Writing Skill to The Eleventh Graders of SMKN 1 Slawi In Academic Year 2010/2011*, (Thesis, 2011)

ESL Students in Malaysian Secondary School. This study was to acquire data on the effects of writing instructions on the essays and writing strategies, and to investigate whether the process-genre approach to writing instruction would significantly affect the quality of students' essays. The conclusion based on this research was that students who received process- genre oriented writing instruction were able to communicate their ideas in writing more effectively to the reader and develop more relevant ideas to support the purpose of their writing.⁷¹

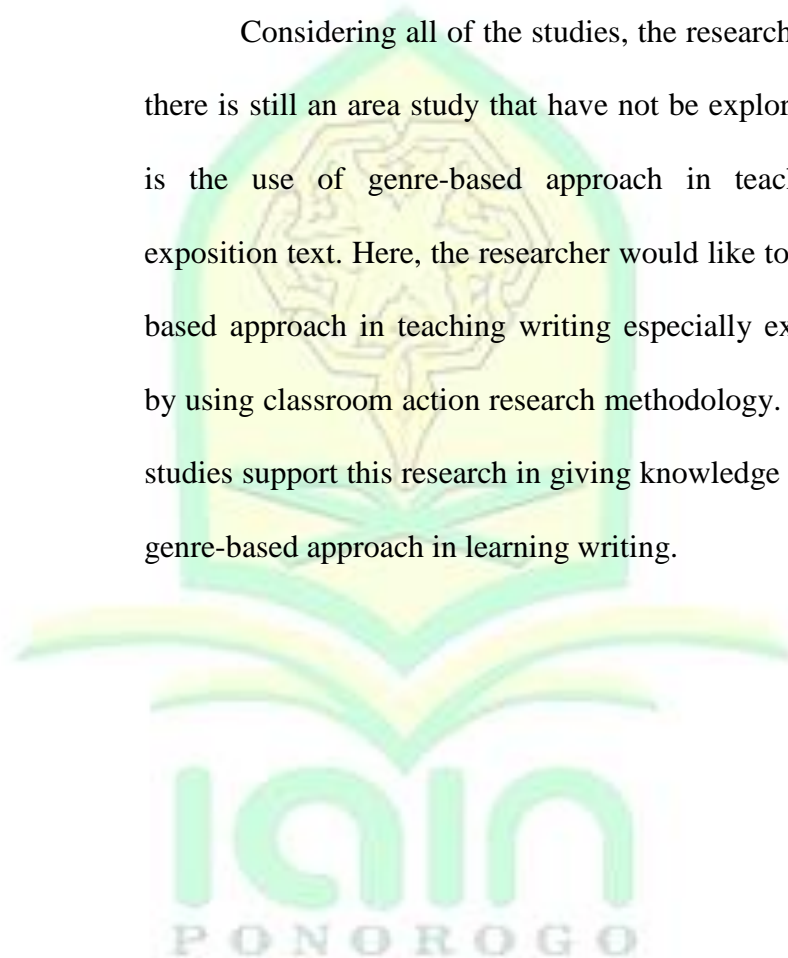
The differences of this research and the previous studies from the first previous with this research are the text that has been studied and the aim of this research. Even though this research is using classroom action research too. The difference in second previous study is about the research methodology and the text that has been studied. And the last previous study has difference in its research methodology and aims.

The similarities from the first and the second previous study with this research are the subject and the using of

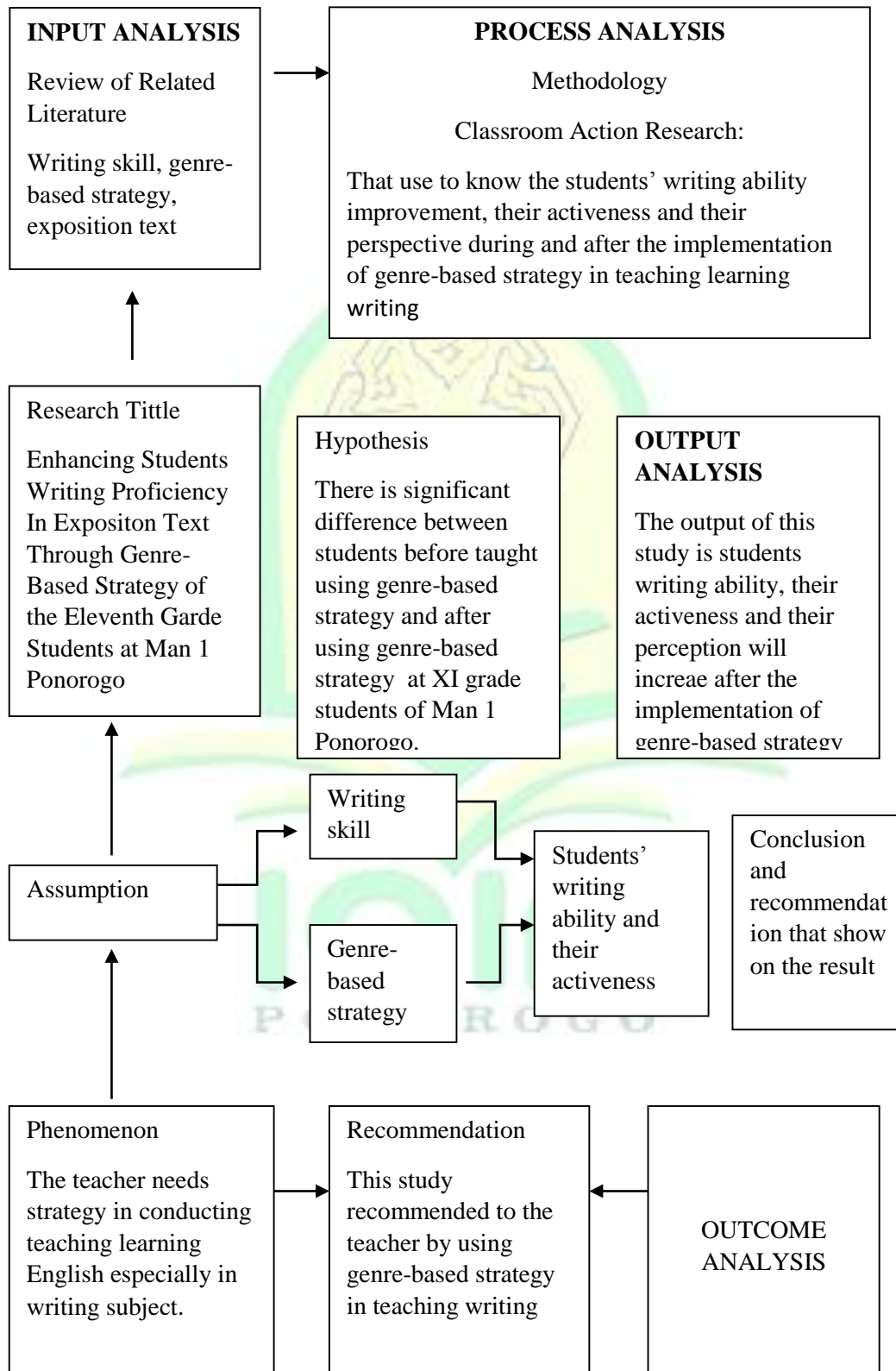
⁷¹ Thomas Voon Foo, *The Effects of the Process Genre-Based Approach to Writing Instruction on the Expository Essays of ESL Students in a Malaysian Secondary School*, (Thesis, 2007)

approach. The subject is students in Eleventh grade of senior high school and both of them are using genre-based approach. While the similarity from last previous study is about the using genre-based approach.

Considering all of the studies, the researcher views that there is still an area study that have not be explored. This area is the use of genre-based approach in teaching writing exposition text. Here, the researcher would like to focus genre-based approach in teaching writing especially exposition text by using classroom action research methodology. The previous studies support this research in giving knowledge about the use genre-based approach in learning writing.



e. Theoretical Framework



Based on the chart above, the researcher found the phenomenon that the problem is related with the students' writing ability in Man 1 Ponorogo. The English teacher needs strategy in conducting teaching learning writing. By this problem the researcher assumed that the students' problems related their writing skill is caused by some factors. The problems can be solved by the using appropriate strategy. Here the researcher used genre-based strategy to enhance students' writing skill. Viewing from the problems, the researcher conducted a study entitled enhancing students' writing proficiency in exposition text by using genre-based strategy of the eleventh grade students at Man 1 Ponorogo. The literatures discussed in this study were writing skill, the usage of genre-based strategy, and the exposition text construction. The research methodology was classroom action research. It helped the researcher to know the students' writing ability, activeness, and perception before and after taught by genre-based strategy. The usage of genre-based strategy in teaching writing hopefully show the significant different before taught by using genre-based strategy and after taught in students' writing skill. It means after this study, students writing ability will be improved. So the teacher can use genre-based strategy to teaching writing.

f. Hypothesis

The hypothesis in this research is there is significant improvement on the students' writing skill and activeness before taught using genre-based

strategy and after using genre-based strategy at XI grade students of MAN 1 Ponorogo.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that used in this study. This part has a goal to provide the information about research design, research subject and setting, research procedure, and research schedule.

A. Research Design

In this research the researcher conducted classroom action research. The researcher feel that there are some problems in writing learning activity so the students' ability cannot be developed well. Action research has three main objectives; they are to enhance the teaching skill of the teacher, improving teachers' professionalism, and improving the learning condition in the school.⁷²

The research design of CAR in this study was a collaborative classroom action research. It means the researcher collaborates with the English teacher of MAN 1 Ponorogo. In carried out the study, the researcher's role was as an English teacher who taught writing through the using genre-based approach to the students. While, the real English teacher's role was as an observer, who was observe teaching learning activities during the writing learning process. The real English teacher not only as an observer but also as

⁷²Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*(New Delhi, 2006), 11.

an collaborator who help the researcher designing lesson plan, giving assessment, and analyzed data.⁷³

B. Research Subject and Setting

In this part the researcher would like to describe the subject or the place of the research and the setting of the research. Each of them will be described below:

1. The Subject of Research

The subjects of this research is the students at grade XI of MAN 1 Ponorogo, especially XI IPA 1 class, in academic year 2017/2018. The amount of the XI class is seven class, it consists of three science classes, three social classes, and one religion class. The students in class XI IPA 1 are selected to be the source of data collection based on the following reasons:

- a. The researcher found that the students' mastery in writing skill need improvement based on observation.
- b. The students still have problems in English writing skill.⁷⁴
- c. The teacher less applied technique in teaching writing.
- d. The English teacher suggested to use that class because the students in that class is easy to control than others.
- e. Genre-based approach had never applied at this school before.⁷⁵

⁷³WinaSanjaya, *PenelitianTindakanKelas*(KencanaPrenada Media Group: Jakarta, 2009), 78.

⁷⁴Based on Interview with Farid Mujahidin, Student of XI IPA 1, 12 January 2018 at 10.00 am.

2. The Setting of Research

This research conducted in MAN 1 Ponorogo, particularly in Class XI IPA 1 with 30 students in the classroom. MAN 1 Ponorogo is located in Jalan Arif Rahman Hakim No 2 Babadan, Ponorogo. The location is strategies and near the town so it can be reached easily.

The researcher chose this school because some reasons. Man 1 Ponorogo is one of national adiwiyata Islamic senior high school, so the environment around the school is cool and leafy. Besides, the school has prodistik program which collaborate with ITS Surabaya. It is the superior program and equal with D1. When the students pass from the school, they will get two diplomas.

C. Research Procedures

In this action research the researcher conducted two cycles where each cycle has two meeting. Every cycle consists of four phases, they are planning, acting, observing, and reflecting.⁷⁵ There are as follows:

1. Planning

⁷⁵Based on Interview with Mr.Fikri, English Teacher, 12 January 2018 at 08.20 am.

⁷⁶Masnur Muslich, *Melaksanakan PTK ituMudah (Classroom Action Research)* (PT BumiAksara: Jakarta, 2009), 249

This section discussed the activities concerning with the planning of action which conducted by the researcher.

The activities that have been done in planning phase were:

a) Choosing The Subject Material

The researcher chose a theme of exposition text. It must be related with the based competence and standard competence. While conducted the teaching learning process, the researcher gave some themes. It was *Is Smoking Good for Us* and *Should Students Wear Uniform*.

b) Choosing The Strategy

In conducting teaching learning process, teacher has to apply strategies in order the classroom will be alive.⁷⁷ Here, to support the application of genre-based approach the researcher conducted the discussion strategy or work together in a group. The classroom decided into some groups to manage the students' activity. Then, the researcher delivered the material by using genre-based approach.

c) Choosing The Media

Media is one of tool that support the teaching learning process.⁷⁸ Selecting the appropriate media is very important. In the teaching learning process the researcher used some media such as

⁷⁷Ibid, 32

⁷⁸Ibid, 32

using LCD, and selecting the real examples related to the theme that have been chosen. It was the form of newspaper and magazine. The other media was the using of color carton paper for making a map.

d) Making Lesson Plan

The researcher prepared the lesson plan for every cycle and define indication are as guide. The lesson plan must cover the standard competence and based competence of writing skill at XI grade.

In English subject especially in writing competence there are some criterions of success in learning that must be required by the students. The percentage to determine the students' passing in the lesson is if the 50% or more of amount students in XI IPA 1 have reached the minimum standard. The minimum standard is 75.

Besides the researcher evaluated the students' ability in teaching learning process. Evaluation is a disciplined inquiry to determine the worth of things.⁷⁹ So, taking evaluations were used to measure students' achievement whether pass or fail in mastering the lesson. Evaluation is a judgment of worth. The criterion are:

- a. Achieving social function
- b. Completing the exposition structure comprehensively and systematically

⁷⁹Ibid, 71

- c. Providing appropriate language elements: structure, vocabulary, pronunciation, intonation, spelling, and handwriting
- d. Providing appropriate writing form

2. Acting

The next phase after planning is acting. This phases is the implementation of the plan to solve the problem. This section is about the steps and activities that will be taken in this research. This study conducted within two cycles, each cycles had twice meeting. The result of every cycle has been evaluated and it used to improve the application of the next cycle.

The activity in teaching learning process conducted based on the steps in 2013 curriculum. The activities were done in some steps based on the lesson plan. Time allotment in delivering the materials and conducting teaching learning process during this research was 60 minutes. Furthermore, the researcher asked students to make group work, then the material in form a piece of paper was delivered to them. Students were asked to observe the text and found the main idea, specific and general information from the text. They had to do the exercises for 20 minutes. The next activity was students were asked to analyze the social function and language features then rewrote it by their own language. To do this activity students needed for about 25 minutes, because they must find new

vocabulary and diction. In the end of main activity, students presented their group discussion result in front of the class. The researcher gave them feedback related to their grammar, diction and pronunciation. The conclusion spend about 15 minutes.

3. Observing

Observation is the process of collecting the data indicating the success of the strategy in solving the classroom problem. It is an action as an interpretation of theory.⁸⁰ To observe means to collect the data by recording, calculating, measuring, and making a note of the cases in the field.⁸¹

In observation here, the researcher intended to observe the students' activeness and the teaching learning process during action research by using checklist.

Here is the checklist to give students' marked related to their and activeness:

Table 3.1: Students' Activeness Checklist

No	Name	Aspect			Score	Explanation
		Students Asking	Response/Idea	Attention		
1						
2						
3						

⁸⁰SyamsudinAR, Vismaia S Damaianti, *Metode Penelitian Bahasa* (Bandung: PT Remadja Roesdakarya, 2006), 237.

⁸¹Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT. RinekaCipta, 1992), 189.

Checklist guide:

Get score 1: Less Active

Get score 2: Active

Get score 3: Very Active

The instrument to measure the students' writing ability is based on following table.

Table 3.2: Students' writing rubric

No	Name	Aspects				
		Content	Organization	vocabulary	Language use	Mechanics

To determine the score of each aspect the guidance is on the lesson plan.

(See appendix 1)

Besides, the instrument to know the students' perception is based on the questionnaire which described below:

Table 3.3: Students' perception questionnaire

No	Students' Perception
1	Apakah anda merasa nyaman selama proses pembelajaran bahasa inggris? a. Ya

	b. Tidak
2	Apakah anda memperoleh banyak hal baru dalam pembelajaran ini? a. Ya b. Tidak
3	Dst.

Scoring: Yes=1

No= 0

Total Score = score + 2 x10

4. Reflecting

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem.⁸² Reflection involves creative insights, thoughts and understandings about what we have been doing and finding, and it happen right from the beginning.

The researcher reflected the implementation of each cycle was intended to find out the improvement of writing skill after the treatment was done. Each reflection showed the evaluation and gave the information

⁸²Ibid, 191

about what should be repaired and improved in the next session. From the reflection, the researcher decided the next plan which should be conducted in the next cycles in order to make the next cycles more successful than previous cycles.

In terms of validity the researcher employed the result validity. It is a validity that concern with the satisfaction of all the subject related to the research findings.⁸³ Here, the researcher emphasized the improvement of teaching learning process so the objectives of the research will be reached.

Here, the students were considered to be successful if 50% or more of them (30 students) fulfill minimum standard which is 75. They are that the students actively involved during the teaching learning process and have good qualification of achievement in writing exposition text. The students' perception can be positive or negative. If the students mostly agree with the questions, so the result is positive.

⁸³WinaSanjaya, *PenelitianTindakanKelas* (Jakarta: KencanaPrenadaa Media Group, 2009), 42.

D. Research Schedule

Table 3.4: The Schedule of CAR

No	Activities	Descriptions	Month	Date	Year
1	Planning	The researcher planned the research concern	February	10-17	2018
2	Observing	The researcher began to observe the research setting	February	19-28	2018
3	Action	The researcher started the action involved the pre-test, action cycles, and post-test	March – April	7-20	2018
4	Making research report	The researcher began to report the result of study	March- July	22-27	2018



CHAPTER IV

RESEARCH RESULT

Chapter IV presents the process of the research, it covers some parts such as research result which contains general description about research setting, research subject and demographic information. The next parts are result of action cycle 1 and cycle 2 and the last is research discussion.

A. Result of Preliminary Study

1. General Description About Research Setting

This research conducted in MAN 1 Ponorogo. MAN 1 Ponorogo is located in Jalan Arif Rahman Hakim No 2 Babadan, Ponorogo. The location is strategies and near the town so it can be reached easily. This research was conducted in XI class particularly in Class XI IPA 1 with 30 students in the classroom. It consists of 19 female and 12 male students.

MAN 1 Ponorogo has three classes in IPA. In IPA 1 the class is clean and neat. The classroom is decorated by some pictures on the wall. It makes the classroom more beautiful. It has a fan and other facilities such as chairs and tables for students and the teacher completely, a white board, an administration board, board markers, and except an LCD projector. So by these facilities the classroom can be conducive.

2. Research Subject and Demographic Information

The subject of this research was students of XI IPA class. It has three classes. The total students of IPA class is 90 students. The researcher took IPA 1 class with 31 students in the classroom. It was selected based on the students' writing score below:

Table 4.1

Students' average writing score of each class in XI IPA class

	Class IX IPA		
	IPA 1	IPA 2	IPA 3
N	31	29	30
Σ	1560	1780	1715
M	50.52	59.33	61.25

Based on the students' score in writing skill, the students of XI IPA 1 class was the lowest score than other classes. By this reason, the teacher also recommended that the research should conduct in this class. Hopefully after the implementation of the approach, the students' achievement in writing especially on that class will improve.

The students' IPA 1 score in writing is presented below with its percentage:

Table 4.2**Students' writing score range of XI IPA 1 class**

Score Range	Total	Percentage
40	9	29%
45	3	9.68%
50	6	19.35%
55	9	29%
60	1	3.22%
65	1	3.22%
70	1	3.22%
75	1	3.22%
Total	31	100%

The table above presented the students' score of XI IPA 1 class. The score shows that mostly students were failed. The student who passed was only one students or 3.22% of all students. Indeed, they must get score more than the minimum standard. Because of this fact, the researcher decided to conduct the research in this class.

B. Result of Action Cycle

In this study the researcher explained the result of the cycles that used Genre-Based Approach in teaching writing exposition text. This research was done in two cycles. Each cycle described four components of classroom action research. They were planning, acting, observing, and reflecting. The scheme of classroom action research was explained as follows:

1. Result of Implementation on Cycle 1

The research aimed to improve the students' writing achievement and activeness in the classroom. Because based on the students' score in XI IPA 1 class, their achievement need to be improved.

The first cycle was conducted on March 7th, 2018. In this cycle the researcher did one day meeting that done in 2x45 minutes. The classroom action research activities was presented as follows:

a. Planning

In this step, the researcher planned everything which needed for the research. Based on the information and observation which gotten from English teacher of MAN 1 Ponorogo previously, the researcher prepared treatment to improve students' writing skill. In the first cycle the teaching learning process was done in 2x45 minutes and the theme was smoking good for us. Some steps planned holding Classroom Action Research in the first cycle were:

1) Identifying the problem

In this step, the researcher identified the students' problem in learning writing in the classroom. In learning process mostly students were passive and easy to feel bored. They felt so hard to understand the content and features of the text. After that the researcher begun to use genre-based approach in learning writing.

2) Designing lesson plan

The researcher made lesson plan based on the syllabus and decide the theme. In the first cycle the researcher used theme *Is Smoking Good for Us*.

3) Preparing the material

The researcher got material about exposition text. It was in form of peace paper and contained a text based on the theme.

4) Making the research instrument

- a) Observation sheet which used in this study was to measure students' activeness, participation, and creativity.
- b) Test which a sequence of questions or practices or other instruments to measure skill, knowledge, quality, or talent possessed by an individual or group. The researcher used the written test

b. Acting

The first cycle was done in twice meeting. It was conducted on Wednesday, 7th March, 2018 and 9th March, 2018. The activities in every meeting was presented below:

First meeting on 7th March, 2018

At the beginning of the class, after greeting and praying, the researcher proposed some activities. The time allotments which

was needed in this meeting was 90 meeting. 15 minutes in the pre activity, 60 minutes in main activity, and 15 minutes in post activity. Here, the activities were based on the steps in applying genre-based approach in writing lesson. The steps were presented as follows:

1) Building Knowledge of the Field

The activity was discussing the content of a text which was given to the students. The theme was about *Is Smoking Good for Us*. The researcher distributed the materials to students. Here the researcher tried to explore students' knowledge about the theme. Then the researcher asked the students to find out the difficult vocabularies. They must find the meaning by themselves first, after that the researcher and students began to discuss it together.

The next activities were students asked to read the text. The researcher pointed some students and asked them to give their opinion about the main idea of each paragraph. Besides, the researcher also gave some questions to students related the content of the text.

2) Modelling and Deconstructing of the Text

In this phase, the students were proposed to find out the purpose of exposition text and its features. After reading the

text, the researcher asked students about the purpose of the text. To stimulate students' knowledge about the text, the researcher explained the parts of the structure and what information each part contained. To ensure that all students understood, the researcher reviewed what had been just explained by delivering questions to encourage discussion among the class. The researcher explained about the language features and how to arrange a good sentence in this text. Moreover, the researcher asked students to come in front of class and write sentences based on the researcher guidance.

In the end of lesson the researcher concluded the material about *Is Smoking Good for Us*. Besides, the researcher asked to students about their difficulties.

Second meeting, on 9th March 2018

Meeting II commenced with a review of the previously learned materials. After greeting and praying together in classroom, the researcher began to start the lesson. The researcher delivered some questions to check students' memory and understanding about exposition text. In this meeting the researcher continued the next steps of using genre-based approach in conducting teaching learning writing. The steps were as follows:

3) Joint Construction of the Text

Then, the activity moved to brainstorming ideas for the text students were going to write. The researcher asked them to think of problems they knew that might occur recently. The researcher led the class to discuss the problem that will be written in an exposition text. In this activity the students decided to choose *School Rules* as the theme. To make it easier for the students, the class wrote a simple exposition and it was set to have at least three sentences for each paragraph.

The whole construction was begun by composing the first paragraph. The researcher invited some students to contribute to the text and wrote it in the screen displayed through the LCD projector. Besides, the researcher gave them feedback on inappropriate words or grammatical forms.

Then the rest of the text was continued through pair works. As the time was running out, the researcher gave helps and suggestions about their task. At the end, some students' work were displayed on the LCD projector and the researcher gave feedbacks on some points of the work.

4) Independent Construction of the Text

In this phase, the students tried to create their own writing. They tried to write text with the same theme as previous in pair works. During the process, the students frequently asked the researcher the English equivalences of Indonesian words they want to use in their writing. In addition, some students still confused and difficult to start it. Due to this fact, the researcher asked students to finish it at home and submitted on next week to their English Teacher.

5) Linking to Related Text

In this last step, the researcher gave students two kinds of other text. Students analyzed and discussed two other text types. Moreover, they compared them with exposition text. By this activity students differ exposition text with other from its features.

c. Observing

In this phase the researcher not only taught but also observed the students. While the teaching learning process, the researcher observed students' activeness related the activities. The students' activeness measured from how they participated learning process and how they followed instructions.

2. Result of Observation in Cycle 1

The observation in cycle 1 was done to know the students' activeness during the teaching learning process. Below is the result of each meeting in cycle 1.

Table 4.4

Result of students' activeness observation in cycle 1

a. Meeting 1

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	16	8	5
Percentage	51,61 %	25,80 %	16,13 %

The table above showed the students' activeness in cycle 1. Mostly students were less active. The students who have active criteria were not more 8 students from 31 students.

b. Meeting 2

Table 4.5

Result of students' activeness observation in cycle 1

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	10	16	5
Percentage	32,25 %	51,61 %	16,13 %

In the second meeting on cycle 2, the students' activeness has been increased. The amount active students become 16 students. The less active students were decrease.

3. Result of Writing Test in Cycle 1

Besides students' activeness, the researcher also tested students' study result. The individual test in two meeting was in twice, it was pre-test and post-test. The result of students' achievement in writing was presented below in cycle 1:

Table 4.6

Result of students' writing achievement in cycle 1 (pre-test)

Indicator	Total	Percentage
Passed	7	22,58%
Unpassed	24	77,42%

The students' writing score before the treatment was presented above. The students who passed the test only 22, 58 % of 31 students. It meant that their ability in writing really need to be improved.

Table 4. 7

Result of students' writing achievement in cycle 1 (post-test)

Indicator	Total Students	Percentage
Passed	11	35,29%

Unpassed	20	64, 52%
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Based on the table above it can be seen that there were only 11 students who passed the test and 20 students were unpassed. Thus, the researcher needed to continue to the next cycle to improve the weakness in the cycle 1.

d. The Result of Reflection on Cycle 1

In reflecting, all of teaching learning processes were observed to overcome the first cycle's weakness in order to design the better treatment in the next cycle. In the first cycle there were many weakness whether from the students or the teacher. The students had been able to build their text framework and their creative thinking was improved. But, only few of them could develop into a good text. Besides, their activeness in classroom was still less. So in the next cycle the researcher would conduct some different activities in order to build students' activeness and interest in writing lesson.

C. Result of Action Cycle 2

Based on the previous cycle the students' achievement was not clearly change. It included their activeness. The students' who passed the test not more than 50% students. That was why the researcher need to continue the research in the next cycle.

The cycle 2 was also conducted in two meeting. The result of this cycle was covered in the following points:

1. Result of Implementation Cycle 2

The second cycle was conducted on 11th April, 2018 and 16th April, 2018. The action research steps in this cycle were presented below:

a. Planning

The second cycle created based on the results of evaluation and reflection on the first cycle. In this step, the researcher prepared the materials which were needed for second cycle. The activities of this step were as follows:

1) Making lesson plan

The lesson plan in second cycle was not too different from first cycle. The researcher used other media, it was newspaper, carton paper, and color marker. Besides, the researcher applied genre-based approach.

2) Preparing the material

The material was exposition text. The researcher prepared some newspaper which contained some exposition texts. Moreover, the researcher also gave some theme to students and asked them to choose it.

3) Preparing research instrument

- a) Observation sheets
- b) Assessment instrument

b. Acting

As cycle I, there were two meeting in Cycle II. The class consisted 90 minutes in every meeting. The activities in every meeting using genre-based strategy in teaching learning writing were presented below:

First meeting, 11th April, 2018

After greeting and asking the students' condition, the researcher start the lesson by giving a simple game. Students became excited and interest with this activity. As the activities in the first cycle, in this cycle the researcher applied the usage genre-based approach by conducting steps as follows:

1) Building The Knowledge of The Field

The researcher distributed handout of materials and continued the class with conducting discussion. The first theme was *Should Students Bring Motorcycle* and the second theme was *Controlling Street Seller*. Here the researcher gave two themes which contained exposition text. This texts were to show to students about the content in daily life. As usual the class was divided into

four groups. They discussed the content of the text. It involved the vocabularies, structure, and the aim of the text.

The next activity, the researcher asked the students to present their result discussion. Each group presented their opinion about the text. On the other hand the other group response by giving question to the presenter. This activity build their critical thinking and participation in their group and also classroom.

2) Modelling and Deconstructing of the Text

In this phase the researcher recalled the students' memory about the text by delivering question randomly. It included the use of connectives and the modal verb in exposition text.

After that the researcher asked the students to write two sentences about their habit. Some students wrote their writing on board. Then the researcher and students together discussed their sentences. The researcher corrected and put additional explanation about the sentences.

3) Joint Construction of the Text

As before meeting, the researcher divided the class into four group discussion. Here the students began to construct an exposition text but in group work. The researcher asked them to think of problems they knew about the advantages and

disadvantages homework for students. The researcher's role in this activity was to manage students and encourage them to write.

The researcher distributed the task to all group. Each group wrote one paragraph of text. Before construct the text the students must make mind map related to the theme. The first group composed the general statement of the topic, the other two worked on the causes or reasons of the problems and the last group made the solution.

In the end of activity, the students collect their result group discussion. The researcher took the first group work and displayed it on the screen. The researcher and students began to discuss it. The researcher gave feedbacks in some inappropriate parts of the text.

Second meeting on 16th April, 2018

As the before meeting, after greeting and praying with the students, the researcher checked their attendance. After that the researcher reviewed the materials that had been learned in the previous meeting. The activity in this last meeting was continued the using genre-based approach to their writing ability. The activities were as follows:

- 4) Independent Construction of the Text

In this section, the students were asked to write an exposition text by their own self. The theme that chose was *The Important of Learning English*. The researcher went around the class to encourage the students to start writing. The time allotments which needed in this activities was about 40 minutes. After finish their work, the students must submit their work to the researcher.

5) Linking to Related Text

The researcher distributed an explanation text. She asked students to find the similarities with the exposition in terms of language features. The students took parts in the discussion. The class continued with discussion of other language features of the text and the difference among them. The discussions lasted until the time was up.

c. Observing

The students' activeness and achievement were increased in the second cycle. The teaching learning was more active. The students felt enjoy with the lesson by using genre- based approach in writing.

2. Result of Observation in Cycle 2

The observation in the second cycle was also conducted. It used to measure the progress of students' activeness whether it was better than cycle 1 or no.

Table 4.8
Result of students' activeness observation on cycle 2
a. Meeting 1

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	7	18	6
Percentage	22,58 %	58 %	19,35 %

In the first meeting on cycle 2 the students' activeness increased than before. There was only 7 students who has less active category of 31 students.

Table 4.9
Result of students' activeness observation on cycle 2

b. Meeting 2

Aspect	Criteria		
	Less Active	Active	Very Active
Activeness	3	16	12
Percentage	9,68 %	51,61%	38,71%

The table above shows the final result of students' activeness. Their activeness was improved well. More than 50 % students were active and more than 30 % students were very active.

3. Result of Writing Test in Cycle 2

Besides students' activeness, the researcher also tested students' study result. Here was the last test for students. The result of students' achievement in writing was presented below in cycle II:

Table 4.10

The result of students' writing achievement in cycle 2 (pre-test)

Indicator	Total	Percentage
Passed	19	61,29%
Unpassed	12	38,71%

The students' result on their pre-test shows that there was significance different than before. But after the amount of passed students still under 20 students.

Table 4. 11

The result of students' writing achievement in cycle 2 (post-test)

Indicator	Total Students	Percentage
Passed	28	93,55%
Unpassed	3	9,68%

According to the table above, the students' achievement in writing skill has been improved. It can be seen by the amount of passed students. Only 3 students who failed the test.

4. Result of Questionnaire in Cycle 2

In the last meeting the students were given questionnaire. The result of their answer is positive. It can be seen from the percentage below:

Table 4.12

Result of students' questionnaire

Students' feeling while teaching process

No	Students' Perception	Percentage
1	Apakah anda merasa nyaman selama proses pembelajaran bahasa inggris? a. Ya b. Tidak	Ya = 83,87% Tidak=16,13%
2	Apakah anda memperoleh banyak hal baru dalam pembelajaran ini? a. Ya b. Tidak	Ya =80,65% Tidak=19,35%

Students' perception about teacher's performance while teaching and using media

No	Students' Perception	Percentage
1	Apakah anda menyukai pembelajaran menggunakan media langsung? a. Ya b. Tidak	Ya =90,32% Tidak=9,68%
2	Apakah anda menyukai pembelajaran dengan metode ceramah? a. Ya b. Tidak	Ya= 6,45% Tidak=93,55%

Students' perception about the using of strategy, mastering the material, assignment and self-development

No	Students' perception	Percentage
1	Apakah anda memahami teks ekposisi dengan pendekatan berbasis genre? a. Ya b. Tidak	Ya=77,42% Tidak= 22,58%
2	Apakah anda cukup paham untuk membuat teks ekposisi? a. Ya b. Tidak	Ya=74,19% Tidak=25,81%

Students' perception about the technique that used in research

No	Students' Perception	Percentage
1	Apakah anda merasa lebih mudah memahami teks dengan pendekatan berbasis genre? c. Ya d. Tidak	Ya =77,42% Tidak=22,58%
2	Apakah dengan menggunakan pendekatan berbasis genre anda dapat memahami struktur, isi dan fungsi teks eksposisi? a. Ya b. Tidak	Ya =87,10% Tidak=12,90%

The result above clearly shows that the students' perception about the using genre-based approach in writing is very helpful for their understanding in exposition text.

d. The Result of Reflection on Cycle 2

In the second cycle, the students were serious in doing their assignment. The students were more enjoy in learning process than before meeting. It means the second cycle was successful than before cycle. Their participation was improved and the class was lively.

Besides, their knowledge on the topic, text type, and vocabulary was improved. In the second cycle most students had been able to develop their text framework and some of them could develop it. It means their creative thinking was improved.

D. Research Discussion

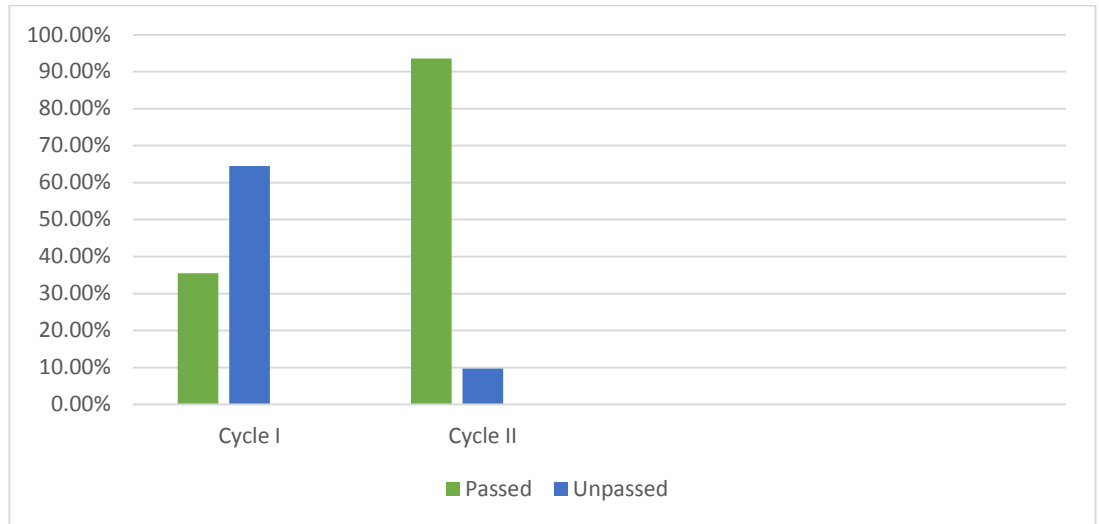
1. Improving Students' Writing Proficiency through Genre-Based Approach in Exposition Text

Before the treatments has been conducted, the students' writing achievement was low. In the twice cycle the researcher found that actually their achievement can increase by the using genre-based approach.

The result of test in cycle 1 was not satisfied enough, because many students did not reach the minimum score 75. In cycle 2, 28 students passed the test and reach the minimum score except the three students. The improvement score could be seen in the chart below:

Chart 4.1

Students' Test Progress



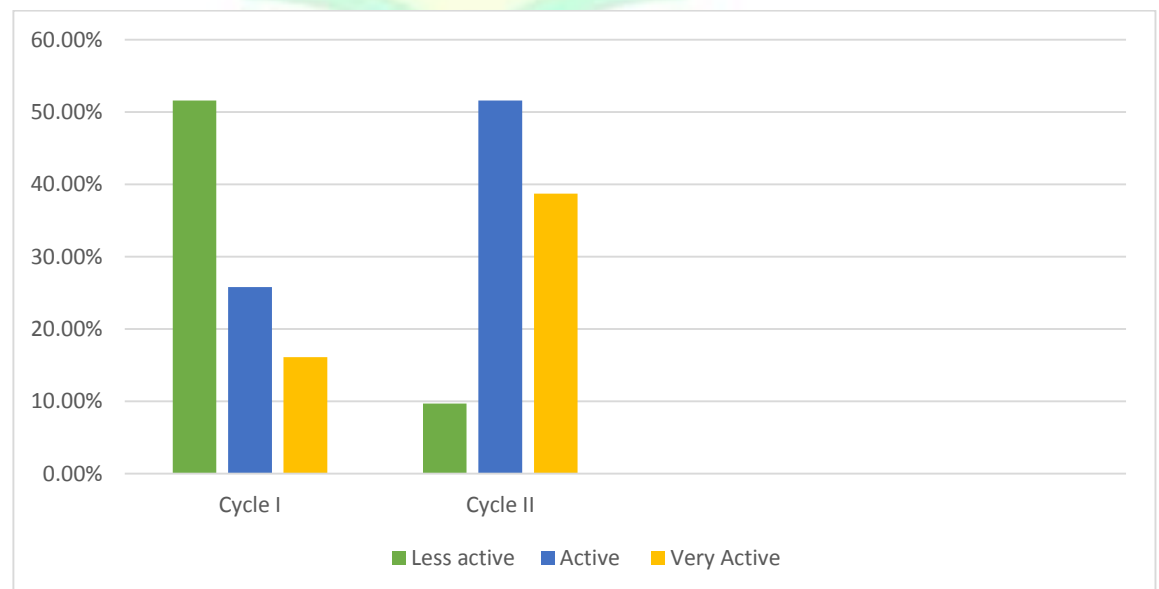
The chart above shows the comparison among passed and failed students in cycle 1 and cycle 2. In cycle 1, the passed students are not more than half of all students in the class. Then the result of cycle 2 passed students had increase for more than 50%. It means that in cycle two students are more active and reach the standard of minimal score.

2. Improving Students' Activeness through Genre-Based Approach

After conducting the research related to the students' writing achievement and activeness by using genre-based approach, the improvement can be seen. It was proved by the calculation of the observation sheet.

Concerning to the students' activeness and students' study result, the researcher found out that the students got good enough improvement during two cycles done. The research had established

students' activeness and participation in the classroom was increase in every meeting. It can be seen in the chart below



As shown in the data above, it can be stated that the students' activeness rises from cycle 1 to cycle 2. It proves that the implementation of genre-based approach in teaching writing exposition text can improve students' activeness. It can be seen in chart above that very active students qualification increase from 27 % into 53 %.

To measure the effectiveness of using genre-based strategy in teaching writing, the researcher gave the students questionnaires. The questionnaire was given to students in the last meeting.

Mostly students agreed with the questions. The questions expressed the students' perception about the teaching process, the using of media, and the strategy that used during the research. Indeed, the result shows that students like with the teaching learning process. They felt if there was any changes in their ability to mastering writing exposition text.

According to the students' answer percentage, the conclusion of students' response toward the using genre-based strategy in teaching writing skill was positive because they felt enjoy and interest with the class. The using genre-based strategy can enhance their ability in writing exposition text and increase their activeness.

CHAPTER V

CLOSING

A. Conclusion

The final discussion on the previous chapter can be drawn into two conclusions below:

The using genre-based strategy in teaching learning English especially in writing can improve students' writing skill. Based on the research result of teaching writing using genre-based strategy, the passed students was increase and the unpassed students was decrease in the cycle 2. The activities in every cycle were four activities. It covered the planning, acting, observing, and reflecting. Each cycle showed different result. The percentage of passed students in the cycle 1 is 35, 49 % in the post -test and in the cycle 2 is 93, 55 % in the post test. The students' activeness become more active than before. The students' participation and motivation also increased. It was proved by the percentage of their activeness in observation sheet. In cycle 1 the active students only 25 %- 51 % and the very active students were 16, 13 %. In the cycle 2 the active students were 58 % and the very active students were 38, 71%. The students' response toward the using genre-based strategy in teaching writing was positive. They felt enjoy with the activities and more active during the teaching learning writing.

B. Suggestions

Based on the conclusions above, there would be some suggestions dealing with the teaching writing by using genre-based approach:

1. For the Teacher

Genre-based strategy is a good way to teach students in writing especially in exposition text in a good procedure. The choice of genre-based strategy in teaching writing process is very important for the teacher consider.

Teacher and students must work together in learning process, especially in writing lesson. By using this strategy hopefully teacher can improve the learning process in writing become more interest and active.

2. For the Students

The students should motivate themselves to learn English. They should know the important of learning English especially writing skill. By using genre-based strategy they can study together with their friends, sharing each other and give their opinion about currently issue. If students had known the function of each text type they will realize how important English for them.

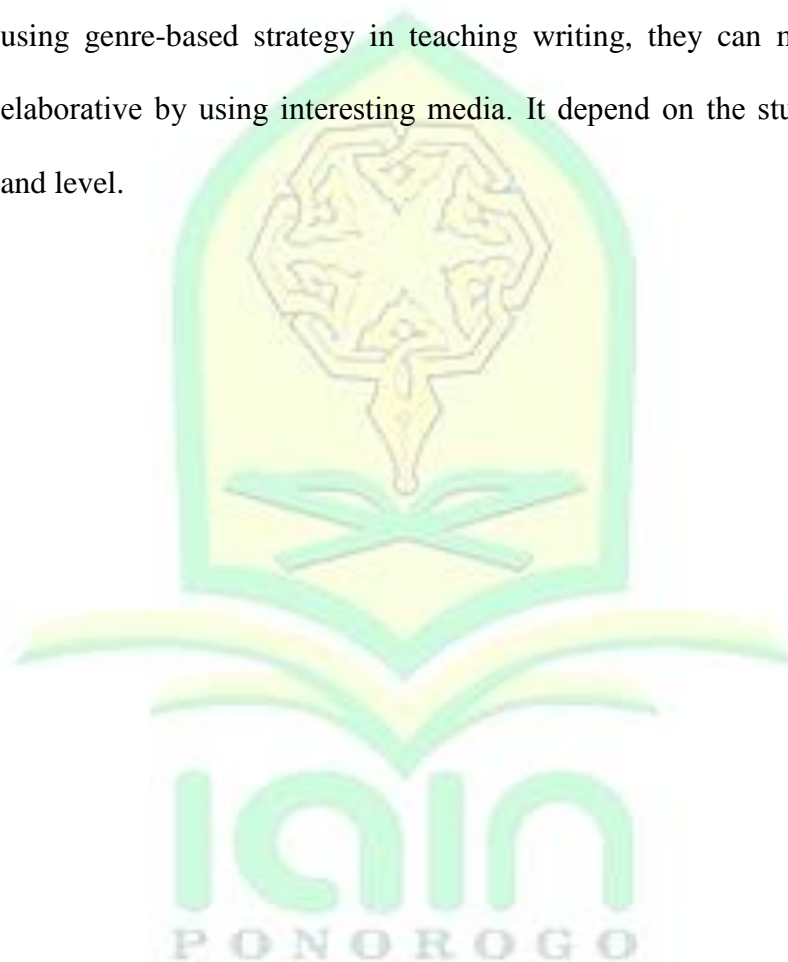
3. For the Institution

Hopefully MAN 1 Ponorogo will support the development of using this strategy. It will be easy if every classroom is supported by LCD

projector. So while the teacher want to give the beginning explanation about text they can display video or picture on the screen.

4. For the Other Researcher

The researcher suggested for the further researchers who are interested using genre-based strategy in teaching writing, they can make it more elaborative by using interesting media. It depend on the students' needs and level.



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